



ACCELERATED COLLABORATIVE
TEACHER PREPERATION PROGRAM

California State University Northridge
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The ACT Program Handbook is designed for teacher candidates, faculty, Cooperating Teachers, university supervisors, and coordinators participating in the Accelerated Collaborative Teacher (ACT) Preparation Program. It is intended to provide an overview of the program, describe responsibilities of credential candidates, coordinators, and faculty participating in the ACT Program, and explain ACT policies and procedures.

The ACT Coordinators and Faculty
August 2015

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ACT PROGRAM CONTACT LIST

The ACT Preparation Program is offered through the Michael D. Eisner College of Education at California State University, Northridge. ACT teacher candidates must meet all university and credential program requirements to participate in the program. The following information is provided to assist ACT participants in contacting appropriate offices and personnel during the program.

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Estela Chacon, Assistant Director

PART I: ABOUT THE ACT PREPARATION PROGRAM

The ACT Preparation Program reflects the philosophy and guiding values of the College of Education. This philosophy is expressed in the following Conceptual Framework adopted by the College.

Conceptual Framework – Michael D. Eisner College of Education

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to *Excellence through Innovation*. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

We value academic **excellence** in the acquisition of professional knowledge and skills.

We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

We value ethical practice and what it means to become **ethical and caring professionals**.

We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.

We value **creative and reflective thinking** and practice.

Program Overview

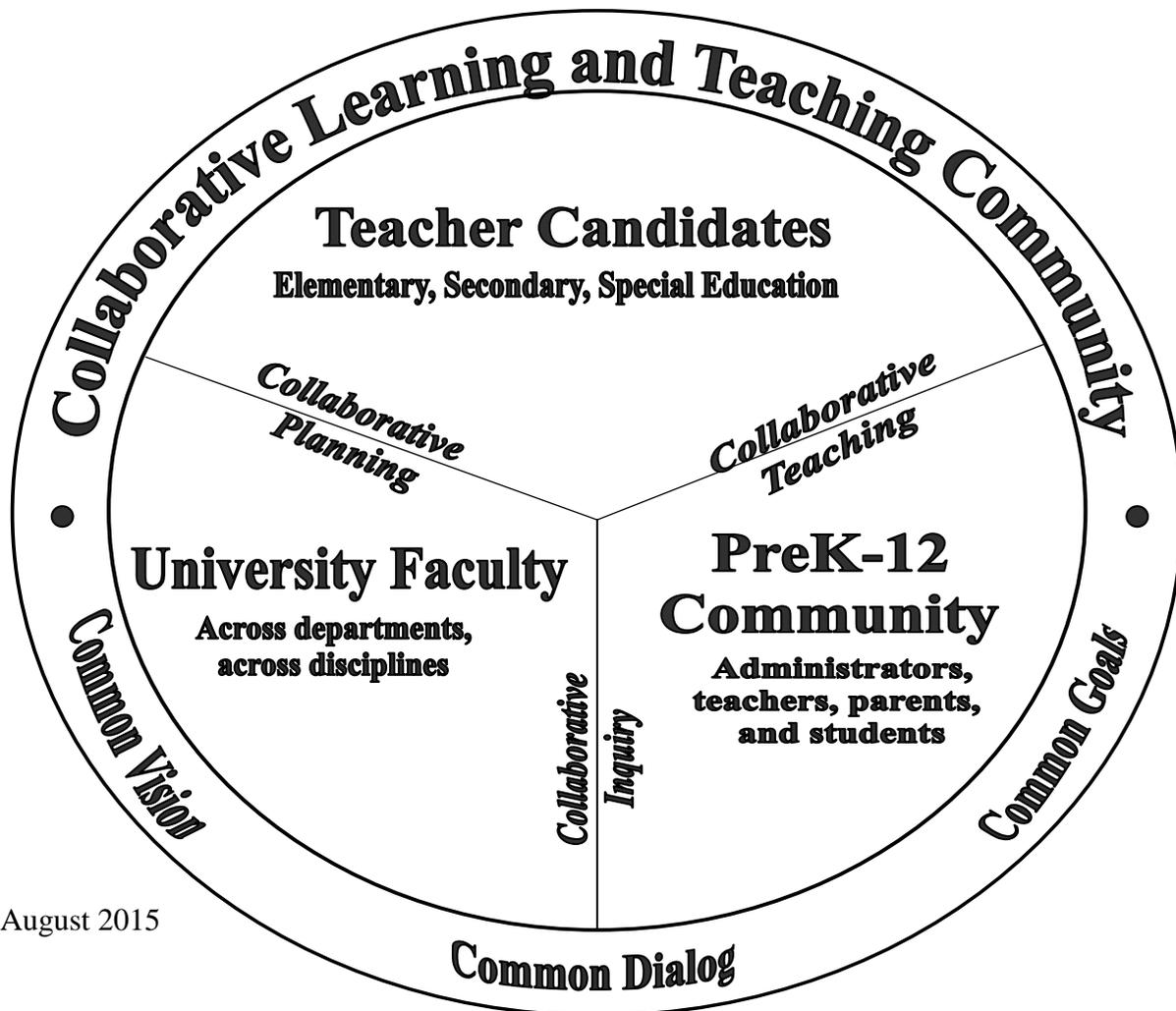
The ACT Preparation Program is offered collaboratively between the College of Education at California State University, Northridge (CSUN), the Los Angeles Unified School District, and other approved school districts. ACT is designed for teacher candidates who have completed a bachelor's degree and are interested in a one-year full-time credential program. The program leads to a Preliminary Multiple Subject, Single Subject, or Education Specialist Preliminary Credential. ACT was developed through the DELTA (Design for Excellence: Linking Teaching and Achievement) Collaborative, an initiative of the Los Angeles Annenberg Metropolitan Project (LAAMP) and supported by a 5-year grant from the Weingart Foundation.

The values that the ACT Program promotes are reflected in the following **vision statement**:

We are a collaborative, supportive, empowering community, united in the commitment to invigorate ongoing teacher education and utilize research and assessment that will inspire best teaching practices to meet the diverse needs of students and to significantly affect student achievement.

Our goal as a Collaborative is to create and sustain a learning and teaching community that fosters collaborative planning, teaching and inquiry among teacher candidates, university faculty, and the PreK-12 community. Figure 1, which also appears on the cover of the handbook, depicts the interrelationship of the elements of such a community.

Figure 1



ACT Program Principles

In the developmental stages of the program, various members of the Collaborative met to discuss elements of the ACT Program. From these elements a core of principles was derived that have guided the development and implementation of the ACT Preparation Program:

- **A standards-based program** – ACT is organized around the six interrelated domains of the California Standards for the Teaching Profession and incorporates the Common Core Standards.
- **A developmental approach** – The scope and sequence of the content and experiences build developmentally, one upon the other.
- **Extensive and intensive field experiences** – Teacher candidates complete a full year of fieldwork in the classrooms of effective general or special educators who serve as Cooperating Teachers.
- **Preparation to teach diverse urban learners** – ACT promotes a sensitivity to diversity and the knowledge and skills necessary to teach in multicultural and multilingual settings.
- **Alignment with the school district calendar** – The ACT calendar aligns with the district calendar so that teacher candidates experience a full year of school life.
- **Professional learning and teaching community** – Through ACT teachers, administrators, parents in the community, teacher candidates and university faculty are collectively immersed in sharing knowledge, inquiry, and problem solving.

The ACT Program offers several unique features, including:

- Guaranteed enrollment in courses
- Professional preparation in one academic year
- Personalized advisement and mentoring
- Progression through the program as a cohort
- Emphasis on field based experiences with diverse learners
- One-on-one coaching by experienced Cooperating Teachers

ACT credential candidates are enrolled in coursework full time and complete field experiences and student teaching in selected schools under the supervision of exemplary Cooperating Teachers.

Knowledge, Skills and Dispositions

The ACT Preparation Program is designed to prepare candidates to be effective teachers by focusing on knowledge, skills and dispositions addressed by the six domains of the California Standards for the Teaching Profession (CSTP):

- Engaging and supporting all students in learning;
- Creating and maintaining effective environments for student learning;
- Understanding and organizing subject matter for student learning;
- Planning instruction and designing learning experiences for all students;
- Assessing student learning;
- Developing as a professional educator

The following dispositions have been identified in the ACT Program as important qualities of effective teachers. These dispositions, often reflected in the beliefs and values of an individual, are discussed throughout the program, and assessed by ACT candidates, their instructors, university supervisors and Cooperating Teachers.

- **Personal Characteristics**: Strives to achieve and maintain a high degree of competence and integrity in all professional practices.
- **Interpersonal Characteristics**: Strives to develop rapport and collaborate with others in the work environment.
- **Commitment to Professional Growth**: Values creativity and thinks critically about work-related practices.
- **Commitment to Diversity**: Believes all individuals can learn and is committed to serving urban students from diverse cultural and linguistic backgrounds as well as students with special needs.
- **Commitment to Ethical Practices**: Committed to ethical professional activities in serving urban students and their families.

Program Components

The two-semester ACT Program consists of three components: core courses designed for all credential candidates, specialization coursework, and field experiences.

Core. The Core, consisting of two courses that are collaboratively taught, focuses on foundational knowledge and skills for teachers serving diverse urban learners. All ACT candidates (i.e., elementary, secondary and special education) progress through these courses together.

Specialization. Building on the core, specialization courses are designed for each specialization area (elementary, secondary and special education). Credential candidates attend the appropriate specialization courses with course content coordinated across common core, specialization courses and fieldwork.

Fieldwork. Fieldwork is an integral part of the ACT Preparation Program and is designed to provide extensive experiences across grade levels and increase in intensity with each semester. Credential candidates are assigned to teachers who have been selected to guide and mentor the teacher candidate in the field experience.

In semester one, credential candidates are assigned to a Cooperating Teacher to observe, participate and begin to assume responsibility for planning, teaching and evaluating the curriculum. In the second semester, credential candidates increase their teaching responsibility and assume greater responsibility for the classroom. It is expected that by the end of the spring semester of student teaching, the candidate will demonstrate the competencies required of a beginning teacher as reflected in the California Standards for the Teaching Profession (CSTP) and associated Teacher Performance Expectations (TPEs). Fieldwork hours vary according to specialization requirements. Table 1 provides an overview of the ACT Program for the three specializations.

Table 1: ACT Course Requirements by Program

		Semester One - Fall	Semester Two - Spring
Core	All ACT Candidates	<p>ELPS 541A –Introduction to Teaching in Urban Schools (1) SPED 541B - Introduction to Teaching in Urban Schools (2)</p>	<p>ELPS 542A –Meeting the Needs of All Students in Urban Schools (2) SPED 542B - Meeting the Needs of All Students in Urban Schools (1)</p>
	Elementary	<p>EPC 500 – Fundamentals of Teaching (3) E ED 520 – Reading Instruction for Diverse Learners (3) E ED 577 – Language Arts and ESL Instruction (3) E ED 565M – Mathematics Curriculum and Methods (3) E ED 515 – Basic Technology Methods (2)</p>	<p>E ED 575 – Integrated Social Studies and Arts Curriculum and Methods (3) E ED 565S – Science Curriculum and Methods (2) KIN 595PE – Applied Methods for Physical Education (1) HSCI 465ELM – Teaching Health (1)</p>
	Secondary	<p>EPC 420 – Educational Psychology of the Adolescent (3) SED 511 – Fundamentals of Teaching in Multiethnic, Multilingual Secondary Schools (4) SED 525 – Specialized Methods (3) SED 514 – Computers in the Instructional Program (3)</p>	<p>SED 521 – Literacy, Language, and Learning in Secondary Schools (3) SED 529 - Teaching English Learners (3) HSCI 496 ADO – Health Concerns of the Adolescent (1)</p>
Specialization	Special Education: Mild/Moderate Disabilities	<p>E ED 565M – Mathematics Curriculum and Methods (3) (MM, MS, DHH) or SED 525 – Methods of Teaching Single Subject (3) (MM only) SPED 406 – K-12 Literacy Instruction (3) SPED 402 – Behavioral Assessment and Positive Behavioral Supports (3) SPED 416 – Educating Diverse Learners with Disabilities and Working With Their Families (3) (MM only) SPED 501MM – Special Education Assessment of Diverse Learners with Mild/Moderate Disabilities (3)</p>	<p>SPED 404 – Learners with Social-Communication Disabilities including Autism (3) (MM) SPED 502MM – Reading/Language Arts Instruction for Learners with Mild/Moderate Disabilities (3) SPED 503MM – Curriculum and Instruction in Math and Content Subjects (3)</p>
	Fieldwork	<p>E ED 567ACT–Supervised Fieldwork (4) E ED 559C–Supervised Fieldwork Seminar (2)</p>	<p>E ED 568ACT – Student Teaching (6) E ED 559F–Supervised Fieldwork Seminar (1)</p>
	Secondary	SED 554 and 554S – Field Experience in Secondary Education and Seminar (3 + 1)	SED 555 and 555S – Student Teaching Experience and Seminar (5 +2)
	Special Education	SPED 579ACT – Fieldwork with Exceptional	SPED 580ACT – Advanced Fieldwork with

		Learners (4)	Exceptional Learners (6)
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ACT Faculty

Coordinators

University coordinators representing each of the three credential options (multiple subject, single subject, special education), and a PreK-12 Coordinator, are responsible for administering the ACT Program. They fulfill specific responsibilities related to assignment and coordination of teacher candidates during their field experiences. Coordinators oversee admissions and advisement of credential candidates in each of the three credential options.

Specific questions regarding the credential program should be addressed with the appropriate ACT Coordinator.

Core Faculty

Faculty in the Core plan and present content from multiple perspectives related to students from culturally and linguistically diverse backgrounds and those with special needs. Candidates participate in whole class instruction that is co-taught by the faculty and are assigned to home teams for smaller group instruction.

Questions regarding the content, activities, assignments, and grading in the core course each semester can be addressed with the assigned grading Core instructor.

Specialization Faculty

Specialization faculty teaching in the ACT Program have expertise in a specific area of study, e.g., teaching students with disabilities, or methods related to a subject area discipline.

Questions or concerns related to a specialization course should be discussed with the specialization instructor.

If at any time a teacher candidate feels his or her questions and/or concerns regarding a specific course have not been satisfactorily addressed, the student should discuss the concerns with the appropriate ACT Coordinator.

ACT Policies, Expectations, and Professional Responsibilities

Expectations of ACT Program Teacher Candidates

- You are conscientious and professional and want the best preparation as a beginning teacher.
- You will conduct yourself in a professional manner at all times.
- You will read all assignments at least once.
- You will read course syllabi several times.
- You will question course instructor(s) if you are unclear on assignments, grading practices, and class expectations.
- You will complete assignments in a professional manner (e.g., typed, unless otherwise noted) and submit them on their due date.
- You will, if given the opportunity, redo written assignments by either implementing or intelligently critiquing suggestions offered to you.
- You will attend all class meetings and be on time unless arrangements are made with the instructor.
- You will phone another student ahead of time if you need to be absent, asking this person to take notes for you and pick up any handouts so that you can keep pace in your classes and be prepared for the next class meeting.
- If you are absent from class and need assistance, you will first seek help from another student and then from your Instructor(s).
- You will participate consistently in all ACT Program courses and provide Instructors honest feedback on your experiences.
- You will share your personal experiences, knowledge, skills, and talents with other participants in the program throughout the year.
- You will refrain from using cell phones or texting during class. Electronic devices (laptops/iPads) will only be used for class related activities.

Expectations Candidates May Make About ACT Program Instructors

- We will address your questions and concerns.
- We will give adequate time to prepare for class meetings.
- We will make every effort to design motivating and purposeful learning experiences.
- We will give adequate time to reviewing your assignments.
- We will return all assignments to you in a timely manner, with the turn around time indicated by your instructor.
- We will be just and fair in our evaluation of you.

Registering For Classes

Teacher candidates in the ACT Program pay fees and register for classes according to university policy and must comply with deadlines. The following deadlines apply.

Semester	Deadline for Registering for Classes
Fall Semester	End of the third week of classes
Spring Semester	End of the third week of classes

Any teacher candidate who is not registered for classes by this deadline may not participate in the ACT Program.

Employment While Enrolled in the ACT Program

The ACT program is designed for teacher candidates who are available for full-time study. While many students enrolled in the ACT Program are employed on a part-time basis, they must be able to arrange their work schedules to accommodate the ACT Program class and field experience schedule.

E-Mail

CSUN sends all official communication by email, including registration information. Therefore, all teacher candidates enrolled in the ACT Program are required to obtain and maintain a CSUN email address. Candidates may link their CSUN Webmail account to a private Internet service provider, but are responsible for checking their CSUN email address regularly for messages. To activate your CSUN email, go to <http://www.csun.edu/account>.

Attendance and Tardiness

Attendance for the purpose of participation in class discussions and group activities is required at all core and specialization class sessions, and seminars. Teacher candidates are asked to abide by attendance policies established for each course. All class sessions will begin promptly as scheduled. If, due to an emergency, the teacher candidate must be late to a class, s/he must notify the specialization instructor one-half hour (or as soon as possible) before the start of the class session. Teacher candidates should abide by the tardiness policy established in each of the courses.

Use of Cell Phones/Electronic Devices During Class

All cell phones must be silenced during class. If, due to an emergency situation, the teacher candidate must take a call during class time, s/he is asked to notify the instructor(s) prior to the beginning of class. Electronic devices such as laptops/iPads should only be used for class related activities.

Assignments

All assignments are to be completed in a professional manner. Unless otherwise specified, assignments must be typed using a standard font and margins. Please check the writing requirements in syllabi for each course.

Field Experiences and Student Teaching

Field experiences are an integral part of the ACT Program. They provide teacher candidates opportunities to observe best practices in managing and organizing the classroom, and planning, teaching, and evaluating students. As candidates progress through the ACT program, they assume greater responsibility for organizing and maintaining the classroom environment, planning and teaching the curriculum, and assessing students. The field experience component of the program culminates in a full-time student teaching experience.

In their field experiences, teacher candidates demonstrate professional competencies related to the six domains of the California Standards for the Teaching Profession and associated Teaching Performance Expectations (TPEs):

California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs)

Making Subject Matter Comprehensible to Students

TPE 1: Specific pedagogical skills for subject matter instruction

Assessing Student Learning

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

Engaging and Supporting Students in Learning

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 7: Teaching English learners

Planning Instruction and Designing learning Experience for Students

TPE 8: Learning about students

TPE 9: Instructional planning

Creating and Maintaining Effective Environment for Student Learning

TPE 10: Instructional time

TPE 11: Social engagement

Developing as a Professional Educator

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

These six domains are the basis for assessing candidates during their field experiences.

The Field Experience Team

Each of the teacher candidate's two field experiences is designed and coordinated by a team consisting of the Cooperating Teacher, the University Supervisor, the ACT Coordinator in the candidate's specialization (elementary, secondary, special education), and in the case of the Secondary ACT Program, the Subject Area Coordinator. All members of the team are specialists that have had extensive training and experience as classroom teachers and in the supervision of teachers. Open communication is a major responsibility of each member of the student teaching team. All members must be aware of the special role each has to fulfill, and that the common goal of the team is the success of the teacher candidate.

Cooperating Teacher

The Cooperating Teacher is a tenured teacher with at least three years experience who has been carefully selected to participate as a supervisor in the ACT Program. It is the responsibility of the Cooperating Teacher to facilitate the process by which candidates grow to be competent and reflective professional educators. The Cooperating Teacher observes and guides the teacher candidate in developing effective practices and communicates regularly with the University Supervisor on the progress of the candidate.

University Supervisor

The University Supervisor is the field supervisor for the teacher candidate and communicates closely with Cooperating Teacher on the progress of the teacher candidate. The University Supervisor integrates the various aspects of the student teaching assignment by scheduling visits, observing the teacher candidate, conferencing with the teacher candidate and Cooperating Teacher, and keeping communication lines open. The University Supervisor must respond quickly when needs arise, and serves as a contact and resource for both the Cooperating Teacher and teacher candidate.

ACT Coordinator

The ACT Coordinator supervises placements of teacher candidates in schools and makes adjustments in assignments as needed in collaboration with University Supervisors. The Coordinator is responsible for addressing problems and concerns that may occur between the teacher candidate, Cooperating Teacher, and/or the university supervisor. The Coordinator is always consulted about the withdrawal of any candidate from student teaching.

Subject Coordinator (Secondary Program)

The Subject Coordinator is a full-time faculty member with specialized expertise in a designated subject field. S/he assists in the recruitment and training of new Cooperating Teacher, and in consultation with the ACT Coordinator, the placement of teacher candidates in their field experiences. The ACT Coordinator and Subject Area Coordinator work with University Supervisors and Cooperating Teachers, in the event of problems regarding teacher candidates.

The Student Teaching Experience

The ACT Program faculty considers the supervised teaching experience to be the capstone of its professional training program. As the final field experience of the ACT Program, student teaching is designed as an opportunity for students to further refine practices aligned with the California Standards for the Teaching Profession, Teacher Performance Expectations, and Common Core Standards. Each member of the field experience team has specific responsibilities in facilitating the transition of the teacher candidate to professional teacher.

Responsibilities of the Teacher Candidate

Before Your Assignment Begins

Professionalism

- Consider your student teaching assignment a full-time job, and plan accordingly.
- Adhere to professional ethics (dress code, privileged communications).
- Become familiar with school protocol regarding student teaching.
- Teach according to the school site's academic calendar, not the university calendar.
- Discuss with your Cooperating Teacher the best method to inform him or her of any unforeseen absences from student teaching.
- Learn to conduct parent conferences in an objective and professional manner.
- Approach the assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve.
- Notify the University Supervisor of all changes in address, phone, e-mail, etc.

Students/School/Community

- Familiarize yourself with students and their backgrounds, and the culture of the school and the community.
- Become familiar with the community and its resources.
- Find out procedures for using equipment and obtaining supplies from the media center, teachers' workroom, and/or resource room. Assist in preparing material and teaching aids.
- Attend functions like "Back-to-School night" with your Cooperating Teacher.
- Introduce yourself to the administrators, faculty, students, and staff.
- Decide with the Cooperating Teacher how students will address you.

Planning and Instruction

- Meet with the Cooperating Teacher to orient yourself to the classroom environment, and to review first day plans.
- Establish a mutually satisfactory daily conference time with your Cooperating Teacher.
- Determine with your Cooperating Teacher teaching materials and records to be used.
- Discuss with the Cooperating Teacher school rules for managing discipline problems and the Cooperating Teacher's preferred techniques for classroom management.
- Obtain texts and teaching materials from the Cooperating Teacher.
- Observe the Cooperating Teacher in class; familiarize yourself with the teaching of skill subjects, standards of behavior for different activities, class routines and procedures, and safety drills.

- Ask clarifying and probing questions about the observations you make of the Cooperating Teacher.

During Your Assignment

Professionalism

- Approach each assignment with a positive attitude, one that will allow necessary adjustment in teaching practices in order to improve
- Be punctual and attend daily. Arrive at least 30 minutes prior to class time or when your Cooperating Teacher is required to report to school.
- Keep an ongoing log of your experiences, challenges, concerns and satisfactions.
- Keep communication with the Cooperating Teacher and University Supervisor open, discussing problems or concerns as they arise. You may also contact your ACT Coordinator.
- Take the initiative in asking questions and requesting materials. Attend staff meetings, professional conferences, and parents' meetings. Ask to sit in on a parent-teacher conference.
- Learn to conduct parent conferences in an objective and professional manner.
- Become involved in classroom, playground and lunch activities; give help and assistance when needed.
- Follow through on the expectations for the classroom aide as established by the Cooperating Teacher.
- Attend regularly scheduled seminars. The seminar promotes articulation between common core and specialization courses and fieldwork and serves as a medium for solving specific problems in teaching and/or classroom management.
- Express appreciation at the conclusion of your assignment to all administrators, faculty, and staff who contributed to your learning experience.

Planning and Teaching

- Establish a mutually satisfactory daily conference time with your Cooperating Teacher. Attempt to keep communication open, discussing problems or concerns as they arise.
- Utilize the Cooperating Teacher's methods and materials while you begin to know the students, their learning styles, and motivational needs. If you then wish to adopt different methods and materials, discuss your ideas with your Cooperating Teacher.
- Submit written lesson plans at least 24 hours in advance of the teaching period or within the timeframe required for each specialization. Retain these plans in a cumulative notebook. The Cooperating Teacher may require you to submit in writing your proposed sequence of materials and activities for the following week on Fridays.
- Evaluate lesson plans and the classroom implementation as objectively as possible and confer with the Cooperating Teacher on a daily basis.
- Maintain a large ring binder, which includes a unit or semester overview, unit plans, and daily lesson plans with all handouts for students. This notebook must be readily accessible in the classroom for perusal at any time by the Cooperating Teacher and the University Supervisor.

Assessment and Grading

- Keep a roll and grade book and confer frequently with the Cooperating Teacher on the number and types of entries.
- Prepare copies of the class roll and daily schedule.

NOTE: Each specialization prescribes specific fieldwork activities related to each of the two field experiences. Please consult Part II – Section 2 of the handbook for specific information regarding the field experience and student teaching responsibilities for your specialization area.

Responsibilities of the Cooperating Teacher

The Cooperating Teacher is legally responsible for events and situations that arise in the classroom. Hence, it is imperative that the Cooperating Teacher instruct the teacher candidate regarding school and district policies, coverage of the district curriculum, appropriate lesson plans, appropriate grading procedures, and contact with the parents.

Before the Assignment Begins

Professionalism

- Include the Teacher Candidate in school staff meetings, workshops, parent conferences, and other meetings, e.g., PTA.
- Acquaint the Teacher Candidate with professional organizations and encourage him/her to attend conferences.

Students/School/Community

- Inform your class, aides, volunteers, and parents that a teacher candidate will be joining you and what his/her role will be. Also clarify how the teacher candidate will gradually assume full classroom responsibilities.
- Introduce your teacher candidate as an associate or junior colleague to your pupils, the faculty, administrators, community persons, parents, and staff.
- Discuss with your teacher candidate the expected arrival and departure times based on the policies of your particular administration and faculty.
- Familiarize your teacher candidate with district policies including sexual harassment and abuse, child abuse neglect and reporting, code of conduct with students, and use of social media.
- Inform your teacher candidate of school/district curriculum, appropriate lesson plans, appropriate grading procedures, and contacts with parents.
- Inform your teacher candidate about policies concerning school personnel and resources, including fire drills and other safety procedures.
- Familiarize your teacher candidate with specific health and equipment requirements of individual students.

Planning, Teaching, and Student Assessment

- Provide your teacher candidate with workspace and materials.
- Establish a regular time each day to conference with the teacher candidate. Encourage self-evaluation on the part of the teacher candidate.
- Prepare a list of suggestions for directed observations, i.e., routine procedures, behavior management, special techniques for handling groups and special health needs.
- Discuss and plan the teacher candidate's schedule for participation in classroom activities.
- Help the teacher candidate plan appropriate goals, content and seatwork.
- Inform your teacher candidate of the procedures and practices used by the school for managing disciplinary problems.
- Discuss your goals and procedures for classroom management.
- Train the teacher candidate in the official use of the roll and grade book(s).

Assessment of the Teacher Candidate

- Take time to discuss your expectations for the teacher candidate in terms of responsibilities, contributions, and performance level and how you will evaluate the teacher candidate.
- Discuss and agree upon the criteria for evaluating the teacher candidate's lesson plans.

During the Assignment

Professionalism

- Include the teacher candidate in faculty and parent meetings, parent conferences, and professional workshops as scheduled.
- Acquaint the teacher candidate with professional organizations and encourage attendance at conferences.

Planning, Instruction, and Assessment

- Share your planning with the teacher candidate.
- Review the teacher candidate's daily lesson plans.
- Model effective teaching techniques and approaches for the teacher candidate.
- Be present in the room when the teacher candidate is teaching class in order to give accurate feedback on the strengths and weaknesses of lessons.
- Demonstrate your classroom management procedures for the teacher candidate.
- Relinquish the class "leader" role to the teacher candidate and promote students' views of teacher candidate as a teacher.
- Help students to adjust to the increasing role of the teacher candidate in the classroom.
- Unless you are team teaching with the teacher candidate, redirect students to the teacher candidate if they come to you for assistance.
- Assist in selection of pupil(s) for assessment and individualized instructional planning.
- Invite the teacher candidate to visit the classroom(s) of other teachers to learn different teaching techniques.

Troubleshooting

- Inform the University Supervisor immediately, if the teacher candidate is having difficulties or encounters problems that appear to be insurmountable.

Assessment of the Teacher Candidate

- Write out observations, comments, and evaluations for activities in which the candidate is engaged. Provide the teacher candidate with a copy and keep another copy on file.
- Avoid making suggestions or correcting the mistakes of the teacher candidate in front of the class or any place in the presence of students, unless the destruction of property or safety of students is involved.
- Conference with the teacher candidate at the time of midterm and final evaluation to explain the ratings, being careful to denote the teacher candidate's strengths and areas for growth.
- Complete and discuss the midterm and final evaluation with the teacher candidate and university supervisor.

Responsibilities of the University Supervisor

Students/School/Community

- Become familiar with school programs and schedules.
- Become familiar with the candidate's previous teaching experiences.
- Inform yourself as to the school schedule for lunch, recess, and special events, so you can

schedule your visits at opportune times. Observe school protocol during these visits.

Visitations

- Schedule visits to the classrooms of teacher candidates and be punctual in those visits.
- Observe the teacher candidate in the classroom on a regular basis. Schedule additional observations if you feel they are needed or if requested by the Cooperating Teacher or teacher candidate.
- Schedule two and three-way conferences with the Cooperating Teacher and/or the teacher candidate at regular intervals and at times that are mutually convenient. Provide the Cooperating Teacher and teacher candidate with written summaries of the conference, including specific objectives for the teacher candidate.
- Provide resources for the Cooperating Teacher and teacher candidate as requested or when appropriate.

Troubleshooting

- Be alert to interpersonal problems between the teacher candidate and Cooperating Teacher and be receptive to the ideas and suggestions for change from both.
- Discuss problems or concerns you have about teacher candidate skills or the appropriateness of the setting with the Cooperating Teacher and the ACT Coordinator. Prescribe possible resolutions to problem(s), including reassignment, additional preparatory experience, or withdrawal from the program, if necessary.
- Inform the appropriate ACT Coordinator of concerns involving the teacher candidate.

Assessment of the Teacher Candidate

Discuss the content of feedback and criteria for evaluation. Discuss the mid-term evaluation completed by the Cooperating Teacher. Complete the final evaluation and discuss the evaluation with the teacher candidate. Complete the electronic midterm and final evaluations in a timely manner.

Student Teaching Policies

Credit for Previous Teaching Experience

All ACT teacher candidates must participate in the prescribed field experiences and student teaching. ACT does not allow the substitution of experience for student teaching.

Eligibility to Student Teach

Teacher candidates must be approved by the credential office to student teach in the second semester of the ACT Program (spring). Approval includes completion of all requirements listed on the Credential Progress Report (CPR) including the following, listed below by specialization.

Multiple Subject Credential Candidates

- Successful passage of CSET
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course or passage of CSET writing section)
- Successful completion of Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

Single Subject Credential Candidates

- Passage of CBEST
- Professional Education Program Plan coordinated with completion of subject matter requirements
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course)
- Successful completion of all Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

Special Education Credential Candidates

- Appropriate CSET subject matter examination or commission approved subject waiver program
- Writing Proficiency Requirement (score of 41 on CBEST writing component, 10 or better on UDWP Exam, or approved course or passage of CSET writing section)
- Successful completion of all Fall semester coursework (3.0 GPA and a grade of “C” or better in all courses)

Student Teaching Placement

Student teaching is expected to be completed in LAUSD or other approved districts/sites. Specific student teaching requirements for each of the credential programs offered in the ACT Program are described below.

Multiple Subject Credential Program

Teacher candidates complete two supervised field experiences, one in the fall semester (EED 567 ACT) and the other in the spring semester (EED 568 ACT). One of the assignments will be at the primary (K-2) level and one at the upper elementary (3-5) level. There will be a minimum two grade level difference between the two assignments, e.g., second grade and fourth grade. Both fall supervised fieldwork and spring student teaching are preceded by an

observation/participation (O/P) experience in the classroom in which the candidate will complete the supervised field experience. Forty hours are required in the fall semester, and 20 hours in the spring semester. The O/P experience is completed in visits to the assigned elementary classroom during the first 2-3 weeks of each semester.

Fall Semester – The fall semester supervised field experience is completed during the morning hours when reading/language arts/ELD and mathematics are taught in the elementary classroom. The exact hours and times will vary according to the school schedule. This assignment is for a 10-week period beginning mid-September and continuing to mid-December.

Spring Semester - In the spring semester, student teaching is a 10-week, full-time requirement beginning early March and continuing to approximately mid-May.

Please note that the exact schedule for the candidate’s involvement in the schools will vary according to the daily schedule at the school to which the candidate has been assigned. Moreover, the beginning and ending dates of the candidate’s supervised field assignment will depend upon a number of factors, including the calendar of the school to which the candidate has been assigned.

Single Subject Credential Program

Students must complete two field experiences, one in the fall semester (SED 554 and SED 554S: Field Experience in Secondary Education and Seminar) and the other in the spring semester (SED 555: Student Teaching Experience and Seminar). During the first field experience in fall, students spend one period a day in an assignment and another class period a day that is used for observation, planning, conferencing, etc. In the spring semester, students spend four periods a day in an assignment, three teaching periods and one conference period. One of the assignments will be at the middle school level and one at the senior high school level. The length of the student teaching experience is based on the calendar at the school site at which the teacher candidate is placed.

Special Education Credential Program

Students complete a student teaching assignment in the spring semester. The assignment is completed in a classroom setting appropriate to the candidate’s specialization of mild/moderate disabilities.

See Part II – Section 2 for a description and expectations for the supervised field experiences and grading policies specific to each specialization.

Cross-Cultural Requirement

The Commission on Teacher Credentialing (CTC) requires that at least one student teaching experience expose prospective teachers to the rapidly changing demographics of the State. In compliance with this mandate, at least one supervised field experience must provide the teacher candidate a cross-cultural experience defined as a classroom setting of mixed racial/ethnic compositions.

Student Teaching Seminars

Attendance is required at all seminars associated with field experiences and student teaching.

Absences During Student Teaching

Teacher candidates are expected to attend daily during the assignment, except in instances of illness or family emergency. If the candidate is absent more than three days from the assignment, the

candidate's assignment will be extended an additional week. If the candidate is absent for more than five days, the candidate's assignment will be extended an additional two weeks. If an assignment cannot be extended because of the school year ended, the candidate may need to extend student teaching to the following semester. Absences totaling ten or more school days will automatically withdraw the candidate from the assignment. The absence policy may vary depending upon your specialization. Please consult Part II – Section 2 for any variations on the policy regarding absences from student teaching.

Teacher Candidate Evaluations

ACT teacher candidates completing a Multiple and Single Subject Credential are graded on a Credit/No Credit basis in their field experiences and student teaching. ACT teacher candidates completing an Education Specialist credential receive a letter grade in their field experiences and student teaching. Credit for student teaching is dependent upon the teacher candidate's performance in the classroom and demonstration of a satisfactory level of **competency** as established by each specialization. "Credit" requires a successful experience in supervised teaching as evaluated by the Cooperating Teacher in consultation with the University Supervisor. Special education credential candidates must receive a "B" or better to pass student teaching.

See Part II – Section 2 for specific criteria for evaluating the teacher candidate in his or her field experiences and student teaching.

Change in Placement

In a few situations, a placement may not be viable for the candidate or the school. In this situation, the candidate, ACT supervisor or coordinator, or Cooperating Teacher or school administrator may ask for a placement change. This request should be initiated in writing with a rationale for the change and should include whether the assignment will need to be extended. The candidate and the ACT Coordinator should sign the document. Only one other attempt will be made to place the student for each assignment.

Student Teaching Support Plan

When a Teacher Candidate is not demonstrating satisfactory progress in the student teaching assignment, the Cooperating Teacher and the university supervisor will jointly develop a **Student Teaching Support Plan** based on the California Standards for the Teaching Profession. The Student Teaching Support Plan will specify competencies that the teacher candidate will need to demonstrate within a defined period of time in order to successfully complete the student teaching assignment. Completion of the student teaching requirement can occur within the semester the Student Teaching Support Plan is written, or in a subsequent semester when the Teacher Candidate re-enrolls in student teaching. The ACT Coordinator for the candidate's credential option will review the Student Teaching Support Plan. A copy of the Student Teaching Support Plan remains with the teacher candidate and the appropriate ACT Coordinator. The ACT Coordinator will assume the responsibility of informing personnel in the Credential Preparation Office to remove the Student Teaching Support Plan from the candidate's file once the candidate successfully completes the student teaching assignment.

Withdrawal from Student Teaching

In a few situations, the teacher candidate's teaching may not meet the required program standards. When this occurs, it is best for the teacher candidate to withdraw from the assignment. Any decision regarding withdrawal of a candidate from student teaching must be discussed with the ACT Coordinator and school site administrator in charge of student teaching. Final approval of the decision to withdraw a candidate from student teaching is made by the appropriate coordinator. If the teacher candidate chooses to discontinue student teaching during a semester, the candidate is expected to notify the Cooperating Teacher, University Supervisor and the appropriate ACT Coordinator. If a candidate withdraws from student teaching, a Support Plan should be written, summarizing the candidate's performance and providing a plan for the candidate to be successful in

another placement. A candidate who has withdrawn twice from student teaching is ineligible for future placement.

Removal of a Teacher Candidate from an Assignment

In the event that the teacher candidate does not fulfill obligations to the assignment, to the students, or to the Cooperating Teacher or University Supervisor, or if for any other reason, the assignment needs to be terminated, the teacher candidate may be removed from the student teaching assignment. Removal may be initiated by the Cooperating Teacher or University Supervisor upon a discussion with the ACT Coordinator and the school site administrator in charge of student teachers.

Grade of “No Credit” (NC) Assigned for Student Teaching (Special Education candidates are assigned a letter grade for student teaching.)

A grade of NC is assigned by the University Supervisor in consultation with the ACT Coordinator. A grade of “No Credit” is based on the recommendations made by the Cooperating Teacher and the University Supervisor. Every student has the right to challenge any grade given by an instructor. This includes a grade of “No Credit” (NC) for student teaching. The student who wishes to appeal a grade of NC should bring the case to the Academic Grievance and Grade Appeals Board. The procedure for doing this can be obtained in the Office of the Vice President for Student Affairs.

Appealing Unfavorable Decision(s)

Every student has the right to appeal any unfavorable decision. To protect the rights of the student, the ACT Program follows procedures established by the College and University for appealing decisions regarding involuntary withdrawal from the teacher preparation program and a grade of “No Credit” for student teaching (see “Student Teaching Policies”).

Involuntary Withdrawal from the Teacher Education Program

In instances in which the teacher candidate consistently demonstrates poor work habits or unprofessional behavior, he or she may be involuntarily withdrawn from the Teacher Education Program. This action is initiated between ACT Program faculty and the Coordinator for the candidate’s specialization area. The action is communicated in writing to the Executive Secretary of the Selection and Admission Committee. The student is informed of the existence of the negative written communication per the Family Privacy ACT of 1974. Thereafter, the Executive Secretary begins the procedures identified in the Credential Office memorandum of August 18, 1988, Involuntary Withdrawal of Candidates from the Credential Program. These procedures protect the candidate’s right to free speech and provide an opportunity to face the person(s) who wrote a negative communication about the candidate. The procedures are on file in the Credential Preparation Office.

PART II:

ACT Special Education Credential Program

Department Philosophy

Professional Standards

Supervised Fieldwork and Student Teaching

Department of Special Education Philosophy

The faculty of the Department of Special Education believe that society benefits when all individuals are able to achieve their maximum learning potential. Special Education serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning needs. We are committed to preparing teachers to work with individuals with disabilities to ensure all students achieve their maximum learning potential.

The Department's educational program is built upon knowledge derived from a sound theoretical base, and rigorous research. We believe a quality program includes opportunities for reflection, problem solving and collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, a quality program provides ongoing support, mentoring, and guidance to its students while promoting innovative approaches for individuals with exceptional needs in the communities it serves. A primary role of the Department is the preparation of special education professionals.

We believe that well prepared special education professionals:

- have a core set of knowledge and skills enabling them to teach and collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with exceptional needs;
- engage in professional activities which are responsive to and benefit the increasingly diverse needs of individuals with exceptionalities and their families in a changing society; and
- strive continuously to achieve and maintain a high degree of competence and integrity in all their professional practices.

Faculty members within the Department of Special Education are highly qualified professionals with specialized expertise, skills, and knowledge in the field. As educators, we are committed to being skilled facilitators of learning, and we are responsive to our students' unique needs, upholding and modeling the highest standards of the field. We are committed to ongoing and evolving philosophy, content and practices. We collaborate with schools and communities to promote innovation and exemplary practices, and strive to assume advocacy and leadership roles in the field.

A primary assumption that guides our program is the belief that all students can learn. We believe that teachers of students with disabilities must be prepared to serve students with diverse needs by adapting instruction to accommodate individual differences, cultural backgrounds, and developmental levels of learners. In our view, this requires a highly skilled and reflective professional who is able to make sound educational judgments that are informed by theory, research, and best practice in the fields of general and special education.

Guided by this philosophy, the programs of the Department focus on preparing teachers to understand the diverse characteristics and backgrounds of students with disabilities, acquire methods in adapting curriculum and instruction that are built upon a strong foundation in subject matter instruction, and understand that teaching is a process that requires ongoing programming and evaluation.

Additionally, in order to provide best educational practices for their students, teachers must develop effective collaboration skills with general educators, family members, related service personnel, paraprofessionals and administrators. Collaboration is a key principle articulated throughout the credential program.

Finally, teachers of students with disabilities need not only knowledge and skills that reflect best educational practices in the field, but also must be leaders to create needed change. Therefore this training program emphasizes the development of problem solving skills, critical thinking skills to evaluate assessment results and various instructional practices, and creativity to accommodate unique needs.

Philosophy Specific to the Specialization in Deaf and Hard of Hearing: The Deaf/Hard of Hearing specialization is committed to providing students with an understanding of various communication/educational approaches and current applications, emphasizing the research basis for each approach. The program strongly supports a bilingual/bicultural approach, and facilitates the development of sensitivity on the part of future teachers in the field of Deaf Education toward the communication and cultural needs of deaf individuals. Candidates seeking a teaching credential in Deaf Education must demonstrate communicative competence in expressive and receptive American Sign Language. We are further committed to the appropriateness of a continuum of service options in order to meet the needs of deaf individuals, and believe that the individualization of placement and programs in the foundation of quality education.

Philosophy Specific to the Specialization in Early Childhood Special Education: The ECSE specialization is committed to preparing reflective professionals who will provide high quality services to infants, toddlers and young children, and their families. High quality services should reflect recommended practices in the field of early childhood special education, which combines effective practices in early childhood education with the specialized assessment and intervention approaches of special education, including: family guided approaches; services in natural environments; developmentally appropriate, integrated curriculum, and cross-disciplinary, collaborative, coordinated service delivery. Further, we are committed to assuring that each candidate has experiences and backgrounds related to working with children with a variety of disabilities, ranging from mild to severe and including multiple disabilities, and related to working responsibly with families from diverse linguistic and ethnic backgrounds.

Philosophy Specific to the Specialization in Mild/Moderate Disabilities: The mild-moderate specialization is committed to the preparation of highly effective educators who utilize research-based practices to address the educational and social needs of individual students with learning disabilities, mental retardation, and emotional/behavioral disorders. The faculty believes that these educators must be able to provide access to the general education curriculum, through modifications and accommodations, to implement explicit, systematic and intensive instruction, and to collaborate with families and other professionals. Graduates of this program are prepared to meet personnel needs in highly diverse urban settings, promote inclusive education, and engage in ongoing professional development that includes leadership roles in the school and community.

Philosophy Specific to the Specialization in Moderate/Severe Disabilities: A basic assumption guiding the Moderate/Severe specialization is that students with moderate to severe disabilities acquire

meaningful educational outcomes most effectively and efficiently in typical environments with peers who do not have disabilities. Therefore teachers of students with moderate and severe disabilities must acquire strategies for implementing instruction across a variety of educational settings and for supporting student interactions with peers without disabilities. Our program focuses on providing teachers with the skills and abilities to use appropriate assessments in order to identify and teach critical skills and monitor progress toward meeting identified goals within the natural setting. The program recognizes the extreme diversity of its students and emphasizes a person-centered approach that considers the cultural values of the family.

Professional Standards

Special education credential programs at CSUN adhere to the standards developed by the Council for Exceptional Children (CEC) and the National Council for Accreditation of Teacher Education (NCATE). The CEC guidelines, *What Every Special Educator Must Know: Ethics, Standards, and Guidelines* (2009) are a comprehensive set of standards for professional preparation programs and their graduates. These standards guide the development of college and university programs and are the measure against which programs are evaluated for national recognition and approval. The CEC standards identify expectations for all special educators as well as the more specific knowledge and skills required in specialization areas, and are intended, in addition to NCATE accreditation standards, to provide guidance to state agencies directly responsible for licensing and certification. The ACT Program, as other credential programs in the Department of Special Education, is designed to prepare students to meet CEC standards. These are included in Appendix A.

NCATE standards focus on the knowledge, skills and dispositions important for teachers. ACT has been designed to meet these standards through four transition points in the program: admission, entry to student teaching, exit from student teaching, and program completion. Candidates are assessed on their knowledge, skills and dispositions through completion of coursework, as evidenced by grades and other program requirements, and fieldwork/student teaching, as evidenced by teacher performance assessments (e.g., the Special Education Teaching Evaluation and the Teaching Event).

Finally, the California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPE's) are the basis for evaluation and assessment of teacher candidate performance (see Appendix A). They are designed to guide, monitor and assess the progress of a candidate's development in becoming a teacher (CCTC, 2009). Teacher performance assessments are aligned with CSTPs and TPEs. The Special Education Teaching Evaluation Form and the Teaching Event, are completed each semester during fieldwork/student teaching and the associated seminar. Taken together, the CSTP/TPEs consider the diversity of California students, reflect a holistic and developmental view of teaching, and provide observable examples of professional teaching practices (CCTC, 2009).

References:

Commission on Teacher Credentialing (October, 2009). *California Standards for the Teaching Profession*. Commission on Teacher Credentialing, Sacramento, CA:
<http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>.

Council for Exceptional Children (2009). *What Every Special Educator Must Know: Ethics, Standards, and Guidelines*. Council for Exceptional Children: Arlington, VA.

Supervised Fieldwork and Student Teaching

Supervised fieldwork is an integral part of the ACT preparation program. ACT teacher candidates complete fieldwork each semester with experienced teachers who are selected and trained as Cooperating Teachers (ACT). Teacher candidates begin fieldwork by observing classroom practices, then assisting in the classroom, and finally assuming full teaching responsibility of the classroom. The fieldwork schedule is shown in Table 2.

Table 2
ACT Fieldwork Schedule

Schedule	Fall Semester (4 units)	Spring Semester (6 units)	Total (10 units)
Months	August-December	January-May	August-May
Hours	120 hours of observation participation, co-teaching (8 hours per week for 15 weeks)	64 hours of fieldwork for 8 weeks (8 hours per week) 360 hours of student teaching – 6 hours per day for 12 weeks	544 hours

Supervised Fieldwork/Student Teaching Placements

The ACT Special Education Coordinator is responsible for fieldwork assignments, made in consultation with the teacher candidate. Fieldwork for ACT candidates is completed in LAUSD and other selected sites, providing experiences in elementary and secondary schools in mild/moderate disabilities.

During field experiences and student teaching, the Cooperating Teacher is legally responsible for the classroom. It is the responsibility of the teacher candidate and/or the Cooperating Teacher to talk with the University Supervisor and/or the ACT Special Education Coordinator if any questions or concerns arise regarding the placement.

Overview of Fieldwork Requirements and Responsibilities

The field experience begins with observation and participation and spirals, building on each successive experience. The following describes responsibilities of each person involved in the fieldwork experience.

Teacher candidates complete fieldwork during fall and spring semester. A Field Experience Log or Activity Timeline is required, verifying fieldwork hours or fieldwork activities (see Appendix C).

Specific responsibilities of teacher candidates are to:

- meet with the Cooperating Teacher in class and familiarize yourself with the classroom, the school and the program;
- observe the Cooperating Teacher in class and familiarize yourself with her or his program and philosophy;
- introduce yourself to school faculty and staff, learn the rules (e.g., sign-in procedures, dress code, accessing materials and equipment, etc.);
- ask about the procedure for notifying the Cooperating Teacher of absence;
- keep communication open, discussing problems and concerns as they arise;
- discuss class assignments involving fieldwork with the Cooperating Teacher and determine appropriate timeline to complete these;
- provide the Cooperating Teacher with observation and evaluation forms or view them online and schedule meetings to discuss evaluation;
- attend seminars as scheduled by the University Supervisor;
- Submit Field Experience Log or Activity Timeline to University Supervisor

Cooperating Teachers are responsible for supporting and evaluating the candidate during fieldwork (fall) and student teaching (spring). They complete three observation forms (fall), six observation forms (spring), and with the University Supervisor, the Special Education Midterm and Final Teaching Evaluations each semester. The observation and evaluation forms are included in Appendix C. However, these evaluations are sent electronically to the Cooperating Teachers for completion. Cooperating Teachers discuss fieldwork requirements and teacher candidate progress with the University Supervisor. Specific responsibilities are to:

- inform your class that a teacher candidate will be joining you in class, explaining her or his role;
- inform classroom aide(s) that a teacher candidate will be participating in the program, and discuss the teacher candidate's role and expectations;
- orient the teacher candidate to the school and introduce her/him to school personnel;

- allow the teacher candidate a couple of weeks to acclimate to the class;
- increase the teacher candidate's responsibilities gradually;
- review and discuss the teacher candidate's lesson plans prior to implementation and provide comments and suggestions;
- complete observation forms of the teacher candidate's lessons;
- meet with the University Supervisor monthly to discuss the teacher candidate's progress in fieldwork or student teaching;
- discuss the fieldwork/student teaching evaluation with the University Supervisor;
- discuss fieldwork/student teaching evaluation with the teacher candidate.

The **University Supervisor** visits the classroom at least twice during fall semester and five times during spring semester. An observation form is completed at each visit with information shared with the teacher candidate and Cooperating Teacher. The University Supervisor, collaboratively with the Cooperating Teacher, completes the Special Education Mid-term and Final Teaching Evaluations online (see Appendix C). Specific responsibilities of the University Supervisor are to:

- schedule visits to the classroom, completing an observation form and conferencing with the teacher candidate and Cooperating Teacher;
- meet with Cooperating Teachers to discuss fieldwork requirements and student progress;
- complete the evaluation form in consultation with the Cooperating Teacher;
- develop and conduct seminars;
- inform the Cooperating Teacher and teacher candidates of due dates for fieldwork forms;
- discuss any concerns regarding teacher candidate placement or progress with the University Coordinator.

The **Special Education Coordinator** coordinates fieldwork assignments. Specific responsibilities are to:

- distribute a questionnaire to teacher candidates regarding fieldwork preferences (e.g. grade level, type of classroom, etc.);
- work with the University Supervisor and personnel at approved sites to select Special Education Cooperating Teachers;
- assist University Supervisor in assigning teacher candidates to Cooperating Teachers;
- assist University Supervisor to coordinate fieldwork with core and specialization courses;
- assist teacher candidates, Cooperating Teachers and University Supervisor with any concerns regarding field experiences/student teaching.

The following describes each semester's fieldwork requirements.

Fall Semester: SPED 579ACT – Field Experience and Seminar (4 units)

During the first semester of the program, teacher candidates are assigned to a Cooperating Teacher for 120 hours of observation/participation, approximately 8 hours per week. A Field Experience Log is required, verifying fieldwork hours (See Appendix B). In addition, a Timeline for ACT Activities is included in Appendix B, outlining required fieldwork activities. The Cooperating Teacher completes 2 fieldwork observation forms (see Appendix C) and in consultation with the University Supervisor, completes a fieldwork evaluation form online (see Appendix E). Expectations for ACT special education teacher candidates are shown in Table 3.

Spring Semester: SPED 580ACT – Advanced Fieldwork and Seminar (6 units)

In Semester 2, teacher candidates are assigned to a Cooperating Teacher for 64 hours of fieldwork (approximately 8 hours per week for 8 weeks) and 12 weeks of full-time student teaching. A Field Experience Log is required, verifying fieldwork hours (see Appendix B). In addition, a Timeline for ACT Activities is included in Appendix B, outlining required fieldwork/student teaching activities. The Cooperating Teacher completes 2 observation forms during fieldwork and 4 observation forms during student teaching (see Appendix C). A midterm and final evaluation are required, completed by the Cooperating Teacher in consultation with the University Supervisor online (see Appendix E). Expectations for ACT special education teacher candidates are shown in Appendix B.

The associated student teaching seminar meets for three hours every other week. Teacher candidates examine their own and others' teaching practices, reflecting upon strengths and areas that need improvement. Emphasis is placed on reflective practice and the demonstration of competencies as an effective beginning special education teacher, measured by the Special Education Teaching Evaluation, and the Final Teaching Event.

APPENDICES

APPENDIX A: Professional Principles and Standards

Ethical Principles

CEC Professional Standards

California Standards for the Teaching Profession and Teacher Performance Expectations

APPENDIX B: Field Experience Log and Timelines

ACT Field Experience Log

ACT Candidates: Sample Timeline for Field Experiences Fall Semester

ACT Candidates: Sample Timeline for Field Experience/Student Teaching Spring Semester

APPENDIX C: Lesson Plan and Observation Forms

Lesson Plan

Lesson Observation Scripting Form

Lesson Observation Form

APPENDIX D: Teaching Event Directions and Forms

LAUSD Parent/Guardian Publicity Authorization and Release Form

Teaching Event Directions

Teaching Event Rubric

APPENDIX E: Teaching Evaluation

Special Education Teaching Evaluation: Mild/Moderate Disabilities

APPENDIX A: Professional Principles and Standards

Ethical Principles

CEC Professional Standards

California Standards for the Teaching Profession
and Teacher Performance Expectations



COUNCIL FOR EXCEPTIONAL CHILDREN

Special Education

Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Approved by the CEC Board of Directors, Jan. 22, 2010

CEC Knowledge and Skill Base for All Beginning Special Education Teachers

COMMON CORE

Special Education Standard #1: Foundations

Knowledge:	
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
Skill:	
CC1S1	Articulate personal philosophy of special education.

Special Education Standard #2: Development and Characteristics of Learners

Knowledge:	
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Special Education Standard #3:**Individual Learning Differences**

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Special Education Standard #4:**Instructional Strategies**

Skill:	
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (Replaces CC4.S12)
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Special Education Standard #5:**Learning Environments and Social Interactions**

Knowledge:	
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.
CC5K9	Ways specific cultures are negatively stereotyped.
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Skill:	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8	Teach self-advocacy.
CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12	Design and manage daily routines.
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16	Use universal precautions.

Special Education Standard #6: Communication

Knowledge:	
CC6K1	Effects of cultural and linguistic differences on growth and development.
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6K4	Augmentative and assistive communication strategies.
Skills:	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Special Education Standard #7: Instructional Planning

Knowledge:	
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
CC7K2	Scope and sequences of general and special curricula.
CC7K3	National, state or provincial, and local curricula standards.
CC7K4	Technology for planning and managing the teaching and learning environment.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Skills:	
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S10	Prepare lesson plans.
CC7S11	Prepare and organize materials to implement daily lesson plans.
CC7S12	Use instructional time effectively.
CC7S13	Make responsive adjustments to instruction based on continual observations.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Special Education Standard #8: Assessment

Knowledge:	
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Screening, pre-referral, referral, and classification procedures.
CC8K4	Use and limitations of assessment instruments.
CC8K5	National, state or provincial, and local accommodations and modifications.
Skills:	
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Develop or modify individualized assessment strategies.
CC8S10	Create and maintain records.

Special Education Standard #9:

Professional and Ethical Practice

Knowledge:	
CC9K1	Personal cultural biases and differences that affect one's teaching.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
Skills:	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S10	Access information on exceptionalities.

CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Special Education Standard #10:

Collaboration

Knowledge:	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
Skills:	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
CC10S11	Observe, evaluate and provide feedback to paraeducators.

TEACHER PERFORMANCE ASSESSMENT

All field experiences address The California Standards for the Teaching Profession's six areas of teaching competencies and the Teaching Performance Expectations (TPEs). These standards and indicators are the basis for evaluation and assessment of teacher candidate performance.

California Standards for the Teaching Profession (CSTP)

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

Teacher Performance Expectations (TPEs)

1. Specific Pedagogical Skills for Subject Matter Instruction
2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments
4. Making Content Accessible
5. Student Engagement
6. Developmentally-appropriate Teaching Practices
7. Teaching English Learners
8. Learning about Students
9. Instructional Planning
10. Instructional Time
11. Social Environment
12. Professional, Legal, and Ethical Obligations
13. Professional Growth

APPENDIX B: Field Experience Log and Timelines

ACT Field Experience Log

ACT Candidates: Timeline for ACT Fieldwork Activities

Fall Semester

ACT Candidates: Sample Timeline for Field Experience/Student Teaching

Spring Semester

**Timeline for ACT Fieldwork Activities
Fall Semester (Weeks 1-5)**

The Cooperating Teacher and ACT Candidate initial and date when each activity is completed.	
CT/ Candidate/Date	
1. _____ / _____ / _____	Establish a consistent weekly schedule for fieldwork and a time for the Cooperating Teacher and ACT Candidate to meet and discuss fieldwork (submit schedule to University Supervisor at the first Seminar).
2. _____ / _____ / _____	Review and discuss the ACT Handbook, observation, and evaluation form.
3. _____ / _____ / _____	Review and discuss classroom organization/environment, schedules, routines, and behavior management system.
4. _____ / _____ / _____	Discuss CSUN assignments requiring Cooperating Teacher support.
5. _____ / _____ / _____	Facilitate opportunities for the ACT Candidate to become familiar with materials, resources, technology, and curriculum used in your classroom.
6. _____ / _____ / _____	Provide access to students' IEP goals and review students' Present Levels of Performance (PLOP). Discuss appropriate instructional strategies, supports and services to address students' identified areas of need.
7. _____ / _____ / _____	Identify students who are English Learners (EL). Discuss appropriate EL instructional strategies and supports.
8. _____ / _____ / _____	Guide and facilitate opportunities to observe various instructional student groupings, including whole class and small groups.
9. _____ / _____ / _____	Discuss how differentiated instruction, including accommodations and modifications, are used to promote and support students' access to the curriculum.
10. _____ / _____ / _____	Provide opportunities for the ACT candidate to observe reading/language arts and math lessons.

**Timeline for ACT Fieldwork Activities
Fall Semester (Weeks 6-10)**

The Cooperating Teacher and ACT Candidate initial and date when each activity is completed.	
CT/ Candidate/Date	
1. _____ / _____ / _____	Review and discuss all available student assessment data.
2. _____ / _____ / _____	Continue to develop familiarity with the IEP process.
3. _____ / _____ / _____	Facilitate opportunities to broaden the ACT Candidate's involvement in class activities and lessons.
4. _____ / _____ / _____	Facilitate opportunities to provide targeted support to one or more selected students or group of students.
5. _____ / _____ / _____	Collaborate to design and implement lessons that focus on the development of literacy skills. Provide opportunities to reflectively analyze the effectiveness of the lessons.
6. _____ / _____ / _____	Identify at least one small group for which the ACT Candidate will assume responsibility. Provide guidance and assistance as needed. Share your reflections related to instructional effectiveness in meeting students' diverse needs.
7. _____ / _____ / _____	Identify students for the Teaching Event. Send the Parent Consent Form to parents/guardians for consent to video students for the Teaching Event.
8. _____ / _____ / _____	Complete first formal observation. ACT Candidate provides lesson plan at least two days prior to lesson. Cooperating Teacher conducts preconference, observes lesson, and conducts post conference. Cooperating Teacher emails observation write-up along with the ACT Candidate's lesson plan to the University Supervisor..
9. _____ / _____ / _____	ACT Candidate schedules first University Supervisor's observation and sends lesson plan and email it to the University Supervisor two days prior to observation for feedback and any necessary revisions.
10. _____ / _____ / _____	Collect parental consent forms for Teaching Event.

**Timeline for ACT Fieldwork Activities
Fall Semester (Weeks 11-15)**

The Cooperating Teacher and ACT Candidate initial and date when each activity is completed.	
CT/ Candidate/Date	
1. _____ / _____ / _____	Promote opportunities to assume instructional roles in all classroom activities, assisting individual students and teaching small group and class lessons.
2. _____ / _____ / _____	Assist in monitoring progress towards achievement of a student's current IEP goals and in the development of appropriate new IEP goals.
3. _____ / _____ / _____	The ACT Candidate analyzes students' work for the purpose of planning appropriate instruction. Continue to collaboratively monitor students' progress towards meeting their IEP goals.
4. _____ / _____ / _____	Complete second and third formal observation. ACT Candidate provides lesson plan at least two days prior to lesson. Cooperating Teacher conducts preconference, observes lesson, and conducts post conference. Cooperating Teacher emails observation write-up along with the ACT Candidate's lesson plan to the University Supervisor.
5. _____ / _____ / _____	Assist ACT Candidate in planning and implementing Teaching Event.
6. _____ / _____ / _____	Cooperating teacher emails the completed observation form/lesson plan to University Supervisor week of 12/15/14.
7. _____ / _____ / _____	Cooperating Teacher, ACT Candidate and University Supervisor collaboratively complete the ACT Candidate's evaluation.

ACT Candidates: Sample Timeline for Field Experience/Student Teaching Spring Semester

Week	ACT Candidate Responsibilities
<i>Fieldwork</i> 1-4	<ul style="list-style-type: none"> • Observe and assist pupils with activities and become familiar with classroom routines, K-12 students and instructional materials • Review IEP's to assist in planning for instruction • Develop and implement lessons and become familiar with classroom instructional planning and delivery • Conference with Cooperating Teacher regarding lesson(s) and give at least one Observation Form to University Supervisor • Give Cooperating Teacher observation and evaluation forms and review items on the evaluation form
5-8	<ul style="list-style-type: none"> • Actively participate in the classroom, assisting individual pupils and teaching small group and class lessons • Plan and teach lessons in the classroom and critique with Cooperating Teacher, giving at least one completed Observation Form to University Supervisor • Schedule University Supervisor visitation
<i>Student Teaching</i> 1-3	<ul style="list-style-type: none"> • Assume responsibility for at least one class period and assist in additional activities throughout the school day • Plan and teach lessons in the classroom and critique with Cooperating Teacher, giving at least two completed Observation Forms to University Supervisor
4-6	<ul style="list-style-type: none"> • Assume responsibility for several activities/subject areas during the day including small and whole class lessons • Plan and teach lessons in the classroom and critique with Cooperating Teacher, giving at least two completed Observation Forms to University Supervisor • Schedule second University Supervisor visitation • Review Mid-term Evaluation Form, conferencing with Cooperating Teacher and University Supervisor
7-9	<ul style="list-style-type: none"> • Assume responsibility for at least half of the daily activities/subject areas • Plan and teach lessons in the classroom and critique with Cooperating Teacher, giving at least two completed Observation Forms to University Supervisor
10-12	<ul style="list-style-type: none"> • Assume full responsibility for teaching. • Plan and teach lessons in the classroom and critique with Cooperating Teacher, giving at least two completed Observation Forms to University Supervisor • Schedule (fifth or final) University Supervisor visitation • Review Final Evaluation Form, conferencing with Cooperating Teacher and University Supervisor

APPENDIX C: Lesson Plan and Observation Forms

Lesson Plan

Lesson Observation Scripting Form

Lesson Observation Form

LESSON PLAN FORMAT
Mild-Moderate Disabilities

Background Information	
Teacher Candidate	
Date Taught	Grade Level(s)
Subject/Topic(s)	What subject area are you teaching and what is the topic of your lesson?
EL Level(s) of Students	Indicate the full range of EL levels of the students you are teaching (beginning, early intermediate, intermediate, early advanced, advanced, preparing to be re-classified).
Standards and Objectives	
California Content/Common Core Standard	State the specific Content/Common Core Standard and/or ELA Standard you will be addressing.
California ELD Standard	State the specific ELD Standard you will be addressing.
Instructional Objective	State an instructional objective that is aligned with the standards, of an appropriate level of challenge, and written in measurable terms with clear criteria.
Setting and Materials	
Grouping Strategies	Describe your instructional arrangements: whole group, small group, individual or independent, learning centers.
Materials/Resources/Technology	List the instructional resources you will need to teach the lesson. Include textbooks, teacher-created materials, and technologies.
Instructional Considerations	
Academic Vocabulary	What academic vocabulary will you focus on during the lesson?
Individual Needs	Discuss how you will differentiate instruction for your three focus students; e.g., describe individual adaptations, reference neurodevelopmental constructs (ACT/ACT-R).
Opening the Lesson	
Attention	Describe how you will gain the attention of your students; e.g., specific verbal or nonverbal prompts.
Links to prior knowledge	What prior knowledge, pre-requisite skills, strategies, or content will students need to participate in the lesson activities? How will you review these with the students?
Objective stated for students	Describe how you will communicate the instructional objective of the lesson to your students.
Body of the Lesson	
Model (I do it)	Describe how you will model the skills, strategies and/or content to be mastered. How will you demonstrate the skills you are teaching and/or how will you present the content to be mastered?
Prompt (We do it) Guided Practice	Describe how you will provide guided practice of the skill or strategy or how you will guide student review of the content of the lesson. How will you monitor student learning? How will you provide corrective feedback when needed?
Check (You do it) Independent Practice	Describe how you will provide opportunities for independent practice of the skills or strategy or unprompted discussion of the content of the lesson. How will you check for understanding?
Closing the Lesson	
Closure	Describe how you will close the lesson; e.g., discuss with students the content addressed, the extent to which the objective was met, or follow-up assignments or lessons.
Assessment of the Instructional Objective	
Lesson Assessment	Describe how you will assess whether or not students met your objective.

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education
Education Specialist Mild/Moderate Disabilities
Lesson Observation Form**

Name of Candidate _____ Date _____ School _____
Name of Supervisor Completing Form: University _____ Cooperating Teacher _____
Type of Program _____ Number of Students _____

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education
Education Specialist Mild/Moderate Disabilities
Lesson Observation Feedback Form

Name of Candidate _____ Date _____ School _____

Name of Supervisor Completing Form: University _____ Cooperating Teacher _____

Type of Program _____ Number of Students _____

Instructional Objective

The instructional objective is stated in terms of measurable student learning outcomes and aligned with appropriate standard(s).

Setting and Materials

Grouping strategies and materials support the objective of the lesson and are designed to engage students in meaningful tasks.

Instructional Considerations

Appropriate academic vocabulary and differentiated instructional strategies are identified.

Opening the Lesson (Attention, Links to Prior Knowledge, and Instructional Objective)

The opening gains the students' attention, reviews relevant prior knowledge, and communicates the instructional objective to students.

Body of the Lesson (Model, Prompt, Check)

Content, skills and/or strategies are modeled and/or demonstrated. Students are given opportunities for guided and independent practice. The teacher checks for student understanding and provides corrective feedback.

Closing the Lesson (Review and Preview)

Content, skills and/or strategies are reviewed.

Assessment to Determine if Objective Was Met

Assessments appropriately and accurately evaluate individual student's mastery of the instructional objective.

Management of Instructional Time: Instructional time is used effectively.

Interactions with Students: Interactions with students are friendly and demonstrate mutual caring and respect.

Expectations for Behavior: Standards of conduct are clearly communicated to all students. Candidate models expectations and recognizes and appropriately reinforces positive behavior.

Reflection: Candidate reflects on strengths and ways to improve the lesson.

Post Lesson Observation Conference

Strengths of Lesson

Suggestions

Next Steps

APPENDIX D: Teaching Event Directions and Forms

LAUSD Parent/Guardian Publicity Authorization and Release Form

Teaching Event Directions

Teaching Event Rubric



Los Angeles Unified School District
Parent/Guardian Publicity Authorization and Release

Dear Parent/Guardian:

The Los Angeles Unified School District requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her education program.

1. Name of Pupil (please print)
2. Birthdate (please print)
3. Name of Parent (please print)

- a. I, as a parent of guardian, of the above named pupil fully authorize and grant the Los Angeles Unified School District and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
b. I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
c. I understand and agree that the Los Angeles Unified School District and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
d. I understand and agree that the Los Angeles Unified School District and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
e. I hereby release and hold harmless the Los Angeles Unified School District and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

My signature shows that I have read and understand the release and I agree to accept its provisions.

4. Signature of Parent/Guardian
5. Date Signed
6. Address (Number, Street, Apartment Number)
7. City
8. State
9. Zip Code
10. Telephone

Granting of permission is voluntary. Please return completed form to school.

11. Principal
12. School

Approved as to form by the Office of the General Counsel.

This form shall not be amended without written approval of both the Office of the General Counsel and the Office of Communications/Public Information

Directions for the Special Education Teaching Event

The **Special Education Teaching Event** is an opportunity for teacher candidates to document their knowledge and skills in four major areas: planning, instructing, assessing and reflecting. Adapted from the Performance Assessment for California Teachers (PACT), the Special Education Teaching Event consists of six tasks, including a video clip of a lesson. Descriptions, directions and commentary prompts for each Task follow.

Task 1: Context for Learning

The Context for Learning Task provides important information about the school, program, and class/small group in which your lesson is taught. The Context for Learning is an opportunity for you to demonstrate an understanding of your students, including identified special needs, IEP goals, English language development, and literacy development.

What Do I Need to Do?

- ✓ Identify three focus students representing different student clusters in the class/small group in which your lesson is taught. One focus student should be an English language learner.
- ✓ Respond to each of the following prompts in the Context Commentary.

Context for Learning: Commentary

Address each of the following prompts in the Context Commentary.

- Identify the classroom setting in which you will teach your lesson (elementary/middle/high school, RSP/SDP, subject). Describe the students in the class/small group you will be teaching. Summarize students' disabilities, ELA/ELD levels, reading and writing development, and content knowledge in the subject you will be teaching.
- Describe instructional strategies you use with the class as a whole to provide all students with access to instruction and opportunity to demonstrate their competence.
- Describe the three focus students in depth. Reference observations, review of IEPs, recent ELA progress monitoring assessments, and any other pertinent information.
- Describe any instructional adaptations focus students need, in addition to the class instructional strategies, to access instructional content and demonstrate their competence.

Task 2: Planning for Instruction and Assessment

The Planning for Instruction and Assessment Task demonstrates your ability to organize curriculum and select and design activities to support and assess student learning. Use the lesson plan format provided to develop the lesson you will video.

What Do I Need to Do?

- ✓ Develop and submit a lesson plan that includes English/Language Arts objectives.
- ✓ Respond to each of the following prompts in the Planning Instruction and Assessment Commentary.
- ✓ Submit copies of all instructional materials that accompany the lesson plan (e.g., student handouts, power point presentations, assessment measures, evaluation forms and rubrics).

Planning Instruction and Assessment: Commentary

Provide the following information about the rationale for your lesson.

- Describe your rationale for teaching this lesson. Discuss your selection of standards and their alignment with your instructional objective. How does your lesson fit within the curriculum

sequence or unit of instruction? What student data suggest that your students have the prerequisite skills to meet your instructional objective?

- Discuss your grouping strategies and your rationale for these instructional arrangements.
- Discuss your rationale for the selection of the instructional materials, resources and technology. How do these support the instructional objective and student access to content through Universal Design for Learning?
- Identify two evidence-based practices you use in this lesson and describe how they support student learning.
- Identify English language development strategies you use in this lesson and describe how they support student learning.

Task 3: Instructing Students and Supporting Learning (Video)

The Instructing Students and Supporting Learning Task illustrates your ability to actively engage students in meaningful standards-based instruction.

What Do I Need to Do?

- √ Videotape your entire direct instruction lesson (See directions for recording).
- √ View the entire video and select a 20 minute unedited video clip that includes the opening and body (model, prompt, check) of the lesson. The lesson closure will not be evaluated.

Instructing Students and Supporting Learning: Commentary

Describe the setting of the lesson you video to help reviewers understand the context. Are there students participating in the lesson who are not visible? Where are the focus students?

If you are teaching a small group, what are the other students and staff doing during the video?

Instructing Students and Supporting Learning: Review Criteria

- Reviewers will examine your video in conjunction with your lesson plan.
- Reviewers will be looking for evidence of student engagement, use of evidence-based and ELD instructional strategies, and structured support for student learning. Please see rubric for a detailed description of the evaluation criteria.

Task 4: Assessing Student Learning

The Assessing Student Learning Task demonstrates your ability to select measures, analyze student performance and use that analysis to plan instruction for the whole class as well as individual students.

What Do I Need to Do?

- √ Create and attach a summary chart or table of student learning for the entire class/small group in which your lesson is taught.
- √ Collect and submit samples of student work from each of the focus students. Remember to black out any identifying student information and label with initials or a number to identify the student in your commentary.
- √ Respond to each of the following prompts in the Assessing Student Learning Commentary.

Assessing Student Learning: Commentary

Write an Assessing Student Learning Commentary in response to the following prompts.

1. Describe the strategies you used to monitor student learning during the lesson. Explain how you used this information to address misunderstandings and student needs.
2. Describe the extent to which your students achieved the instructional objective for the lesson. Cite specific evidence from your group and focus students' assessments to support your answer.

3. What feedback was provided to the group as a whole and to individual students? In what ways did your feedback support the lesson objective and provide guidance for improvement? Cite specific evidence from student work samples and/or your assessment results.

Task 5: Creating and Maintaining an Effective Learning Environment for Students

The Creating and Maintaining an Effective Learning Environment for Students Task is an opportunity for you to demonstrate your ability to make effective use of instructional time, classroom procedures and routines in ways that support the learning of all students.

What Do I Need to Do?

- √ Respond to each of the following prompts in the Creating and Maintaining Learning Environment Commentary.

Learning Environment: Commentary

- Describe any class routines and/or procedures that were operating during your lesson and/or on the video clip that maximized instructional time.
- Describe how you established and maintained standards for behavior. Provide specific examples from video clip as appropriate.
- What positive behavior support techniques did you implement to prevent or address inappropriate student behavior?

Task 6: Reflection on Teaching and Learning

The Reflection on Teaching and Learning Task is an opportunity for you to demonstrate the ability to analyze your instruction and your students' learning for the purpose of improving your teaching practices.

What Do I Need to Do?

- √ Respond to the following prompts in the Reflection on Teaching and Learning Commentary.

Reflection on Teaching and Learning: Commentary

- Reflect on your entire lesson. What was effective in moving students toward your objective and for what reasons? What was less effective in moving students toward your objective and for what reasons? Describe the evidence that leads you to these conclusions.
- Based upon your reflection and the results of your assessment at the end of the lesson, discuss what you will do in the next few lessons in response to the learning needs of your students.

Submitting your work

All of your work (lesson plan, video, artifacts, commentary) will be submitted on Task Stream as a part of your SPED 580ACT, Supervised Teaching Seminar, requirements.

Your instructor will check to make sure that your work is complete and accessible before you submit it for review. To be eligible for review, your work must meet the following preconditions:

- All lesson plan components are present and complete.
- All supporting materials are present: instructional materials, assessment materials, samples of student work, chart or table of assessment results
- The audible video is observable, and includes the opening and body of a lesson with the teacher and students visible.
- All components of the Teaching Event are present and complete.

SPECIAL EDUCATION TEACHING EVENT RUBRIC

Task 1: Context for Learning				
Task 1: Context	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
1.1 Knowledge of class skills, knowledge and language proficiency	Candidate demonstrates inadequate knowledge of general class skills, content knowledge and language proficiency as a result of limited evidence or inaccurate interpretation of available evidence.	Candidate demonstrates incomplete knowledge of general class skills, content knowledge and language proficiency (oral and written).	Candidate demonstrates adequate knowledge of general class skills, content knowledge and language proficiency (oral and written).	Candidate demonstrates thorough knowledge of general class skills, content knowledge and language proficiency (oral and written).
1.2 Knowledge of appropriate class instructional strategies	Candidate describes instructional strategies that are superficial, inappropriate or do not address class learning needs as described in 1.1	Candidate describes generic instructional strategies that minimally address class learning needs as described in 1.1	Candidate describes instructional strategies that address class learning needs as described in 1.1.	Candidate describes instructional strategies that specifically address class learning needs as described in 1.1.
1.3 Knowledge of focus students' skills, knowledge and language proficiency	Candidate demonstrates inadequate knowledge of focus students' content skills, prior knowledge and language proficiency as a result of limited evidence or inaccurate interpretation of available evidence.	Candidate demonstrates incomplete knowledge of focus students' content skills, prior knowledge and language proficiency.	Candidate demonstrates adequate knowledge of focus students' content skills, prior knowledge and language proficiency with references to appropriate evidence.	Candidate demonstrates thorough knowledge of focus students' content skills, prior knowledge and language proficiency with detailed references to appropriate evidence.
1.4 Knowledge of appropriate instructional adaptations for individual students	Candidate describes instructional adaptations that inappropriately address focus students' individual learning needs as described in 1.3.	Candidate describes generic instructional adaptations that partially address focus students' individual learning needs as described in 1.3.	Candidate describes instructional adaptations for lesson that appropriately address focus students' individual learning needs as described in 1.3.	Candidate describes instructional adaptations for lesson that thoroughly address focus students' individual learning needs as described in 1.3.

Task 2: Planning Instruction and Assessment

Task 2: Planning (Commentary)	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
2.1 Rationale for teaching the Lesson	Candidate's rationale for teaching the lesson includes ELA, ELD, and other content standards that are not aligned with the curriculum sequence or the lesson's instructional objective or do not address student learning needs.	Candidate provides a rationale for teaching the lesson that may not reference all appropriate ELA, ELD and other content standards. Standards identified are minimally appropriate for the curriculum sequence, partially aligned with the lesson's instructional objective, and inadequately address student learning needs with minimal attention to students' ELA and/or ELD needs.	Candidate provides a rationale for teaching the lesson that references appropriate ELA, ELD, and other content standards and student learning needs. Standards are appropriately aligned with the curriculum sequence and lesson's instructional objective and address student learning needs with specific reference to their ELA and ELD needs.	Candidate provides a rationale for teaching the lesson that is informed by ELA, ELD, and other content standards. Standards identified are closely aligned with the curriculum sequence, and the lesson's instructional objective and directly address student learning needs including ELA and ELD needs.
2.2 Grouping strategies	Candidate's rationale for instructional groupings does not support students' mastery of the instructional objective.	Candidate's rationale for instructional groupings partially supports students' mastery of the instructional objective.	Candidate's rationale for instructional groupings indicates purposeful organization to facilitate students' mastery of the instructional objectives.	Candidate's rationale for instructional groupings indicates purposeful organization to facilitate each student's mastery of the instructional objectives and to promote positive student interaction.

2.3 Instructional materials	The instructional materials the candidate has identified are not suitable for students, do not support the instructional objective or do not provide access to content.	Some of the instructional materials the candidate has chosen are suitable for the students, support the instructional objective and provide access to content.	Most of the instructional materials the candidate has chosen are suitable for the students, support the instructional objective and provide access to content through Universal Design for Learning.	All instructional materials the candidate has chosen address student needs and interests, support the instructional objective and provide access to content through Universal Design for Learning.
2.4 Instructional technology	The instructional technologies the candidate has identified are not suitable for students, do not support the instructional objective or access to content.	The instructional technologies the candidate has chosen are suitable for some of the students and partially support the instructional objective and access to content.	The instructional technologies the candidate has chosen are suitable for the students, support the instructional objective and provide access to content through Universal Design for Learning.	All instructional technologies the candidate has chosen address student needs and interests, support the instructional objective and provide access to content through Universal Design for Learning.
2.5 Evidence-based practices	Candidate identifies evidence-based practices that minimally support mastery of the instructional objectives. Explanation indicates an inaccurate understanding of these practices.	Candidate provides a limited explanation of how the identified evidence-based practices support mastery of the instructional objectives. Explanation indicates a limited understanding of these practices.	Candidate adequately explains how the identified evidence-based practices support mastery of the instructional objective. Explanation indicates an appropriate understanding of these practices.	Candidate clearly articulates the evidence-based practices used in the lesson and how they support mastery of the instructional objective. Explanation indicates a thorough understanding of these practices.
2.6 ELD instructional strategies	Candidate identifies ELD strategies that are inappropriate for the lesson or gives an inaccurate explanation of how the strategies support student learning.	Candidate provides a limited explanation of how the identified ELD strategies support student learning. Explanation indicates a limited understanding of these strategies.	Candidate adequately explains how the identified ELD strategies support student learning. Explanation indicates an appropriate understanding of these strategies.	Candidate clearly articulates the ELD strategies used in the lesson and how they support student learning.

Task 2: Planning Instruction and Assessment

Task 2: Planning (Lesson Plan)	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
2.7 Instructional objective	Instructional objectives are inappropriate, not measurable or are stated as activities rather than as student learning outcomes.	Instructional objective is not at an appropriate level of challenge, is not clearly stated in terms of measurable student learning outcomes or consist of a combination of outcomes and activities.	Instructional objective is at an appropriate level of challenge, stated in terms of measurable student learning outcomes and includes specific criteria.	Instructional objective is at an appropriate level of challenge, clearly stated in terms of measurable student learning outcomes and includes specific criteria.
2.8 Academic vocabulary	Candidate identifies inappropriate vocabulary for instruction such as vocabulary that is not essential or has already been mastered,	Candidate identifies vocabulary words for instruction, some of which may not be appropriate.	Candidate identifies appropriate and essential academic vocabulary for instruction.	Candidate identifies related clusters of essential academic vocabulary for instruction.
2.9 Individual needs	Candidate does not describe instructional strategies or adaptations to meet focus student needs or strategies and adaptations described are inappropriate.	Candidate describes generic instructional strategies and adaptations that minimally address the instructional challenges focus students will face with the lesson content.	Candidate describes instructional strategies and adaptations that address the challenges focus students will face with the lesson content.	Candidate describes instructional strategies and individualized adaptations that directly address the specific challenges focus students will face with the content of this particular lesson.
2.10 Opening of the lesson	Plan for opening will not effectively engage student attention. Lesson objective, links to prior knowledge, pre-requisite skills, strategies or content are not mentioned.	Plan for opening includes a vague or limited reference to lesson objective and/or links to prior knowledge, pre-requisite skills, strategies or content	Plan for opening will engage student attention, providing an overview of the lesson objective and links to prior knowledge, pre-requisite skills, strategies or content.	Plan for opening will effectively engage student interest and attention, providing an overview of the lesson objective and links to prior knowledge, pre-requisite skills, strategies or content.

2.11 Body of the lesson	Lesson description is incomplete or not clear. Plan is not aligned with the instructional objectives and/or does not include opportunities for one or more of the elements of direct instruction: modeling, prompting, and checking for understanding.	Lesson description is cursory. Plan has poorly aligned and/or limited opportunities for modeling, prompting, and checking for understanding.	Plan has opportunities for modeling, prompting, and checking for understanding that are appropriately aligned with the instructional objective.	Plan has well thought out, carefully aligned opportunities for modeling, prompting, and checking for understanding.
2.12 Closure of the lesson	Procedures for closure do not provide opportunities for discussion with students of content addressed, extent to which objectives were met, or next lesson.	Procedures for closure provide limited opportunities for discussion with students of content addressed, extent to which objectives were met, and/or next lesson.	Procedures for closure provide appropriate opportunities for discussion with students of content addressed, extent to which objectives were met, and/or next lesson.	Procedures for closure provide appropriate opportunities for discussion with students of content addressed, extent to which objectives were met, and next lesson.
2.13 Assessment	The assessment procedure described does not assess the extent to which students meet the instructional objective.	Candidate describes assessment procedures that partially assess the extent to which students meet the instructional objective.	Candidate describes assessment procedures that appropriately and accurately assess extent to which students meet the instructional objective.	Candidate describes assessment procedures that appropriately and accurately assess extent to which each student meets the instructional objective.

Task 3: Instructing Students and Supporting Learning

Task 3: Instruction (Video)	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
<i>Opening of the Lesson</i>				
3.1 Communication of Instructional Objectives	Candidate does not communicate instructional purpose or objective to students.	Candidate's explanation of the instructional objective is unclear and weakly connected to standards and a defined purpose.	Candidate communicates instructional objective to students, including purpose, and alignment with standards and links to students' prior knowledge.	Candidate clearly communicates instructional objective to students, including purpose, alignment with standards and links to students' prior knowledge.

<i>Body of the Lesson</i>				
3.2 Modeling	Candidate's explanation of content is unclear, inaccurate, or confusing, Candidate does not make connections to students' prior knowledge. Candidate makes content errors or does not correct errors made by students indicating inadequate knowledge of the concepts in the lesson and how to teach them.	Candidate's explanation and modeling of the lesson content is uneven with some portions difficult to follow. Few connections are made to students' prior knowledge. Candidate's knowledge of the concepts in the lesson and how to teach them is weak.	Candidate's explanation and modeling of the lesson content is clear, accurate, connected to students' prior knowledge and displays solid knowledge of the concepts in the lesson and how to teach them.	Candidate's explanation and modeling of the lesson content is clear, accurate, innovative, connected to students' prior knowledge and displays solid knowledge of the concepts in the lesson and how to teach them.
3.3 Directions and procedures	Directions and procedures are confusing to students. Candidate does not recognize student confusion and clarify directions.	Directions and procedures are not always clear and complete. Candidate clarifies directions when prompted by student questions or confusion.	Directions and procedures are clear and complete. Candidate clarifies directions as needed.	Directions and procedures are clear, complete and anticipate possible student misunderstandings or misconceptions. Candidate clarifies directions as needed.
3.4 Guided practice	Candidate provides no scaffolding or support to help students access the content.	Candidate provides limited scaffolding and structured support to help students access the content.	Candidate uses scaffolding and other forms of structured support to help students access the content.	Candidate's effective use of scaffolding or other forms of structured support provides access to content for all students.
3.5 Monitoring student learning during lesson	Candidate does not monitor student learning during the lesson or adjust instruction to meet student needs.	Candidate unevenly monitors student learning during the lesson. The class is assessed as a whole and information is used infrequently and/or does not inform instruction. Misunderstandings are not clearly identified and addressed.	Candidate monitors student learning during the lesson and uses this information to address misunderstandings and adjust instruction to meet group needs.	Candidate consistently monitors student learning during the lesson using a variety of procedures to check for understanding and determine student strengths and gaps in content knowledge and skills. Candidate uses information to address misunderstandings and adjusts instruction to meet group and individual needs.

3.6 Independent practice	Candidate does not provide opportunities for independent practice of the skills or strategy or unprompted discussion of the content of the lesson.	Candidate provides limited opportunities for independent practice of the skills or strategy or unprompted discussion of the content of the lesson.	Candidate provides opportunities for independent practice of the skills or strategy or unprompted discussion of the content of the lesson.	Candidate provides extensive opportunities for independent practice of the skills or strategy or unprompted discussion of the content of the lesson.
<i>Throughout the Lesson</i>				
3.7 Evidence-based pedagogical practices	Candidate does not use evidence-based pedagogical practices to support learning needs of students or uses these practices in an inappropriate manner.	Candidate's use of evidence-based pedagogical practices is limited and practices are not clearly aligned with the content or the learning needs of students.	Candidate effectively uses identified evidence-based pedagogical practices to support student learning.	Candidate effectively uses a range of evidence-based pedagogical practices appropriate for the content and tailored to meet the common and individual learning needs of students.
3.8 Use of instructional materials, technology and resources	Instructional materials, resources and technology are ineffective or inappropriate and provide minimal access to the content.	Instructional materials, technology and resources are limited and do not provide efficient access to the content.	Instructional materials, resources and technology are used effectively and provide efficient access to the content	Instructional materials, technology and resources are used effectively, provide maximum access to content, and address individual student needs.
3.9 Student engagement	The majority of students are not actively engaged in appropriate instructional tasks.	Some students are actively engaged in appropriate instructional tasks.	Most students are actively engaged in appropriate instructional tasks.	All students are actively engaged in appropriate instructional tasks.
3.10 Relevance of content	Candidate makes no attempt to link content to students' lives or essential questions.	Candidate links content to real-world application in a limited way with only minimal apparent buy-in from students.	Candidate links content to students' lives and real world applications in ways that are meaningful to students.	Candidate links content to real-world applications, essential questions, and long-range goals. Candidate makes content culturally relevant and applicable to students' lives.

3.11 Academic vocabulary	Candidate does not recognize or address problematic vocabulary, identifies nonessential vocabulary.	Candidate identifies and explains problematic vocabulary, but there are no structured opportunities to support student use of this vocabulary.	Candidate models and provides instruction on correct use of essential academic vocabulary and provides some structured opportunities for students to incorporate academic vocabulary in speaking and/or writing.	Candidate provides explicit models and instruction on correct use of related clusters of academic vocabulary and provides multiple structured opportunities for students to incorporate academic vocabulary in speaking and/or writing.
3.12 ELD instructional strategies	Candidate does not implement relevant ELD instructional strategies for English learners, or learners where a language other than English is spoken in the home.	Candidate minimally implements relevant ELD instructional strategies for English learners, or learners where a language other than English is spoken in the home.	Candidate effectively implements relevant ELD instructional strategies for English learners.	Candidate effectively and systematically implements relevant ELD instructional strategies for English learners, or learners where a language other than English is spoken in the home.

Task 4: Assessing Student Learning

Task 4: Assessment (Commentary)	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
4.1 Monitoring student learning during lesson	Candidate describes strategies that will not effectively monitor student learning during the lesson. Candidate does not recognize misunderstandings or use observations to inform instruction.	Candidate describes generic strategies for monitoring whole class learning during the lesson. Candidate does not clearly discuss how information is used to inform instruction. Misunderstandings are not clearly identified and addressed.	Candidate describes strategies for monitoring the learning of individual students during the lesson. It is clear from the candidate's explanation that this information is used to identify and address misunderstandings and guide instruction.	The candidate describes the consistent use of a variety of strategies to monitor the learning of individual students during the lesson. Candidate provides thorough discussion of how this information was used to identify and address misunderstandings and adjust instruction to meet group and individual needs.

4.2 Analysis of student learning outcomes	Candidate's analysis of student learning is minimally connected to the instructional objective, is inappropriate or is inaccurate.	There are some inaccuracies in the candidate's analysis of students' achievement of the instructional objective. The analysis focuses on the whole class with minimal attention to individual differences in student learning.	Candidate's analysis of student learning accurately describes students' achievement of the instructional objective and individual differences in student learning.	Candidate's analysis of student learning accurately describes students' achievement of the instructional objective, including gaps in content knowledge and skills, and individual differences in student learning.
4.3 Feedback to students	Candidate's feedback is irrelevant, and/or inaccurate. Feedback is not aligned to the instructional objective and provides no guidance for improvement.	Candidate's feedback is not consistently accurate, and/or relevant and may not be clearly aligned with the instructional objective. Feedback provides minimal guidance for improvement.	Candidate's feedback on lesson assessment is specific, relevant, accurate and tied to the instructional objective. Class feedback helps students understand what was done well and provides guidance for improvement.	Candidate's feedback is specific, relevant, accurate and tied to the instructional objective. Feedback is individualized and provides specific guidance for improvement.

Task 5: Creating and Maintaining an Effective Learning Environment for Students

Task 5: Learning Environment (Video/Commentary)	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
5.1 Management of instructional time	Use of instructional time is ineffective. Transitions are chaotic, with much time being lost between activities or lesson segments. Materials are handled inefficiently or have not been prepared in advance. Students do not appear to know expected routines.	Use of instructional time is somewhat effective. Pacing is awkward and some transitions are inefficient. Some materials are prepared in advance but there is loss of instruction time while the teacher gathers materials. Students require direction and oversight to execute routines and transitions.	Instructional time is used effectively. Pacing is appropriate and transitions are efficient. Materials are prepared and gathered in advance. Students use previously learned routines with minimal direction from the candidate.	Instructional time is maximized. Pacing is effective and transitions are seamless. Materials are strategically prepared and gathered in advance. Students initiate and efficiently use routines and procedures.

<p>5.2 Standards for behavior <i>TPE 11: Social Environment</i></p>	<p>No standards for behavior appear to have been established or communicated to students. Candidate identifies and focuses on inappropriate behavior and does not model expectations or reinforce appropriate behavior.</p>	<p>Standards for behavior are nonspecific and have not been clearly communicated to students. Candidate inconsistently models expectations and reinforces positive behavior but may focus on correcting inappropriate behavior.</p>	<p>Standards for behavior have been established and clearly communicated to all students. Candidate consistently models expectations and recognizes and reinforces appropriate behavior.</p>	<p>Standards of conduct and the rationale for these standards have been established and clearly communicated to students. Candidate consistently models these expectations and recognizes and reinforces appropriate behavior.</p>
<p>5.3 Positive behavior support</p>	<p>Candidate does not implement positive behavior support techniques to prevent or address inappropriate behavior. Response to inappropriate behavior may be inconsistent, overly repressive, or does not respect the student's dignity.</p>	<p>Candidate inconsistently implements positive behavior support techniques to prevent or address inappropriate behavior.</p>	<p>Candidate implements positive behavior support techniques to prevent or address inappropriate behavior in an appropriate, respectful manner.</p>	<p>Candidate implements positive behavior support techniques to prevent or address inappropriate behavior in a manner that is respectful and sensitive to students' individual needs.</p>
<p>5.4 Monitoring student behavior</p>	<p>Student behavior is not monitored and candidate is unaware of what the students are doing.</p>	<p>Candidate is generally aware of student behavior but may miss the activities of some students.</p>	<p>Candidate is alert to student behavior.</p>	<p>Candidate is alert to student behavior at all times.</p>
<p>5.5 Candidate interactions with students</p>	<p>Candidate interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students do not feel free to share their ideas or opinions. Students may exhibit disrespect for the teacher.</p>	<p>Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Some students feel free to share their ideas or opinions. Risk-taking and mistakes receive unpredictable responses from the candidate. Students exhibit only minimal respect for the teacher.</p>	<p>Candidate-student interactions are friendly and demonstrate mutual caring and respect as appropriate to the age and cultures of the students. Most students feel free to share their ideas or opinions and take risks in learning. Student mistakes are treated as learning opportunities.</p>	<p>Candidate's interactions with students reflect genuine respect, caring, and cultural understanding. All students feel free to share their ideas and take risks in learning. Candidate and student mistakes are treated as learning opportunities.</p>

Task 6: Reflections on Teaching and Learning

Task 6 Reflection (Commentary)	Level 1 Does Not Meet Expectations	Level 2 Approximates Expectations	Level 3 Meets Expectations	Level 4 Exceeds Expectations
6.1 Lesson reflection	Reflection does not indicate an understanding of the effective and ineffective aspects of the lesson. Conclusions are not based on student evidence.	Reflection indicates some understanding of the effective and ineffective aspects of the lesson. Conclusions are partially based on student evidence.	Reflection indicates an understanding of the effective and ineffective aspects of the lesson. Conclusions are based on student evidence.	Reflection indicates an insightful understanding of the effective and ineffective aspects of the lesson. Conclusions are based on a rich analysis of student evidence.
6.2 Using reflection to inform instruction	Candidate's plans for future instruction are not based on the lesson reflection (6.1) and/or student assessment results (4.2) and do not address student learning needs.	Candidate's plans for future instruction are partially based on the lesson reflection (6.1 above) and student assessment results (4.2) and minimally address student learning needs.	Candidate uses lesson reflection (6.1 above) and student assessment results (4.2) to plan future instruction that is responsive to the student learning needs.	Candidate uses lesson reflection (6.1 above) and student assessment results (4.2) to plan specific, strategic future instruction that is directly tied to student learning needs.

APPENDIX E: Teaching Evaluation

Special Education Teaching Evaluation: Mild/Moderate Disabilities

**Department of Special Education
Education Specialist Mild/Moderate Evaluation Form**

Adapted from the Framework for Teaching, Charlotte Danielson and aligned with elements of the California Standards for the Teaching Profession and the Teacher Performance Expectations.

Date _____ School District _____ School _____

Name of Candidate _____ Student ID _____

CSUN Supervisor _____ Cooperating Teacher _____

Course 403/579ACT _____ 580MM _____ 580ACT _____ 506 Seminar 1 2 3 4

Midterm Evaluation _____ Final Evaluation _____ Class Designation: RSP _____ SDP _____

Rating Scale

Ratings represent a cumulative evaluation of candidate competencies based on observations, professional conversations, and artifacts. Please note that during the initial field experience candidates must obtain an overall average of 2.0. For the final field experience/student teaching, candidates must obtain an overall average of **2.5** with no **1s** on any item.

IE Insufficient evidence	1 Does not meet expectations	2 Approximates expectations	3 Meets expectations	4 Exceeds expectations
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1. Planning for Instruction: Knowledge of Content, Pedagogy and Students

Items	Description	Rating				
		IE	1	2	3	4
1.1. Standards-based instruction	Plans lessons that are aligned with the Common Core and English Language Development State Standards.					
1.2. Content/discipline knowledge	Demonstrates knowledge of the concepts in the lesson and how concepts build upon and to one another when planning instruction.					
1.3. Subject-specific pedagogy	Demonstrates evidence-based, subject-specific pedagogical approaches in the discipline when planning instruction.					
1.4. Students' skills, knowledge and language proficiency	Uses information about individual students' skills, prior knowledge, and language proficiency when planning instruction.					
1.5. Age-appropriate instruction	Plans instruction appropriate for the grade-level curriculum and interests of the age group.					
1.6. Students' culture and interests	Uses knowledge of students' home language, family culture, life experiences, and interests to plan instruction that will engage students.					

2. Planning for Instruction: Establishing Instructional Objectives and Designing Instruction

Items	Description	Rating				
		IE	1	2	3	4
2.1. Instructional objectives	Designs instructional objectives that are measurable, aligned with the Common Core and English Language Development State Standards and at an appropriate level of challenge					
2.2. Instructional activities	Designs instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge and anticipate student difficulties.					
2.3. Sequenced instruction	Plans logically sequenced instruction using task analysis and purposeful connections across lessons.					
2.4. Individual student needs	Designs instructional adaptations that are evidence-based and address individual student needs, including Universal Design for Learning.					
2.5. Direct instruction lesson structure	Designs lessons with a direct instruction lesson structure (opening, modeling, guided practice, independent practice, closure and assessment).					
2.6. Instructional materials and resources	Selects instructional materials and resources that are suitable for students, support the instructional objectives and provide access to content.					
2.7. Instructional technology	Selects instructional technology that is suitable for students, supports the instructional objectives and provides access to content.					
2.8. Instructional groups	Designs a variety of flexible instructional groupings to meet students' individual needs.					

3. Assessing Student Learning

Items	Description	Rating				
		IE	1	2	3	4
3.1. Design of formative assessments	Designs formative assessments to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.					
3.2. EL Assessment	Adjusts assessments to enable English learners to demonstrate their knowledge and skills and mastery of instructional objectives.					
3.3. Monitor student learning	Gathers and analyzes formative assessment data to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.					
3.4. Assessment informs instruction	Uses formative assessment data to plan future instruction.					
3.5. Summative assessment	Uses formal and informal summative assessments to document student learning.					
3.6. IEP goals and objectives	Uses assessment data to describe students' present levels of performance and develop long and short term IEP goals and objectives.					

4. Managing Classroom Procedures and Student Behavior

Items	Description	Rating				
		IE	1	2	3	4
4.1. Academic Expectations	Promotes a classroom environment that reflects high academic expectations.					
4.2. Management of instructional time	Manages instructional pace, classroom procedures, routines and transitions to maximize instructional time.					
4.3. Materials preparation	Prepares and gathers materials in advance and distributes them in a way that does not interrupt instructional time.					
4.4. Paraprofessionals	Provides clear direction to paraprofessionals to productively engage them in supporting student learning.					
4.5. Expectations for behavior	Develops and maintains expectations for behavior.					
4.6. Monitoring student behavior	Is alert to and monitors student behavior.					
4.7. Positive behavior support	Implements positive behavior support techniques to prevent or address inappropriate behavior.					
4.8. Social development	Promotes social skill development and responsibility.					

5. Delivering Instruction that Engages Students in Learning

Items	Description	Rating				
		IE	1	2	3	4
5.1. Lesson purpose, directions & procedures	Communicates purpose of lesson, directions and procedures to students.					
5.2. Instructional activities	Provides instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge and anticipate student difficulties					
5.3. Explanation and modeling	Provides explanations and modeling that support student learning.					
5.4. Questions and discussion	Uses higher-order questions that encourage extended responses and promote student discussion.					
5.5. ELD instructional strategies	Uses ELD instructional strategies to support EL student learning..					
5.6. Academic language	Models and provides instruction on essential academic language, including vocabulary.					
5.7. Lesson structure and pacing	Uses lesson structure and pacing that supports student learning.					
5.8. Checks for understanding	Checks for understanding and corrects student misunderstandings.					
5.9. Review and practice	Provides opportunities for review and practice.					
5.10. Instructional Grouping	Arranges a variety of flexible instructional groupings that meet individual student needs.					
5.11. Individual student needs	Uses evidence-based instructional strategies and adaptations including Universal Design for Learning to address individual student needs.					
5.12. Instructional materials and resources	Uses instructional resources and materials that are suitable for students, support the instructional objectives and provide access to content.					
5.13. Instructional technology	Uses instructional technologies that are suitable for students, support the instructional objectives and provide access to content.					

6. Demonstrating Professionalism and Reflecting on Practice

Items	Description	Rating				
		IE	1	2	3	4
6.1. Initiative and responsibility	Shows initiative and responsibility for classroom tasks and assignments.					
6.2. Timeliness	Meets deadlines and completes tasks in a timely manner.					
6.3. Professional appearance and demeanor	Demonstrates professional appearance and demeanor					
6.4. Professional ethics	Upholds laws, regulations and policies; maintains confidentiality and shows sound judgment.					
6.5. Reflective practice	Reflects on teaching practices to improve teaching effectiveness.					
6.6. Response to feedback	Uses constructive criticism and suggestions to improve teaching practice.					
6.7. Seeks assistance	Identifies challenges and seeks assistance to resolve them.					
6.8. School and community resources	Identifies school and community resources to support student learning.					
6.9. Collegial relationships	Demonstrates respectful communication and cooperative relationships with colleagues.					
6.10. Collaboration	Collaborates with colleagues to integrate students across instructional settings.					

Please summarize the candidate's strengths.

Please indicate areas to be developed.

Evaluation completed by:

University Supervisor Signature _____ Date _____

Or

Cooperating Teacher Signature _____ Date _____

I have reviewed this evaluation with my University Supervisor or Cooperating Teacher
 _____ I accept this evaluation or, _____ I wish to submit an addendum

Candidate Signature _____ Date _____