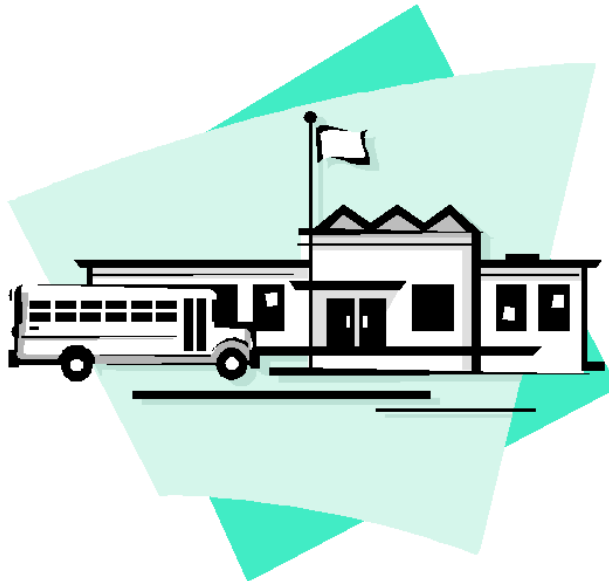


California State University  
**Northridge**

**Michael D. Eisner College Of Education  
DEPARTMENT OF SPECIAL EDUCATION**

# **STUDENT TEACHING HANDBOOK**



**A handbook for traditional and on-the-job student teachers**

Revised Spring, 2008  
by the Teacher Education Committee,  
Department of Special Education

## **WELCOME TO STUDENT TEACHING!**

Dear Student Teacher:

Welcome to a significant transition point in your professional development! You are entering one of the most challenging yet extremely satisfying professions in our society.

Student teaching is the capstone experience and culmination of the Educational Specialist Level I program. Through this experience you will demonstrate your professional competence in the California Standards for the Teaching Profession (CSTP) and your ability to assume the multiple roles and complex responsibilities of a highly qualified special educator.

During this semester you will be mentored by experienced practitioners. Your university supervisor will provide reflective supervision through onsite observations and discussions. If you are a traditional student teacher, your cooperating teacher will serve as a role model and guide your practice in his or her class or teaching situation. If you are student teaching on-the-job, your onsite supervisor has agreed to conduct regular observations and provide consistent feedback. Student teaching is your opportunity to evaluate your practice, problem-solve concerns, and refine your instructional and other professional skills.

The Department of Special Education at California State University, Northridge is committed to preparing you for the teaching profession. If you have any questions about your student teaching assignment or experience, please do not hesitate to contact your university supervisor or the Special Education Teacher Education Coordinator.

**Our best wishes for a successful and enjoyable beginning to your chosen profession as a special educator.**

The Teacher Education Committee  
Department of Special Education  
06/01/2008

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# Overview of Special Education Student Teaching



- What is student teaching?
- The student teaching team
- Site selection and length of time for student teaching
- How will I be evaluated?

## What is Student Teaching?



*(Please note: the terms “student teaching” and “student teacher” in this handbook apply to the culminating fieldwork experiences in both traditional & on-the-job placements.)*

Student teaching is both a learning experience and a time when your professional competencies will be evaluated. During this supervised fieldwork assignment, you will be expected to develop and showcase your skills as a teacher until you are able to successfully plan and implement all the learning experiences for the students in your classroom or on your caseload.

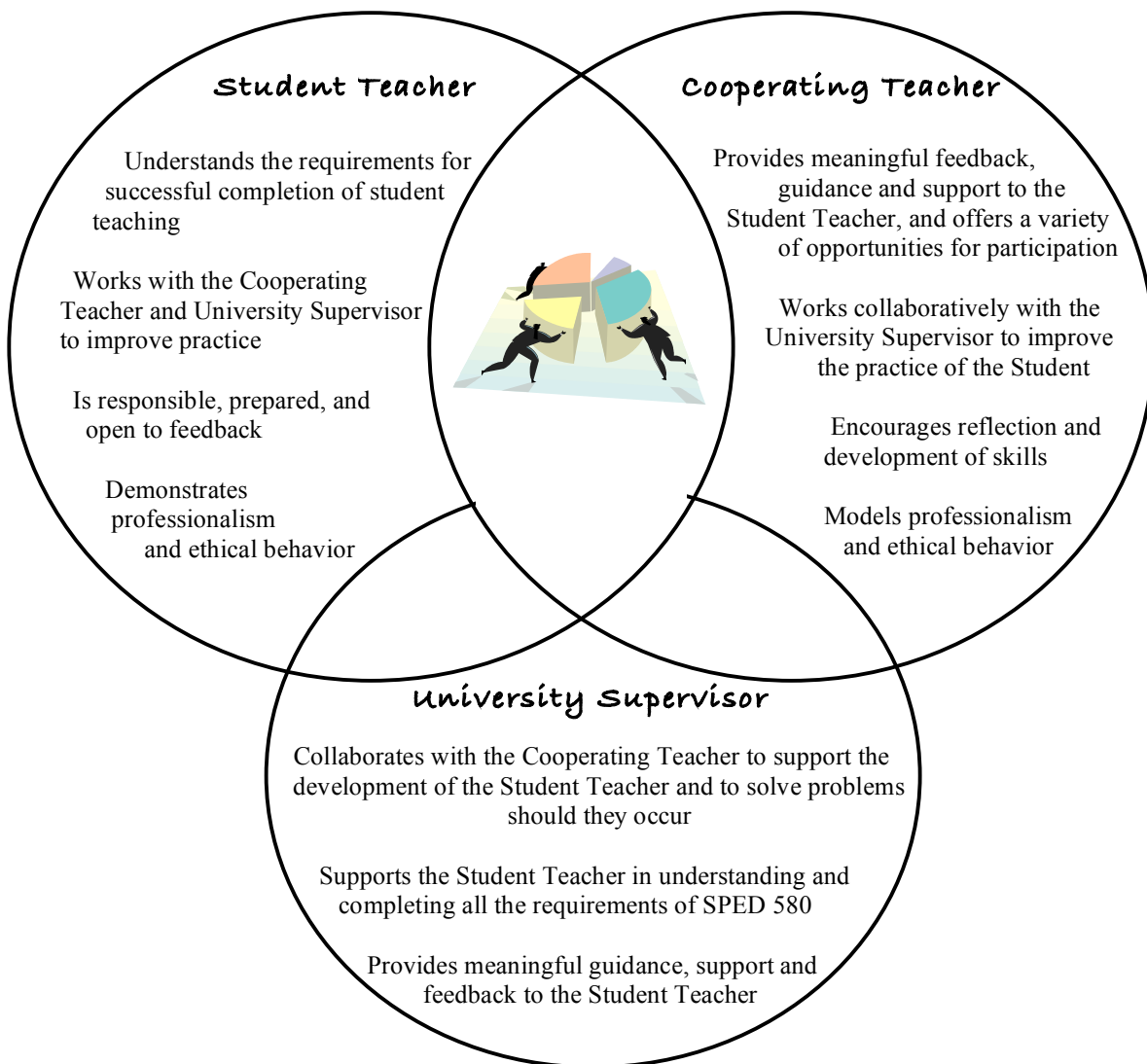
It is important that you have a solid understanding of the expectations as you begin your student teaching assignment. The purpose of this handbook is to clarify the requirements for student teaching, and to delineate the roles and responsibilities of the student teaching team.

*Please take the time to familiarize yourself with the guidelines and policies in this notebook. Understanding these guidelines will help make your student teaching a positive and successful experience.*

## The Student Teaching Team

The student teaching team is typically made up of three members, each with a critical role to play in the success of the student teaching experience.

1. *The student teacher:*  
a special education credential candidate who has been cleared to student teach by the Credential Office; may be traditional or on-the-job.
2. *The cooperating teacher (traditional) or on-site support provider (on-the-job):*  
a credentialed teacher who provides guidance, support, and reflective supervision to the student teacher.
3. *The university supervisor:*  
a university faculty member who collaborates with the cooperating teacher (or support provider) and the student teacher to provide feedback, reflective supervision, and guidance to the student teacher.



## Criteria for Selection of Placements for Student Teaching

The choice of an appropriate placement for student teaching is critical to your success. Every student teaching placement must be recommended or approved by a full-time faculty member in the Department of Special Education, and must meet department criteria according to specialization. For specific criteria, please see the Policy statement related to Criteria for Selection of Sites for Student Teaching (Section V).



## Length and Time of Student Teaching

- DHH, M/M and M/S students:

Student teaching for DHH, M/M and M/S students is a minimum of one semester in length. A student who has not reached acceptable levels of competency by the end of one semester may be offered one of the following options:

- extending the student teaching (length of extension to be determined by the university supervisor), or
- withdrawing from student teaching and reenrolling in a subsequent semester (may be done only once).

For more specific policies regarding these options, see the Policy statement related to Length and Time of Student Teaching (Section V).

- ECSE:

ECSE has two student teaching assignments, one in preschool-preK and one in early intervention. Students are required to complete a minimum of one semester in a preschool or preK program in the role of the early childhood special educator teaching young children with IEPs. Students are also required to complete a minimum of 100 hours of supervised fieldwork in an early intervention program (birth to 36 months) serving families and their infants and toddlers who have IFSPs. A student who has not reached acceptable levels of competency by the end of each assignment may be offered one of the following options:

- extending the student teaching (length of extension to be determined by the university supervisor), or
- withdrawing from student teaching and reenrolling at a subsequent period (may be done only once for each required ECSE assignment).

## Evaluation of Student Teaching

### *Student Teaching Competencies*

The competencies for all California educators are based upon the California Standards for the Teaching Profession (CSTP's), and during the supervised student teaching assignment you will be evaluated on those competencies as outlined by your specialization. By the end of the assignment you will be expected to demonstrate effective knowledge and skills in planning instruction, creating meaningful learning experiences, using assessment, managing learning environments, and collaborating to meet the needs of diverse students with special needs.

Each specialization area has different forms that detail the specific way they use these competencies to evaluate their student teachers. Please refer to the student teaching forms (Section IV) to see the evaluation competencies for your specialization.

### *Dispositions*

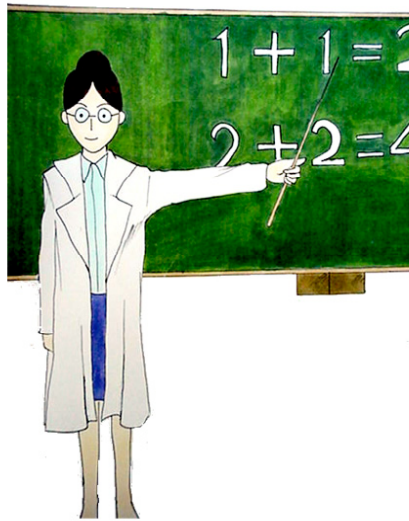
Every special education teaching candidate is also evaluated on the personal characteristics critical to teaching, known as dispositions. During student teaching you will be asked to evaluate your own dispositions using the form found in Section IV. Your university supervisor will also evaluate you on these competencies.

### *Portfolios*

Every special education teaching candidate is asked to complete a teaching portfolio documenting his or her proficiency in the California Standards for the Teaching Profession. In order to successfully complete student teaching, you must receive at least a “3” on all sections of your student teaching portfolio. The portfolio rubrics for each specialization can be found with the student teaching forms (Section IV).



# Preparing for Special Education Student Teaching



- A checklist for getting started
- Professionalism
- Responsibilities and expectations for student teaching

## A Checklist for Getting Started

The following steps are designed to help you get ready for student teaching. Please meet with an advisor in your area of specialization to see if there are additional steps needed for your particular program.



Meet with your advisor at the **beginning of the semester prior to** student teaching to:

- review your program plan to ensure pre-requisites have been met;
- discuss placement options/approval of student teaching assignments;
- provide an overview of general expectations/requirements of student teaching;
- discuss the student teaching application process.



Apply for student teaching by submitting the application to the Credential Office. *Applications must be picked up at the Credential Office and are NOT available online.*

- Priority deadline for fall or summer\*: March 20<sup>th</sup>
- Priority deadline for spring: October 20<sup>th</sup>

\* If you are hoping to student teach in the summer (ECSE excepted) you must submit a petition for summer student teaching to the Teacher Education Committee by April 1<sup>st</sup>. If you are an ECSE candidate who plans to student teach in the summer and fall of the same year, you must submit two separate student teaching applications before March 20<sup>th</sup>.



Review student teaching handbook

- Review expectations
- Review competencies
- Review policies
- Review roles of student teaching team members

## Professionalism

For most people, student teaching is a time of transition to a new role as an education professional. The following guidelines will help you conduct yourself in a manner befitting a teacher and a CSUN representative. *Remember, first impressions can last a long time!*



### Appearance and Attire

- Avoid wearing jeans or very casual clothing unless the activities of the day specifically call for it.
- Wear shoes appropriate to the workplace. Rubber flip-flops are not appropriate or safe.
- Do not wear clothing that exposes the midriff or lower back. Avoid halter-tops, spaghetti straps and shorts or short dresses. Avoid t-shirts with inappropriate logos. If you present yourself like a professional educator, people are likely to treat you that way!
- Always keep in mind that teachers are role models for the students they teach.



### School Culture




- Learn about the rules for school routines such as parking, leaving campus during the school day, signing in and out, and use of the teacher workroom.
- Always be aware of the safety of the children *first*.
- Inform your Cooperating Teacher as well as the front desk whenever you are forced to be absent.
- Always ask before borrowing materials or copying ideas you see in the classroom.
- Respect the teacher's private belongings and space.





### Ethics

- Everything you see and hear in your classroom is protected by rules of confidentiality. It is unethical to reveal the names of students in your program, or to talk about their needs in a public setting. *Avoid lunchroom gossip!!*
- Never use documents like IEPs or student work samples for student teaching assignments without first removing all identifying information such as last names, addresses, dates of birth, etc.
- Confidentiality applies to the adults as well as the students. It is unethical to talk about the practices of a specific teacher or school by name. Please confine discussions of problems or issues to the student teaching seminar or to private conversations with your university supervisor.

**Responsibilities and Expectations for Student Teaching:  
Traditional Candidates**

<p><b>Day 1:</b></p>  <p><i>On your mark, Get set, Go!</i></p>	<ul style="list-style-type: none"> <li>• Introduce yourself to faculty, school staff, and students. Make sure these people understand your role as a student teacher.</li> <li>• Become familiar with the school layout and resources.</li> <li>• Learn procedures for notifying school staff if you will be absent.</li> </ul>
<p><b>Weeks 1-2:</b></p>  <p><i>You're off and running!</i></p>	<ul style="list-style-type: none"> <li>• Familiarize yourself with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.</li> <li>• Give Cooperating Teacher the observation forms.</li> <li>• Observe and become familiar with the classroom routines, students, and instructional materials.</li> <li>• Learn procedures for using school resources and obtaining supplies.</li> <li>• Review IEPs and become familiar with students' needs.</li> <li>• Observe and become familiar with classroom behavior support systems.</li> <li>• Become familiar with teacher's instructional planning and delivery methods.</li> <li>• Obtain texts and teaching materials.</li> <li>• Keep notes throughout the day and conference with teacher regarding observed lessons on a daily basis.</li> <li>• Assist with activities in all instructional groupings (e.g. 1:1, small groups, and whole group).</li> <li>• Develop a schedule with Cooperating Teaching for gradually assuming teaching responsibility during the semester.</li> <li>• Clarify your role as a student teacher and your responsibilities towards paraprofessionals.</li> </ul>
<p><b>Weeks 3 - 8 (or midpoint):</b></p>  <p><i>You've hit your stride now!</i></p>	<ul style="list-style-type: none"> <li>• Plan, develop and teach lessons, including modifications as needed, and reflect on them with the Cooperating Teacher on a daily basis.</li> <li>• Schedule observations with University Supervisor and Cooperating Teacher.</li> <li>• Gradually increase responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons.</li> <li>• Take initiative to assist the Cooperating Teacher with teaching and classroom routines.</li> <li>• Begin to work with and direct the activities of paraprofessionals (if relevant).</li> <li>• Establish relationships/communication with family members.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participate in data collection/monitoring of students' progress in curricular areas and toward IEP goals.</li> <li>• At the end of the midterm period, arrange for your midterm evaluation, conferencing with Cooperating Teacher and University Supervisor.</li> <li>• Submit paperwork for Level 1 Credential or Certificate of Eligibility to the Credential Office.</li> </ul>
<p><b>Weeks 9 – 14 (or two weeks prior to end date):</b></p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> <li>• Assume primary responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons as well as several classroom routines.</li> <li>• Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with the cooperating teacher.</li> <li>• Schedule remaining observations with University Supervisor and Cooperating Teacher.</li> <li>• Continue to work with and direct the activities of paraprofessionals (if relevant).</li> <li>• Continue to establish relationships/communication with family members.</li> <li>• Create and implement data collection systems.</li> <li>• Observe and participate in assessment and writing of IEPs. Observe/participate in at least one IEP meeting.</li> <li>• Participate in the development and adjustment of behavior support systems.</li> </ul>
<p><b>Weeks 15-16 (or final 2 weeks):</b></p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> <li>• Assume primary responsibility for all teaching, planning and management.</li> <li>• Continue to conference with Cooperating Teacher regarding lessons taught on a daily basis.</li> <li>• Schedule final visits/formal observations with University Supervisor and Cooperating Teacher.</li> <li>• Use collected data to adjust/modify teaching.</li> <li>• Participate in assessment and writing of IEPs.</li> <li>• At the end of the assignment, arrange for your final evaluation, conferencing with Cooperating Teacher and University Supervisor.</li> <li>• Gather information related to Level II Credential Program.</li> </ul>
<p><b>Throughout your assignment:</b></p> <ul style="list-style-type: none"> <li>• Discuss concerns as they arise with your Cooperating Teacher and/or University Supervisor.</li> <li>• Attend all student teaching seminars as scheduled.</li> <li>• Complete all assignments as indicated on course syllabus.</li> </ul>	

## Responsibilities and Expectations for Student Teaching: On-the-job Candidates

### Weeks 1 – 2:



*You're off and running!*



- Familiarize yourself with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.
- Give On-Site Support Provider the observation forms, and discuss the schedule for observation.
- Keep notes about concerns and questions, and conference with On-Site Support Provider as needed.
- Continue to assume all regular responsibilities and planning inherent in your teaching assignment.

### Weeks 3 – 8 (or midpoint):





*You've hit your stride now*

- Schedule visits/observations with University Supervisor and On-Site Support Provider.
- Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with the On-Site Support Provider.
- Continue to assume all regular responsibilities for teaching and planning in your teaching assignment, including:
  - Establishing leadership with paraprofessionals (if relevant);
  - Establishing relationships/communications with family members;
  - Collecting data and monitoring student progress in curricular areas and IEP goals;
  - Collaborating with colleagues in general and special education as applicable;
  - Developing, implementing and adjusting behavior support plans when relevant.
- At the end of the mid-term period, arrange for your mid-term evaluation, conferencing with On-Site Support Provider and University Supervisor.
- Submit paperwork for Level 1 Credential or Certificate of Eligibility to the Credential Office.

<p><b>Weeks 9 – 14 (or two weeks prior to end date):</b></p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> <li>▪ Schedule remaining visits/formal observations with University Supervisor and On-Site Support Provider.</li> <li>▪ Continue to plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with On-Site Support Provider.</li> <li>▪ Continue to assume all regular responsibilities for teaching and planning in your teaching assignment.</li> <li>▪ Reflect on feedback from On-Site Support Provider and University Supervisor, and integrate that feedback into your daily teaching responsibilities.</li> </ul>
<p><b>Weeks 15-16 (or final 2 weeks):</b></p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> <li>▪ Continue to conference with On-Site Support Provider and University Supervisor, and to integrate their feedback into teaching.</li> <li>▪ Use collected data to adjust/modify teaching.</li> <li>▪ Schedule final visits/observations with On-Site Support Provider and University Supervisor.</li> <li>▪ Continue to assume all regular responsibilities for teaching and planning in your teaching assignment.</li> <li>▪ At the end of the assignment, arrange for your final evaluations, conferencing with On-Site Support Provider and University Supervisor.</li> <li>▪ Gather information related to Level II Credential Program.</li> </ul>
<p><b>Throughout your assignment:</b></p> <ul style="list-style-type: none"> <li>• Discuss concerns as they arise with your On-Site Support Provider and/or University Supervisor.</li> <li>• Attend all student teaching seminars as scheduled.</li> <li>• Complete all assignments as indicated in course syllabus.</li> </ul>	

**Responsibilities and Expectations for Student Teaching in  
Early Intervention:  
Traditional ECSE Candidates**

<p><b>Day 1:</b></p>  <p><i>On your mark, Get set, Go!</i></p>	<ul style="list-style-type: none"> <li>• Familiarize yourself with the expectations for the supervised student teaching assignment, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.</li> <li>• Introduce yourself to your Cooperating Early Interventionist (and other staff at a center-based program).</li> <li>• Become familiar with the program schedule.</li> <li>• Learn procedures for notifying staff if you will be absent.</li> <li>• Give Cooperating Early Interventionist the observation forms.</li> </ul>
<p><b>First 10-20 hours</b></p>  <p><i>You're off and running!</i></p>	<ul style="list-style-type: none"> <li>• Clarify your role as a student teacher with the Cooperating Early Interventionist. Discuss your self-assessment of early intervention competencies with him/her.</li> <li>• Review IFSPs and become familiar with the children and families.</li> <li>• If in a home visit program, observe and become familiar with home visiting approaches and strategies used by the Cooperating Early Interventionist.</li> <li>• If in a center-based program, observe and become familiar with strategies, routines, schedules, and activities. Assist with activities in all activity groupings (e.g. 1:1, small groups, and whole group). Take initiative to assist the Cooperating Early Interventionist with teaching and classroom routines.</li> <li>• Become familiar with teacher's activity planning and delivery.</li> <li>• Keep notes as appropriate and plan to discuss your observations and questions with the Cooperating Early Interventionist at regularly scheduled times.</li> <li>• Develop a schedule with Cooperating Early Interventionist for gradually assuming professional responsibilities during the student teaching assignment.</li> <li>• Clarify your role as a student teacher and your responsibilities towards paraprofessionals, if relevant.</li> <li>• Schedule three observations with University Supervisor and Cooperating Early Interventionist.</li> </ul>

**Midpoint at 40- 50 hours:**



*You've hit your stride now!*

- Plan, develop, and implement activities, including modifications as needed, and discuss them with the Cooperating Early Interventionist at regularly scheduled times.
- If in a center-based program, gradually increase responsibility for several activities, including individual, whole group and/or small group.
- Begin to work with and direct the activities of paraprofessionals, if relevant.
- Establish positive interactions with family members.
- Participate in data collection/monitoring children's progress in developmental areas and IFSP outcomes.
- At the end of the midterm period, arrange for your midterm evaluation with Cooperating Early Interventionist and University Supervisor.
- If this is your last student teaching assignment, submit paperwork for Level 1 Credential/Certificate of Eligibility to the Credential Office.

**At about 60-80 hours**



*Time to pick up the pace!*

- If in a home-based program, in discussion with the Cooperating Early Interventionist, identify where and when you will take the lead in facilitating selected home visits with particular families.
- If in a center-based program, assume primary responsibility for several activities, and/or small group/large groups as well as several class routines.
- Plan, develop and teach activities, including accommodations/modifications as needed, and reflect on them with the Cooperating Early Interventionist.
- Continue to work with and direct the activities of paraprofessionals, if relevant.
- Maintain positive interactions and relationships with families.
- Create and implement data collection systems as needed.
- Observe, and participate in, assessment and writing of IFSPs.

**After 80 hours- final 20 hours:**





*The finish line is in sight!*




- If in a home-based program, continue to assume primary responsibility for facilitating selected home visits with particular families, under the direction of the Cooperating Early Interventionist.
- If in a center-based program, assume primary responsibility for all planning, activity facilitation, and class management
- Continue to meet with Cooperating Early Interventionist regarding activities and instruction
- Participate in assessment and writing of IFSPs, if possible.
- At the end of the assignment, arrange for your final evaluation with Cooperating Early Interventionist and University Supervisor.
- If this is your last student teaching assignment, gather information related to Level II Credential Program from the Credential Office.

**Throughout your assignment:**




- Discuss concerns as they arise with your Cooperating Early Interventionist and/or University Supervisor
- Complete all assignments as indicated on course syllabus



**Responsibilities and Expectations for  
Early Intervention Student Teaching:  
On-the-Job ECSE Candidates**

<p><b>Day 1:</b></p>  <p><i>On your mark, Get set, Go!</i></p>	<ul style="list-style-type: none"> <li>▪ Familiarize yourself with the expectations for the supervised student teaching assignment, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.</li> <li>▪ Give On-Site Support Provider the observations forms, and discuss the schedule for the three observations.</li> <li>▪ Keep notes about concerns and questions, and discuss with On-Site Support Provider as needed.</li> <li>▪ Continue to assume all regular responsibilities and planning inherent in your teaching assignment.</li> </ul>
<p><b>First 10-20 hours:</b></p>  <p><i>You're off and running!</i></p>	<ul style="list-style-type: none"> <li>▪ Schedule three visits/observations with University Supervisor and On-Site Support Provider.</li> <li>▪ Plan, develop and facilitate activities, including accommodations/modifications as needed, and reflect on them with the On-Site Support Provider and University Supervisor.</li> <li>▪ Continue to assume all professional responsibilities as an early interventionist, including:             <ul style="list-style-type: none"> <li>○ Training and teaming with paraprofessionals (if relevant);</li> <li>○ Developing and maintaining positive relationships and interactions with family members;</li> <li>○ Collecting data and monitoring child progress in developmental areas and IFSP goals;</li> <li>○ Collaborating with colleagues and other disciplines, as applicable.</li> </ul> </li> </ul>

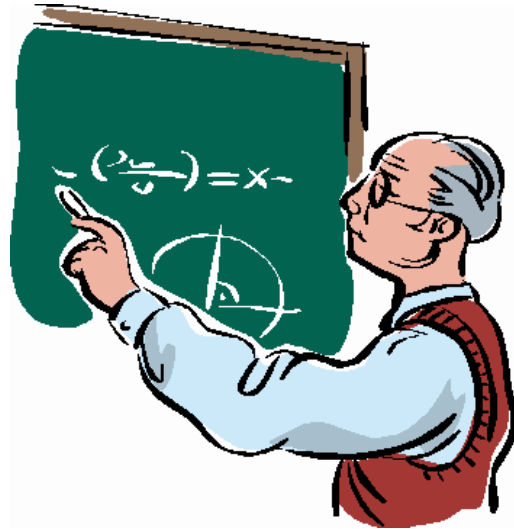
<p><b>Midpoint after 40-59 hours</b></p>  <p><i>You've hit your stride now</i></p>	<ul style="list-style-type: none"> <li>▪ At the end of the mid-term period, arrange for your mid-term evaluation with On-Site Support Provider and University Supervisor.</li> <li>▪ If this is your last student teaching assignment, submit paperwork for Level 1 Credential/Certificate of Eligibility to the Credential Office.</li> </ul>
<p><b>At about 60-80 hours:</b></p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> <li>▪ Continue to plan, develop and facilitate activities, including accommodations/ modifications as needed, and reflect on them with On-Site Support Provider and University Supervisor.</li> <li>▪ Continue to assume all regular responsibilities for teaching and planning in your teaching assignment.</li> <li>▪ Reflect on feedback from On-Site Support Provider and University Supervisor, and integrate that feedback into your professional responsibilities.</li> </ul>
<p><b>Final 20 hours:</b></p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> <li>▪ Continue to participate in reflective supervision with On-Site Support Provider and University Supervisor, and to integrate their feedback into professional responsibilities.</li> <li>▪ Use collected data to adjust/modify instruction.</li> <li>▪ Continue to assume all regular professional responsibilities.</li> <li>▪ At the end of the assignment, arrange for your final evaluations with On-Site Support Provider and University Supervisor.</li> <li>▪ Gather information related to Level II Credential Program from the Credential Office.</li> </ul>
<p><b>Throughout your assignment:</b></p> <ul style="list-style-type: none"> <li>• Discuss concerns as they arise with your On-Site Support Provider and/or University Supervisor</li> <li>• Complete all assignments as indicated in course syllabus</li> </ul>	

## Responsibilities and Expectations for ITEP Second Semester Student Teaching

<p><b>Day 1:</b></p>  <p><i>On your mark, Get set, Go!</i></p>	<ul style="list-style-type: none"> <li>• Introduce yourself to faculty, school staff, and students. Make sure these people understand your role as a student teacher.</li> <li>• Become familiar with the school layout and resources.</li> <li>• Learn procedures for notifying school staff if you will be absent.</li> </ul>
<p><b>Week 1:</b></p>  <p><i>You're off and running!</i></p>	<ul style="list-style-type: none"> <li>• Familiarize yourself with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.</li> <li>• Give Cooperating Teacher the observation forms.</li> <li>• Observe and become familiar with the classroom routines, students, and instructional materials.</li> <li>• Learn procedures for using school resources and obtaining supplies.</li> <li>• Review IEPs and become familiar with students' needs.</li> <li>• Observe and become familiar with classroom behavior support systems.</li> <li>• Become familiar with teacher's instructional planning and delivery methods.</li> <li>• Obtain texts and teaching materials.</li> <li>• Assist with activities in all instructional groupings (e.g. 1:1, small groups, and whole group).</li> <li>• Develop a schedule with Cooperating Teaching for gradually assuming teaching responsibility during the semester.</li> <li>• Clarify your role as a student teacher and your responsibilities towards paraprofessionals.</li> </ul>
<p><b>Weeks 3 - 5 (or midpoint):</b></p>  <p><i>You've hit your stride now!</i></p>	<ul style="list-style-type: none"> <li>• Plan, develop and teach lessons, including modifications as needed, and reflect on them with the Cooperating Teacher on a daily basis.</li> <li>• Keep notes throughout the day and conference with teacher regarding observed lessons on a daily basis.</li> <li>• Schedule observations with University Supervisor and Cooperating Teacher.</li> <li>• Gradually increase responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons.</li> <li>• Take initiative to assist the Cooperating Teacher with teaching and classroom routines.</li> <li>• Begin to work with and direct the activities of paraprofessionals (if relevant).</li> <li>• Establish relationships/communication with family members.</li> <li>• Participate in data collection/monitoring of students' progress in curricular areas and toward IEP goals.</li> </ul>

	<ul style="list-style-type: none"> <li>• At the end of the midterm period, arrange for your midterm evaluation, conferencing with Cooperating Teacher and University Supervisor.</li> <li>• Submit paperwork for Level 1 Credential or Certificate of Eligibility to the Credential Office.</li> </ul>
<p><b>Weeks 6 - 8 (or one week prior to end date):</b></p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> <li>• Assume primary responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons as well as several classroom routines.</li> <li>• Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with the cooperating teacher.</li> <li>• Schedule remaining observations with University Supervisor and Cooperating Teacher.</li> <li>• Continue to work with and direct the activities of paraprofessionals (if relevant).</li> <li>• Continue to establish relationships/communication with family members.</li> <li>• Create and implement data collection systems.</li> <li>• Observe and participate in assessment and writing of IEPs. Observe/participate in at least one IEP meeting.</li> <li>• Participate in the development and adjustment of behavior support systems.</li> <li>• Schedule final visits/formal observations with University Supervisor and Cooperating Teacher.</li> <li>• Participate in assessment and writing of IEPs.</li> </ul>
<p><b>Week 9 (or final week):</b></p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> <li>• Assume primary responsibility for all teaching, planning and management.</li> <li>• Continue to conference with Cooperating Teacher regarding lessons taught on a daily basis.</li> <li>• Use collected data to adjust/modify teaching.</li> <li>• Conference with Cooperating Teacher and University Supervisor about final evaluation.</li> <li>• Gather information related to Level II Credential Program.</li> </ul>
<p><b>Throughout your assignment:</b></p> <ul style="list-style-type: none"> <li>• Discuss concerns as they arise with your Cooperating Teacher and/or University Supervisor.</li> <li>• Attend all student teaching seminars as scheduled.</li> <li>• Complete all assignments as indicated on course syllabus.</li> </ul>	

# Entering the Teaching Profession



- Filing for your credential
- Applying for the Level II program
- Level II program requirements

## Filing for Your Credential

*When do I file for my credential?*



Candidates who are completing their professional education requirements at CSU, Northridge may submit their Credential Request to the Credential Office during the first few weeks of the final semester of program completion. For traditional and on-the-job student teachers, this request should be submitted during the first few weeks of student teaching. Initiating this process at the beginning of your last semester of coursework will ensure timely processing.

*How do I file?*



The form is available on line at [www.csun.edu/coe/cred](http://www.csun.edu/coe/cred) under “forms”. Once the form is received and evaluated by a credential analyst you will be notified of your status. The Verification of Employment as an Education Specialist Form will also be needed if applying for a Preliminary Level I credential.

*When do I get the credential?*



After you have successfully completed all remaining requirements including student teaching and the RICA (not required for ECSE), your credential will automatically be recommended to the Commission on Teacher Credentialing. Typically, credentials are granted within two weeks of electronic submission of the recommendation.

Once the Credential Office has submitted the online recommendation you will be notified by CTC to complete the personal and professional fitness, and payment portions of the process. Within a day or two CTC will forward you a payment confirmation number.

Provided there are no extenuating circumstances, CTC will send you an e-mail confirming that the credential has been issued. You will receive one additional notice; it will provide the details of your credential. This final notice is the one you will use for employment purposes. All correspondence will take place via e-mail.

Your credential and all information relating to it will appear on the Commission website as granted once processing by CTC is complete.

### **Important Notes:**

*Education Specialist Credentials recommended after 7/1/07 require English Learner (EL) Authorization. If you are unsure as to whether or not you have met this requirement, please contact the Credential Office.*

*In order to receive a credential, you must hold a teaching job in your area of specialization! Students who do not currently hold a teaching job will receive a Certificate of Eligibility. Once a teaching job is obtained, you must file proof of employment with the state in order to change your Certificate of Eligibility to a Level 1 Education Specialist Credential.*



## Applying for the Level II Program

What is the Level II Credential program?



The CSUN Level II program is designed to assist new teachers in the application of their Preliminary Level I competencies to the demands of professional positions while also fostering advanced skills and knowledge.

CSUN's Level II program includes the competencies necessary for the Level II English Learner authorization, which is built upon the Preliminary Level I English Learner authorization coursework and experiences.

How do I earn a Level II credential from CSU, Northridge?



- 1) You must have successfully completed a Preliminary Level I Education Specialist Credential program to be admitted into the Professional Level II program. Admission to the Level II program cannot be granted until all requirements for the Level I Credential have been completed and the University has recommended to the California Commission for Teacher Credentialing (CCTC) that you be awarded the Level I credential.
- 2) Apply for admission into the CSUN Level II Program. For admission requirements, please see the CSUN Professional Clear Education Specialist Credential Brochure, at <http://www.csun.edu/Education/cred/applications/index.htm>. Click on [Clear Level II Education Specialist](#).
- 3) Complete a Level II Course of study, as outlined on Level II Induction Program Plans. For specific programs of study, meet with an advisor in your area of specialization.

- 4) While enrolled in the Level II advanced coursework, you must also complete a minimum of 2 years of successful full time teaching experience in a public or private school of equivalent status, while holding the Preliminary Level I Education Specialist Instruction Credential.
- 5) Complete a Health Education course and obtain a CPR Certificate.
- 6) Complete a Computer-based technology course.

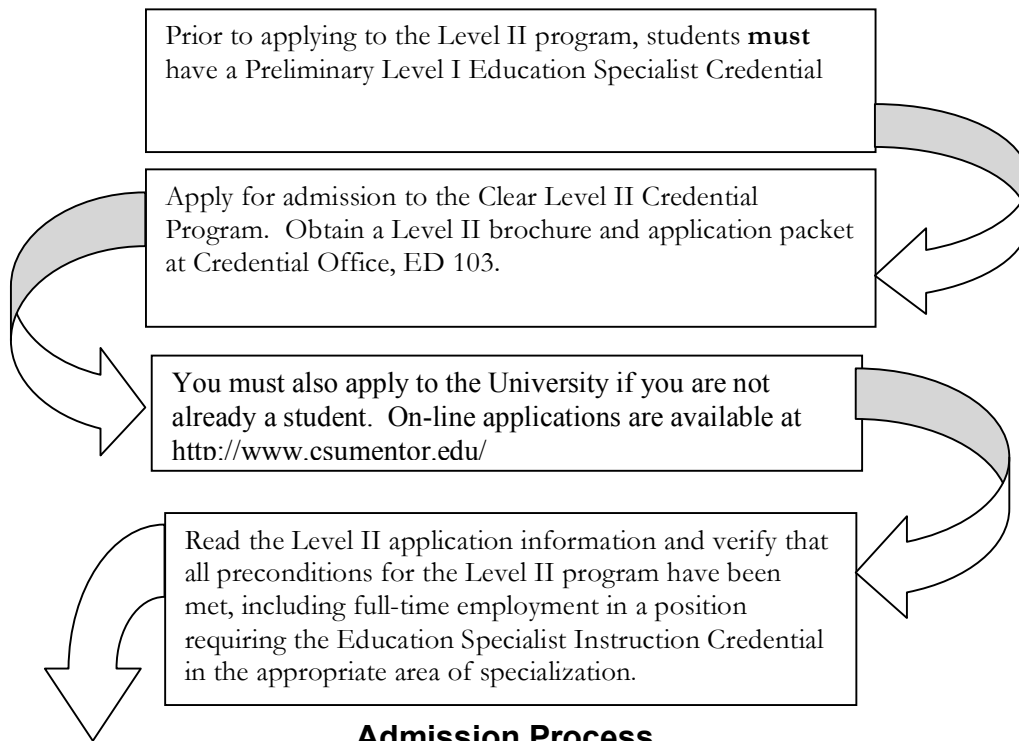
**All candidates completing Preliminary Level I preparation programs in California must complete a Professional Clear Level II Education Specialist Credential program within 5 years of the date of issuance of the Preliminary Level I Credential. If you are not enrolled for two years, you will need to be readmitted to the University in order to take your Level II classes. (See CSUN Catalogue for specific information.)**



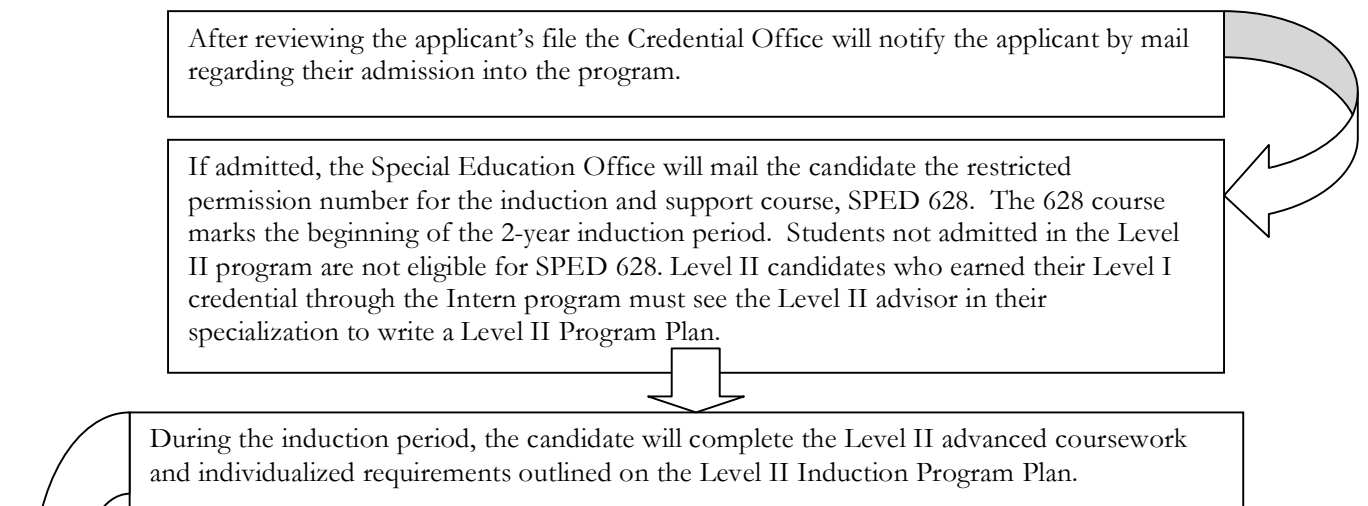
*Please Note:*

A professional clear Level II Education Specialist Instruction Credential (issued on the basis of the completion of all requirements) is valid for 5 years. It must be renewed with the state every 5 years.

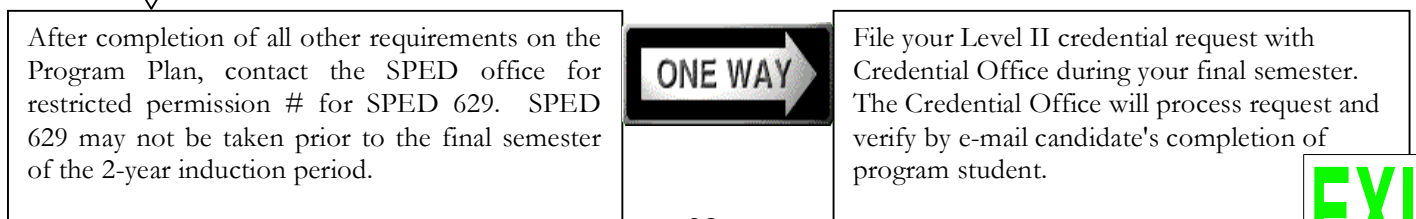
## **Clear Level II Education Specialist Credential Application Process**



### **Admission Process**



### **Completion Process**



# Special Education Student Teaching Forms



- Disposition Self Reflection
- Video consent forms
- Forms specific to specializations:
  - Early Childhood
  - Deaf and Hard of Hearing
  - Mild/Moderate
  - Moderate/Severe

**California State University, Northridge (CSUN)  
Department of Special Education**

**Disposition Self Reflection**

Name of Candidate \_\_\_\_\_ CSUN ID \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_ Course Number \_\_\_\_\_

Signature of Candidate \_\_\_\_\_ Date \_\_\_\_\_

In addition to knowledge and skills, accomplished special educators reflect upon professional qualities that enhance their effectiveness as teachers. The following dispositions have been identified by the CSUN Department of Special Education as important qualities of effective special education teachers.

**Directions:** Please rate yourself on the “key dispositions” below using the following 5-point scale:

“1” = an area that is a personal struggle or challenge for you

“5” = an area in which you are comfortable and confident

<b>Personal Characteristics:</b> Strives to achieve and maintain a high degree of competence and integrity in all professional practices					
	1	2	3	4	5
• I have a positive outlook					
• I am hard working and responsible					
• I take initiative					
• I am flexible					
Use examples to explain your ratings:					
<b>Interpersonal Characteristics:</b> Strives to develop rapport and collaborate with others in the work environment.					
	1	2	3	4	5
• I work well with others					
• I communicate my ideas effectively to others					
• I listen effectively to others					
• I am able to influence/motivate others					
Use examples to explain your ratings:					

**Key:** “1” = an area that is a personal struggle or challenge for you  
 “5” = an area in which you are comfortable and confident

<b>Commitment to Professional Growth:</b> Values creativity and thinks critically about work-related practices.					
	1	2	3	4	5
• I seek solutions to problems					
• I reflect on personal strengths and weaknesses					
• I am responsive to instruction and/or supervision					
• I engage in professional development activities					
Use examples to explain your ratings:					
<b>Commitment to Diversity:</b> Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.					
	1	2	3	4	5
• I have high expectations for all individuals					
• I am respectful of others from diverse backgrounds					
• I recognize and respond to stereotypes in my own thinking					
• I am responsive to students’ diverse needs					
Use examples to explain your ratings:					
<b>Commitment to Ethical Practices:</b> Committed to ethical professional activities which benefit individuals with exceptionalities and their families					
	1	2	3	4	5
• I am motivated to learn educational practices					
• I maintain confidentiality					
• I consider the perspectives of others when making decisions					
• I use sound judgment					
Use examples to explain your ratings:					

Date: \_\_\_\_\_

Dear \_\_\_\_\_:  
(School Administrator)

The Department of Special Education at California State University, Northridge, is using a clinical model of teacher training which enables interns, emergency credentialed and traditional student teachers to objectify and enhance their teaching performance via the use of video recording of classroom lessons and interactions. Support of this model can only enhance the effectiveness of our teaching training endeavors and ultimately, instructional programs.

It will be necessary to obtain parent/guardian consent for these recordings, as well as consent of instructional aides, with the understanding that these recordings will be used for instructional purposes only during the teacher candidate's class with a university instructor.

Please feel free to call me with any questions you may have.

Sincerely,

Sally Spencer  
Teacher Education Coordinator  
(818) 677-6789

Date: \_\_\_\_\_

Parent Video Recording Consent Form

I, \_\_\_\_\_, give permission for my child,  
Parent or guardian (please print)

\_\_\_\_\_ to be video recorded during  
child's name

assessment and instructional activities. I understand these recordings will be used only during the teacher candidate's class at California State University, Northridge, for the purpose of improving teacher competencies and performance

Signature: \_\_\_\_\_  
Parent or guardian

Fecha: \_\_\_\_\_

Permiso de Padres para Filmar a Video

Yo, \_\_\_\_\_, doy permiso para que se filme a  
Nombre de padre, madre, o guardian

mi hijo/hija, \_\_\_\_\_, durante actividades

instruccionales. Entiendo que estas peliculas seran mostradas en clases de la Universidad  
Estale de California en Northridge, con el proposito de mejorar las competencias y las  
abilidades de la maestro.

Estas peliculas son solamente para uso instruccional.

Firma: \_\_\_\_\_  
Padre, madre, o guardian

Date: \_\_\_\_\_

Cooperating Teacher Video Recording Consent Form

I, \_\_\_\_\_, give my consent to be  
Cooperating Teacher (please print)  
video recorded in the course of my professional duties. I understand these recordings  
will be used only during the teacher candidate's class at California State University,  
Northridge, for the purpose of improving teacher competencies and performance.

Signature: \_\_\_\_\_  
Cooperating Teacher

Date: \_\_\_\_\_

Teacher Candidate Video Recording Consent Form

I, \_\_\_\_\_ give permission to be  
Student (please print)  
video recorded in the course of my professional duties as a student teacher. I understand  
these tapes will be used only during my class at California State University, Northridge,  
for the purpose of improving teacher competencies and performance.

Signature: \_\_\_\_\_  
Student

Date: \_\_\_\_\_

Paraprofessional Video Recording Consent Form

I, \_\_\_\_\_, give my consent to be  
Paraprofessional (please print)  
video recorded in the course of my professional duties. I understand these recordings  
will be used only during the teacher candidate's class at California State University,  
Northridge, for the purpose of improving teacher competencies and performance.

Signature: \_\_\_\_\_  
Paraprofessional

# Forms

## Student Teaching in Early Childhood Special Education



- Portfolio Guidelines
- Portfolio Rubric
- Infant/Toddler Evaluation
- Preschool/Pre K Evaluation

**Professional Development Portfolio  
Early Childhood Special Education Specialist  
Credential Program  
California State University, Northridge**

**1. Overview**

A portfolio is a **collection of a person's work** that demonstrates the person's efforts and progress in a given area. The portfolio serves several assessment purposes:

- a) to facilitate candidates' reflection and self-appraisal, and to help them integrate competencies developed in various courses;
- b) to provide a means for assessing professional development over the course of an individual candidates' program;
- c) to provide a means for program evaluation regarding professional development of candidates.

**2. Procedures**

- a) It is the candidates' responsibility to develop and maintain the portfolio throughout their studies. Projects and assignments completed for various courses and fieldwork should be included in the portfolio, along with documents and products developed as part of professional work responsibilities.
- b) The portfolio should be maintained in a binder with sections labeled using the headings specified in the attached content outline.
- c) The completed portfolio is a requirement for completing *SPED 580EC Advanced Specialist Fieldwork in Early Childhood Special Education* or the **third** semester of *SPED 506EC Early Childhood Special Education Internship Fieldwork*. **See grading rubric for guidelines on organization.**

**3. Content:**

- a) Content is to be selected by each individual candidate to demonstrate the *California Standards for the Teaching Profession*, with guidance from the faculty advisor.
- b) The portfolio should reflect the growth and strengths of the individual candidate, and therefore no two will be identical.
- c) To assure demonstration of all of the important professional competencies required by the program, each portfolio should include, at a minimum, a set of documents specified on the following pages. Each section of the portfolio should include documentation of competency with children in both infant/toddler and preschool age groups.
- d) To demonstrate professional development over a period of time, whenever possible, candidates should include a sample of a product developed early in their program and a sample of one developed closer to completion of the program, such as an early observation and a later observation and assessment. Be sure to date and identify each sample accordingly.

**Portfolio Content Outline**  
**Early Childhood Special Education Specialist Credential Program,**

Each section should include items documenting and demonstrating professional development in work with infants, toddlers, and preschool age children and their families. Include materials that you developed or to which you contributed, for example, a program of a workshop in which you made a presentation. **Do NOT** include materials to which you did not contribute directly, for example, a program of a workshop that you attended.

Each section should include items documenting professional development in working with young children with disabilities and their families.

**I. Resume**

- Educational background (institutions attended, degrees, credentials, dates)
- Professional and volunteer work experience
- Other professional activities (e.g., workshops you have given, papers or articles that you have written and published, offices that you hold in professional organizations).

**II. Reflections on Professional Development (CSTP # 6)**

Write a 2-3 page reflection paper on your professional development by addressing the following:

- Why have you entered the field of early childhood special education?
- What are your roles and responsibilities as a professional in Early Childhood Special Education?
- Who have been your mentors and in what ways has your relationship with them contributed to your professional development?
- What significant events have contributed to your professional development?
- As a result of the ECSE credential program, how have the following changed?
  - Your knowledge of the field of ECSE
  - Your clinical practice
  - Your professional goals

**III. Descriptions of Recommended Practices in EI and ECSE (CSTP #s 1-6)**

**Traditional student teachers:**

Based on the *DEC recommended practices. A comprehensive guide for practical application in early intervention/early childhood special education* (chapters 3,4,5,6,7) identify key practices in assessment, child-focused practices, family-based practices, interdisciplinary models, and technology applications and how you would implement them in serving: (a) infants/toddlers with disabilities and their families, and (b) preschoolers with disabilities. Approximately 3-4 pages.

**On-the-Job student teachers**

If you are employed in an early intervention or preschool/preK program, identify the key DEC recommended practices in assessment, child-focused practices, family-based practices, interdisciplinary models, and technology applications that your program has implemented well and those that need to be developed further. Select key recommended practices that you believe are essential for serving the age group (birth-36 months or 3-5 years) with which you are not currently working.

**IV: Evidence of Professional Competence (CSTP Standards).**

**In this section, carefully select the documents and materials that demonstrate the range of your professional skills.**

**Education Specialist: Early Childhood Special Education  
Preliminary Credential/ Level I  
Program Portfolio Grading Rubric**

Student's Name: \_\_\_\_\_

Intern/Sem: \_\_\_\_\_

Student \_\_\_\_\_

Teacher:

Presentation:

- 3 ring binder with tabs for each CSTP; neatly organized and well presented  
 Description of the specific standard in the front of each section.  
<http://www.cde.ca.gov/cstp/publication/cstpreport.html>

**Understanding of standard demonstrated:**

Reflection synthesizes how the collection of artifacts selected demonstrates competency in each specific Standard

**Reflection is organized, complete, and thoughtful**

- Clearly written, grammatically correct, spell checked, etc.
- Describes how each artifact addresses elements of standard with the majority of elements addressed
- Describes how artifacts reflect what is valued in teaching practice for standard
- Describes what insights about teaching or student learning have been gained in this standard

Content	5: Outstanding Material is professionally organized and presented. Reflection is clear, complete, insightful.	4: Strong Material is well organized and presented. Reflection is complete and shows strong understanding.	3: Satisfactory Material is presented in an organized manner. Reflection demonstrates satisfactory understanding.	2: Marginal Material is poorly organized or presented. Reflection shows limited insight or unclear understanding.	1: Unacceptable Material is omitted or weak. Reflection is missing or shows lack of insight or understanding.	Score
Resume						
Reflections on professional development, Recommended practices						
CSTP 1 - Engaging and Supporting All Students in Learning						
CSTP 2 - Creating and Maintaining Effective Environments for Student Learning						
CSTP 3 - Understanding and Organizing Subject Matter for Student Learning						
CSTP 4 - Planning Instruction and Designing Learning Experiences for All Students						
CSTP 5 - Assessing Student Learning						
CSTP 6 - Developing as a Professional Educator						
Average rating						

Comments:

ECSE portfolio guidelines 4/08

## Early Childhood Special Education - Infant/Toddler Practicum

The statements below represent competencies that appear to be important goals for teachers in early intervention. Rate each of the competencies under 2 and 3 by circling the appropriate number/rating. Note: Asterisked items represent critical competencies that must be met by “yes” or at least a rating of 3 in order to pass student teaching:

1 = Practice is not consistent with the standard

2 = Developing practice

3 = Performs as expected

4 = Exceptional performance

UJ = unable to judge

NI = Needs Improvement

To pass student teaching, the candidate's ratings must average at least 3 with no competencies rated as 1. Rating for competencies under 1 and 4: Yes or No

### 1. Professional Attributes

1.1 Maintains professional appearance.	Yes	No	I
1.2 Assumes and fulfills responsibilities willingly and promptly	Yes	No	I
1.3 Is punctual.	Yes	No	I
1.4 Recognizes personal limitations and works to overcome them.	Yes	No	I
1.5 Develops cooperative working relationships.	Yes	No	I
1.6 Respects attitudes and opinions of others.	Yes	No	I
1.7 *Handles information about children, peers, families, colleagues, and supervisors ethically.	Yes	No	I
1.8 * Systematically evaluates own performance.	Yes	No	I
1.9 Manages changes and unforeseen events with flexibility.	Yes	No	I
1.10 Accepts suggestions from peers and/or supervisor.	Yes	No	I
1.11 Manages personal affairs in a manner that does not interfere with professional responsibilities.	Yes	No	I
1.12 Participates in ongoing professional opportunities.	Yes	No	I

## **2. Assessment, Planning and Instructional Practices**

- 2.1 \* Facilitates family's identification of concerns and priorities 1 2 3 4 UJ
- 2.2 Uses assessment practices appropriate to young children with disabilities (e.g. observation, family interview, play based, ecologically appropriate assessment) 1 2 3 4 UJ
- 2.3 Identifies and implements situations and activities that support the infant's/toddler's maximum development. 1 2 3 4 UJ
- 2.4 Interprets and reports assessment information appropriately. 1 2 3 4 UJ
- 2.5 \* Designs and carries out individualized interventions based on assessment data relevant to the needs of young children with disabilities. 1 2 3 4 UJ
- 2.6 \* Engages and motivates infants/toddlers. 1 2 3 4 UJ
- 2.7 Uses adaptive equipment appropriately. 1 2 3 4 UJ
- 2.8\* Attends to situational variables which may affect the infant's/toddler's responsiveness (e.g., hunger state, eating) 1 2 3 4 UJ
- 2.9 Uses appropriate positioning and handling techniques. 1 2 3 4 UJ
- 2.10\* Evaluates intervention efforts on an ongoing basis. 1 2 3 4 UJ
- 2.11 Implements changes based on progress data. 1 2 3 4 UJ

## **3. Family and Team Competencies**

- 3.1 Utilizes a family systems approach in the assessment and intervention of infants and young children with special needs. 1 2 3 4 UJ
- 3.2 Assists families to participate fully in the development of an Individualized Family Service Plan (IFSP). 1 2 3 4 UJ
- 3.3 \* Uses individualized planning and communication skills to establish and maintain a positive and facilitative relationship with families. 1 2 3 4 UJ
- 3.4\* Demonstrates the ability to work effectively and sensitively with culturally diverse families. 1 2 3 4 UJ
- 3.5 \*Establishes and maintains a positive, collaborative relationship with infant/toddler and his/her family. 1 2 3 4 UJ

- |   |            |
|---|------------|
| 3.6 *Treats families and children with respect.   | 1 2 3 4 UJ |
| 3.7 Has realistic expectations of family.   | 1 2 3 4 UJ |
| 3.8 Utilizes the expertise of relevant disciplines in providing services to infants/ toddlers.  | 1 2 3 4 UJ |
| 3.9 Demonstrates ability to present the special needs of an exceptional infant or toddler and his/her family to a team for the purpose of program planning. | 1 2 3 4 UJ |
| 3.10 Incorporates team input into intervention plans.   | 1 2 3 4 UJ |
| 3.11 Communicates effectively using professional or lay terms appropriately.  | 1 2 3 4 UJ |
| 3.12 Listens and responds appropriately to communication.   | 1 2 3 4 UJ |

**4. Professional Responsibilities of Candidates**

- |  |        |
|--|--------|
| 4.1 Attended a team/staff meeting?                                   | Yes No |
| 4.2 Observed or participated in a family/ teacher meeting?           | Yes No |
| 4.3 Observed or participated in an IFSP?                             | Yes No |
| 4.4 Participated in a home visit?                                    | Yes No |
| 4.5 Participated in a professional conference or in-service meeting? | Yes No |
| 4.6 Knows how to access community resources?                         | Yes No |

**5. Comments**

5.1 Please identify areas of professional strength in providing early intervention services.

5.2 Please identify areas of professional development in providing early intervention services.

**Department of Special Education**  
**Early Childhood Special Education – Preschool/PreK Practicum**  
**Candidate Evaluation**

The statements below represent competencies that appear to be important goals for teachers. Please rate the student teacher on each of the items by checking the appropriate column. Note: Asterisked items represent critical competencies that must be met by at least a rating of 3 in order to pass student teaching. Ratings for competencies under 1-6: **UJ: Unable to judge, 1: Practice is not consistent with the standard, 2: Developing practice, 3: Performs as expected, 4 = Exceptional performance**  
To pass student teaching, the candidate's rating must average at least 3 with no competencies rated as 1.  
Rating for competencies under 7: Yes or Needs Improvement. Rating for competencies under 8: Yes or No.

**1.0 Engaging and Supporting All Students in Learning**

- 1.1\* Facilitates play as an essential learning experience for young children.
- 1.2 Promotes each child's social competence and communication development.
- 1.3 Facilitates child's interactions with nondisabled peers.
- 1.4 Utilizes strategies to motivate all children's active participation in activities.
- 1.5. Obtains child's attention and gives understandable directions to let child know what is expected.
- 1.6 Uses effective questioning techniques.
- 1.7 Provides a clear beginning and ending to all activities and clear transitions between activities.
- 1.8 Draws on and values children's' cultural, social and linguistic backgrounds, interests, and developmental learning needs.

**2.0 Creating and Maintaining Effective Environments for Student Learning**

- 2.1\* Organizes the program to promote young children's active participation and learning (schedules, activities, equipment, grouping and staffing).
- 2.2 Creates a physical and instructional environment that is organized and engaging and reflects the cultural and linguistic diversity of children in the class.
- 2.3\* Implements positive behavior support strategies to assist individual children's participation in a variety of settings.
- 2.4 Paces activities appropriately to engage children and support learning.
- 2.5 Utilizes classroom staff effectively to organize the learning environment and implement instructional activities.

### **3.0 Understanding and Organizing Subject Matter for Student Learning**

- 3.1 Demonstrates knowledge of development to organize and sequence curricula.
- 3.2\* Integrates developmentally appropriate practice with the individual learning needs of each child.
- 3.3 Provides developmentally appropriate opportunities to facilitate emergent literacy skills.
- 3.4 Provides developmentally appropriate opportunities to facilitate emergent numeracy skills.
- 3.5 Incorporates assistive technology as needed into meaningful activities (e.g., switches, picture communication systems)

### **4.0 Planning Instruction and Designing Learning Experiences for All Students**

- 4.1\* Designs and carries out individualized interventions based on assessment data relevant to the needs of young children with disabilities, including interventions to meet the learning needs of English language learners.
- 4.2\* Integrates individual objectives for each child across the daily routine.
- 4.3 Provides adaptations within activities to support each child's active participation.
- 4.4 Demonstrates imagination and creativity in instructional activities.
- 4.5 Develops activity plans that clearly identify skills to be learned by children and instructional strategies to be used.
- 4.6 Uses a variety of instructional strategies (e.g., visual supports, task analysis, peer modeling, demonstration, prompting) and resources to respond to children's diverse needs, including those of English language learners.
- 4.7 Uses appropriate instructional techniques for small and large group activities.
- 4.8 Uses a family system approach in the assessment and instruction of young children with disabilities.
- 4.9 Assists families to participate fully in the development of an Individual Education Program (IEP)

### **5.0 Assessing Student Learning**

- 5.1\* Facilitates family's identification of concerns and priorities.
- 5.2 Uses nonbiased, non discriminatory assessment practices appropriate to young children with disabilities (e.g., observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.
- 5.3 Interprets and reports assessment information accurately.
- 5.4 Evaluates instruction on an ongoing basis.
- 5.5 Systematically collects data on children's progress and implements change based on data.

## **6.0 Developing as a Professional Educator**

- 6.1 Develops cooperative working relationships within the school community
- 6.2 Handles information about children, peers, families, colleagues, and supervisors ethically.
- 6.3\* Systematically evaluates own performance as member of on the child's educational team
- 6.4 Utilizes the expertise of relevant disciplines in providing services to young children with disabilities.
- 6.5 Demonstrates ability to present the special needs of a young child and his/her family to a team for the purpose of program planning.
- 6.6 Incorporates team input into instructional plans.
- 6.7 Communicates effectively using professional or lay terms as appropriate.
- 6.8\* Uses individualized planning and communication skills to establish, maintain, and facilitate positive relationships with families.
- 6.9\* Demonstrates the ability to work effectively and respectfully with families of diverse cultural and linguistic backgrounds.
- 6.10\* Establishes and maintains a positive collaborative relationship with the child and family.

## **7.0 Professional Dispositions**

- 7.1 Maintains professional appearance.
- 7.2 Assumes and fulfils responsibilities willingly and promptly.
- 7.3 Is punctual
- 7.4 Recognizes personal limitations and works to overcome them.
- 7.5 Respects attitudes and opinions of others.
- 7.6 Manages changes and unforeseen events with flexibility.
- 7.7 Accepts suggestions from peers and/or supervisor.
- 7.8 Manages personal affairs in a manner that does not interfere with professional responsibilities.
- 7.9 Participates in ongoing professional opportunities.
- 7.10\* Treats families and children with respect.

## **8.0 Professional Responsibilities of Candidates**

- 8.1 Attended a team/staff meeting?
- 8.2 Observed or participated in a family/teacher meeting?
- 8.3 Observed or participated in an IEP?
- 8.4 Participated in a home visit?

- 8.5 Participated in a professional conference or inservice meeting?
- 8.6 Knows how to access community resources important in Early Childhood Special Education?

9.1 Please identify areas of professional strength in ECSE.

9.2 Please identify areas of professional development in ECSE.

# Forms

## Student Teaching in Deaf and Hard of Hearing



- Portfolio rubric
- Evaluation Forms

Education Specialist: Deaf/Hard-of-Hearing  
Preliminary Credential/ Level I

**Program Portfolio: Rubric for Grading**

Student's Name: \_\_\_\_\_ Intern/Sem: \_\_\_\_\_ Student  
Teacher:  \_\_\_\_\_

**Presentation:**  
 3 ring binder with tabs for each CSTP; neatly presented and organized

Description of the specific standard in the front of each section.  
<http://www.cde.ca.gov/csti/publication/cstipreport.html>

**Understanding of standard demonstrated:**

Reflection synthesizes how the collection of artifacts selected demonstrates competency in the Standard

**Reflection is clear, complete, insightful**

- Clearly written using appropriate grammar, spelling, etc.
- Describes how each artifact addresses elements of standard with the majority of elements addressed
- Describes how artifacts reflect what is valued in teaching practice for standard
- Describes what insights about teaching or student learning have been gained in this standard

**Content:**

	5: Outstanding Material is professionally organized and presented. Reflection is clear, complete, insightful.	4: Strong Material is well organized and presented. Reflection is complete and shows strong understanding.	3: Satisfactory Material is presented in an organized manner. Reflection demonstrates satisfactory understanding.	2: Marginal Material is poorly organized or presented. Reflection shows limited insight or unclear understanding.	1: Unsatisfactory Material is omitted or weak. Reflection is missing or shows lack of insight or understanding.
Introduction					
CSTP 1- Engaging and Supporting All Students in Learning					
CSTP 2- Creating and Maintaining Effective Environments for Student Learning					
CSTP 3- Understanding and Organizing Subject Matter for Student Learning					
CSTP 4- Planning Instruction and Designing Learning Experiences for All Students					
CSTP 5- Assessing Student Learning					
CSTP 6- Developing as a Professional Educator					

**Comments:**

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
STUDENT TEACHING / INTERN EVALUATION – DEAF/HARD OF HEARING**

Spring \_\_\_\_ Fall \_\_\_\_ Summer \_\_\_\_ 20 \_\_\_\_ Midterm \_\_\_\_ Final \_\_\_\_

Intern 1 \_\_\_\_ Intern 2 \_\_\_\_ (2.5 avg)  
Intern 3 \_\_\_\_ Intern 4 \_\_\_\_ (3.5 avg)

Name \_\_\_\_\_  
(Last in capitals) (First) (MI)  
School \_\_\_\_\_ Grade Level \_\_\_\_\_  
School District \_\_\_\_\_

Evaluation completed by: \_\_\_\_\_ On-site Supervisor: \_\_\_\_\_  
OR \_\_\_\_\_ University Supervisor: \_\_\_\_\_

The statements below represent competencies that appear to be important goals for teachers. Please rate the teacher on each of the items by checking the appropriate column. Use the following criteria to guide your evaluation:

UJ-Unable to judge	1 = Practice not consistent with standard	2 = Developing practice	3 = Maturing practice	4 = Practice that exemplifies the standard
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**UJ designation is not permitted** on the final evaluations for Student Teachers or for 3<sup>rd</sup> & 4<sup>th</sup> semester Interns.

**Standard 1: Engaging and Supporting All Students in Learning**

	UJ	1	2	3	4
<b>A. General Teaching Strategies</b>					
A1.1 Motivates students for learning effectively.					
A1.2 Obtains student's attention before proceeding with instruction.					
A1.3 Provides clear and concise directions/instructions to let students know what is expected.					
A1.4 Paces lessons appropriately providing sufficient wait time and repetition.					
A1.5 Uses effective questioning techniques with students.					
A1.6 Uses effective modeling techniques with students.					
A1.7 Incorporates use of technology as needed into meaningful activities.					
A1.8 Works with all students in the classroom.					
A1.9 Effectively teaches students representing a wide range of diverse abilities and needs.					
A1.10 Infuses teaching of social skills, problem solving, and conflict resolution throughout the day.					
A1.11 Promotes students' self-esteem and self-control.					
A1.12 Connects students' prior knowledge and experience to new learning.					
A1.13 Provides learning experiences that facilitate student interaction.					
<b>B. American Sign Language/Deaf Culture</b>					
B1.1 Effectively uses facial expression/mime/gesture to engage and motivate students for learning.					
B1.2 Uses American Sign Language effectively.					
B1.3 Uses second language teaching strategies to assist students in moving between ASL and English					
B1.4 Code-switches effectively to meet students' diverse language/communication needs.					

**Standard 2: Creating and Maintaining Effective Environments for Students**

	UJ	1	2	3	4
<b>A. Positive Climate &amp; Physical Environment</b>					
A2.1 Treats students with respect and establishes rapport with students.					
A2.2 Demonstrates enthusiasm in teaching.					
A2.3 Arranges room for teacher accessibility to or visibility of students. (lighting, seating arrangements)					
A2.4 Room displays represent current topics of study.					

A2.5 Includes meaningful print in the classroom environment					
<b>B. Effective Use of Instructional Time</b>	<b>UJ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
B2.1 Keeps students actively engaged in learning and keeps unengaged time at a minimum.					
B2.2 Keeps transitions between activities and classes purposeful.					
B2.3 Organizes daily schedule to maximize student learning.					
B2.4 Obtains materials and equipment prior to teaching.					
B2.5 Uses skills of paraprofessional appropriately.					
<b>C. Positive Behavior Support Strategies</b>	<b>UJ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
C2.1 Is clear, consistent, and matter-of-fact when dealing with challenging behavior.					
C2.2 Uses strategies that prevent or lessen disruptive behaviors.					
C2.3 Monitors behavior while teaching and during student work time.					
C2.4 Reinforces desired behaviors consistently.					
<b>Standard 3: Understanding and Organizing Subject Matter for Student Learning</b>					
<b>A. Knowledge of Subject Matter</b>	<b>UJ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A3.1 Demonstrates knowledge of subject matter when presenting key concepts and associated skills					
A3.2 Demonstrates flexibility with subject matter to address students' cognitive and linguistic abilities.					
A3.3 Connects key concepts to standards and frameworks.					
A3.4 Communicates key concepts, skills and themes in an accurate and clear manner.					
A3.5 Demonstrates understanding in specialized areas (e.g., Deaf culture, life skills, transitions)					
	<b>UJ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>B. Organization of Subject Matter</b>					
B3.1 Organizes and sequences subject matter clearly.					
B3.2 Relates content to prior lessons within the subject area.					
B3.3 Integrates key concepts across subject areas.					
B3.4 Uses available instructional materials/resources/technologies to support access to subject matter.					
B3.5 Adapts and creates instructional materials to effectively organize and present content.					

**Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

<b>A. Planning effective instruction</b>	<b>UJ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A4.1 Develops goals and objectives which are based on assessment findings.					
A4.2 Maintains high expectations when setting goals for students.					
A4.3 Develops goals and objectives which have clear and measurable criteria.					
A4.4 Clearly conveys lesson goals to students.					
A4.5 Chooses activities appropriate to the goals and curriculum.					
A4.6 Selects and prepares materials appropriate for curriculum and student goals.					
<b>B. Implementing effective instruction</b>	<b>UJ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
B4.1 Effectively introduces and contextualizes a lesson.					
B4.2 Uses effective modeling techniques with students.					
B4.3 Uses a variety of strategies for guided practice.					
B4.4 Provides corrective feedback on student performance.					
B4.5 Effectively engages all students in instructional activity.					
B4.6 Effectively determines student comprehension of instruction.					

B4.7 Provides multiple and varied opportunities for students to access information.					
B4.8 Shows imagination and creativity in teaching.					

**Standard 5: Assessing Student Learning**

	UJ	1	2	3	4
A5.1 Gathers assessment information during instruction.					
A5.2 Uses assessment results to guide instruction.					
A5.3 Monitors student progress toward stated objectives.					
A5.4 Designs effective teacher-made assessment tools to evaluate student progress.					
A5.5 Conveys assessment results to students. (strengths and challenges)					

**Standard 6: Developing as a Professional Educator**

	UJ	1	2	3	4
<b>A. Professional Attributes &amp; Dispositions</b>					
A6.1 Treats students with respect.					
A6.2 Displays initiative.					
A6.3 Handles information about children, peers, families, colleagues and supervisors ethically.					
A6.4 Accepts criticism and suggestions from Master Teacher and/or University Supervisor.					
A6.5 Implements suggestions given by the Master Teacher and/or University Supervisor.					
A6.6 Systematically evaluates own teaching performance.					
A6.7 Adapts readily to unforeseen events.					
A6.8 Uses personal talents and strengths to advantage.					
A6.9 Communicates effectively in a written form.					
<b>B. Building Collaborative Partnerships</b>	UJ	1	2	3	4
B6.1 Respects the attitudes and opinions of others.					
B6.2 Joins one or more professional organizations.					
B6.3 Has attended a professional conference, in-service, or meeting.					
B6.4 Communicates effectively with families and other members of the instructional team.					
B6.5 Serves as an advocate for students and their families.					
B6.6 Develops cooperative working relationships with school personnel (e.g., SLP, audiologist, nurse).					

Summary of candidate's strengths:

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Areas to be developed:

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Evaluation completed by \_\_\_\_\_ Date: \_\_\_\_\_

I have reviewed this evaluation with my University and/or On-site supervisor and \_\_\_\_\_ I accept this evaluation, or \_\_\_\_\_ I wish to submit an addendum.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- 1<sup>st</sup> copy – Student teacher
- 2<sup>nd</sup> copy – Master teacher/On-site supervisor
- 3<sup>rd</sup> copy – University supervisor
- 4<sup>th</sup> copy – Student file

# Forms

## Student Teaching in Mild/Moderate



- Portfolio rubric
- Observation Forms
- Evaluation Forms

**Portfolio Evaluation – Rubric M/M**

Candidate \_\_\_\_\_ CSUN ID Number \_\_\_\_\_ Specialization   Mild/Moderate    
 Course Number \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_  
 University Supervisor/Seminar Instructor \_\_\_\_\_ Signature \_\_\_\_\_

Candidates must achieve scores of 3,4, or 5 in all Standards to PASS the course.

Standards	1: Unsatisfactory Material is omitted or weak. Competence in standard is demonstrated at an unacceptable level. Reflection is missing or shows lack of insight or understanding.	2: Marginal Material is poorly organized or presented. Competence in the standard is demonstrated at a low level of performance. Reflection shows limited insight or unclear understanding.	3: Satisfactory Material is presented in an organized manner; competence in the standard is adequately shown. Reflection demonstrates satisfactory understanding.	4: Strong Material is well organized and presented. Capability in standard is demonstrated at a high level of proficiency. Reflection is complete and shows strong understanding.	5: Outstanding Material is professionally organized and presented. Capability in standard is shown at an unusually high level of proficiency. Reflection is clear, complete, insightful.	Score
1 - Engaging and Supporting All Students						
2 - Creating and Maintaining An Effective Environment						
3 - Understanding and Organizing Subject Matter Knowledge						
4 - Planning Instruction and Designing Learning Experiences						
5 - Assessing Student Learning						
6 - Developing As A Professional Educator						
Overall Average Rating						

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**MICHAEL D. EISNER COLLEGE OF EDUCATION**  
**Department of Special Education**

Visit # \_\_\_\_\_  
 Class \_\_\_\_\_  
 School \_\_\_\_\_  
 District \_\_\_\_\_

Date \_\_\_\_\_ **Education Specialist Mild/Moderate Feedback Form**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Circle Course: 580MM 580ACT 579ACT SPED578A(TTEP) 403MM 506 Sem: \_\_\_\_\_

Form Filled Out By \_\_\_\_\_ Position \_\_\_\_\_

<p><b>1. Engaging and Supporting All Students in Learning</b></p> <p>1.1 Connects students' prior knowledge, life experience, and interests with learning goals.</p> <p>1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs, including those of English learners; e.g., SDAIE, Universal Design</p> <p>1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.</p> <p>1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.</p> <p>1.5 Promotes self-directed, reflective learning for all students.</p>	<p><b>Notes/Comments</b></p>
<p><b>2. Creating and Maintaining An Effective Environment for Students</b></p> <p>2.1 Creates a physical environment that is engaging and reflects the cultural and linguistic diversity of all students.</p> <p>2.2 Establishes a climate that promotes fairness and respect.</p> <p>2.3 Promotes social development and responsibility.</p> <p>2.4 Establishes and maintains standards for student behavior.</p> <p>2.5 Plans and implements classroom procedures and routines that support student learning.</p> <p>2.6 Uses instructional time effectively.</p> <p>*2.7 Directs activities of classroom paraprofessionals, aides, volunteers, peer tutors.</p> <p>*2.8 Utilizes positive behavior support techniques.</p> <p>*2.9 Encourages interactions with typical peers across instructional settings.</p>	<p><b>Notes/Comments</b></p>
<p><b>3. Understanding and Organizing Subject Matter Knowledge for Student Learning</b></p> <p>3.1 Demonstrates knowledge of subject matter content and student development.</p> <p>3.2 Organizes curriculum to support student understanding of subject matter.</p> <p>3.3 Interrelates ideas and information within and across subject matter areas.</p> <p>3.4 Develops student understanding through instructional strategies that are appropriate to the subject and the students, including English learners.</p> <p>3.5 Uses materials, resources, and technologies to make subject matter accessible.</p> <p>*3.6 Adapts/modifies subject matter to meet students' individual needs.</p>	<p><b>Notes/Comments</b></p>

4/30/08      Distribution:      White – student  
 Pink – University Supervisor  
 Blue – Special Education Office

<p><b>4. Planning Instruction and Designing Learning Experiences for All Students</b></p> <p>4.1 Draws on and values students' cultural, social and linguistic backgrounds, interests, and developmental learning needs.</p> <p>4.2 Establishes and articulates goals and instructional objectives for student learning.</p> <p>4.3 Develops and sequences instructional activities and materials for student learning.</p> <p>4.4 Designs short-term and long-term plans to foster student learning.</p> <p>4.5 Modifies instructional plans to adjust for student needs.</p> <p>*4.6 Develops and implements IEP goals to address students' individual needs.</p>	<p>Notes/Comments</p>
<p><b>5. Assessing Student Learning</b></p> <p>5.1 Establishes and communicates learning goals for all students.</p> <p>5.2 Collects and uses multiple sources of information to assess student learning.</p> <p>5.3 Involves and guides all students in assessing their own learning.</p> <p>5.4 Uses the results of assessments to guide instruction.</p> <p>5.5 Communicates with students, families and other audiences about student progress.</p> <p>*5.6 Develops and administers nonbiased, nondiscriminatory assessment procedures that recognize the influence of English language acquisition.</p> <p>*5.7 Utilizes assessment data to develop Individual Education Programs (IEP).</p> <p>*5.8 Evaluates instruction and monitors progress of individuals with exceptional learning needs.</p>	<p>Notes/Comments</p>
<p><b>6. Developing As A Professional Educator</b></p> <p>6.1 Reflects on teaching practices and plans professional development.</p> <p>6.2 Establishes professional goals and pursues opportunities to grow professionally.</p> <p>6.3 Works with communities, including those that are culturally and linguistically diverse, to improve professional practice.</p> <p>6.4 Works with all families, including those that are culturally and linguistically diverse, to improve professional practice.</p> <p>6.5 Works with colleagues to improve professional practice.</p> <p>*6.6 Assumes initiative and responsibility for tasks and assignments.</p> <p>*6.7 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments.</p> <p>*6.8 Uses verbal, nonverbal, and written language effectively.</p> <p>*6.9 Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession.</p>	<p>Notes/Comments</p>



**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
MICHAEL D. EISNER COLLEGE OF EDUCATION**

Department of Special Education

Education Specialist Mild/Moderate Feedback Form

Class \_\_\_\_\_

School \_\_\_\_\_

District \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_ Student ID: \_\_\_\_\_

CSUN Supervisor \_\_\_\_\_ Coop/Supp Teacher \_\_\_\_\_

Circle Course: 580MM 580ACT 579ACT SPED578A(ITEP) 403MM 506 Sem: \_\_\_\_\_

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession. Additional items (see\*) are included that reflect standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children.

I insufficient evidence	1 practice not consistent with standard	2 developing practice	3 maturing practice	4 practice that exemplifies standard
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Please rate candidates on each of the following items.

<b>1. Engaging and Supporting All Students in Learning</b>	<b>I</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.1 Connects students' prior knowledge, life experience, and interests with learning goals.					
1.2 Uses a variety of instructional strategies and resources to respond to students' diverse needs, including those of English learners; e.g., SDAIE, Universal Design.					
1.3 Facilitates learning experiences that promote autonomy, interaction, and choice.					
1.4 Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.					
1.5 Promotes self-directed, reflective learning for all students.					

<b>2. Creating and Maintaining An Effective Environment for Students</b>	<b>I</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2.1 Creates a physical and instructional environment that is engaging and reflects the cultural and linguistic diversity of all students.					
2.2 Establishes a climate that promotes fairness and respect.					
2.3 Promotes social development and responsibility.					
2.4 Establishes and maintains standards for student behavior.					
2.5 Plans and implements classroom procedures and routines that support student learning.					
2.6 Uses instructional time effectively.					
*2.7 Directs activities of classroom paraprofessionals, aides, volunteers, peer tutors.					
*2.8 Utilizes positive behavior support techniques.					
*2.9 Encourages interactions with typical peers across instructional settings.					

<b>3. Understanding and Organizing Subject Matter Knowledge for Student Learning</b>	<b>I</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3.1 Demonstrates knowledge of subject matter content and student development.					
3.2 Organizes curriculum to support student understanding of subject matter.					
3.3 Interrelates ideas and information within and across subject matter areas.					
3.4 Develops understanding through instructional strategies that are appropriate to the subject, and the students, including English learners.					
3.5 Uses materials, resources, and technologies to make subject matter accessible.					
*3.6 Adapts/modifies subject matter to meet students' individual needs.					

Distribution:  
White – student

Pink – CSUN Supervisor

Blue – Special Education Office

4/30/08

<b>4. Planning Instruction and Designing Learning Experiences for All Students</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4.1 Draws on and values students' cultural, social and linguistic backgrounds, interests, and developmental learning needs.					
4.2 Establishes and articulates goals and instructional objectives for student learning.					
4.3 Develops and sequences instructional activities and materials for student learning.					
4.4 Designs short-term and long-term plans to foster student learning.					
4.5 Modifies instructional plans to adjust for student needs.					
*4.6 Develops and implements IEP goals to address students' individual needs.					

<b>5. Assessing Student Learning</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5.1 Establishes and communicates learning goals for all students.					
5.2 Collects and uses multiple sources of information to assess student learning.					
5.3 Involves and guides all students in assessing their own learning.					
5.4 Uses the results of assessments to guide instruction.					
5.5 Communicates with students, families and other audiences about student progress.					
*5.6 Develops and administers nonbiased, nondiscriminatory assessment procedures that recognize the confounding features associated with English language acquisition.					
*5.7 Utilizes assessment data to develop Individual Education Programs (IEP).					
*5.8 Evaluates instruction and monitors progress of individuals with exceptional learning needs.					

<b>6. Developing As A Professional Educator</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6.1 Reflects on teaching practices and plans professional development.					
6.2 Establishes professional goals and pursues opportunities to grow professionally.					
6.3 Works with culturally and linguistically diverse communities to improve professional practice.					
6.4 Works with culturally and linguistically diverse families to improve professional practice.					
6.5 Works with colleagues to improve professional practice.					
*6.6 Assumes initiative and responsibility for tasks and assignments.					
*6.7 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments.					
*6.8 Uses verbal, nonverbal, and written language effectively.					
*6.9 Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession.					

**Please note:** During the last field experience, interns must average a "3" in all items with no "1s".

**Summary of candidate's strengths:**

**Areas to be developed:**

**Evaluation completed by:**

University Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed this evaluation with my University Supervisor  
 \_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Distribution:  
 White – student

Pink – CSUN Supervisor

Blue – Special Education Office

4/30/08

# Forms

## Student Teaching in Moderate/Severe



- Portfolio rubric
- Evaluation Forms

PORTFOLIO EVALUATION RUBRIC – STUDENT TEACHING  
 SPED 580MS & SPED 506MS 3<sup>rd</sup>/4<sup>th</sup> Semester

Candidate: \_\_\_\_\_ CSUN ID Number: \_\_\_\_\_ Specialization: Moderate/Severe Disabilities  
 Course Number  SPED 580MS  SPED 506MS Semester  Fall  Spring Year \_\_\_\_\_  
 University Supervisor/Seminar Instructor \_\_\_\_\_ Signature \_\_\_\_\_

For each assignment completed (at least one per standard) students submit a "reflective paper" that addresses the following areas: (1) the connection between the assignment and the standard, (2) how information gained from the assignment was/ could be used to guide instruction and student learning, (3) how completing the assignment helped to further develop skills & knowledge in this standard and how these skills can be applied to other students in the future, and (4) identification of strengths and areas for further development.

Standards	(1) Unsatisfactory Reflection demonstrates a lack of understanding of areas 1 – 4 (denoted above); paper lacks organization; many grammatical errors	(2) Marginal Reflection demonstrates limited understanding of areas 1 – 4 (denoted above); paper is poorly organized; several grammatical errors	(3) Satisfactory Reflection demonstrates understanding of areas 1 – 4 (denoted above); paper is organized; few grammatical errors	(4) Strong Reflection demonstrates a strong understanding of areas 1 – 4 (denoted above); paper is well organized & shows good insight; minimal grammatical errors	(5) Outstanding Reflection demonstrates a strong understanding of areas 1 – 4 (denoted above); paper is well written, concise & thoughtful – a pleasure to read
1. Engaging & Supporting All Students					
2. Creating & Maintaining an Effective Environment					
3. Understanding & Organizing Subject Matter					
4. Planning Instruction					
5. Assessing Student Learning					
6. Developing as a Professional Educator					

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**YEAR TONE EVALUATION – MODERATE/SEVERE DISABILITIES**  
**SPED 580MS: STUDENT TEACHER/SPED 506 MS 3<sup>rd</sup> & 4<sup>th</sup> SEMESTER INTERN EVALUATION**

SPED 580MS: Spring \_\_\_\_\_ Fall \_\_\_\_\_ Summer \_\_\_\_\_ 20 \_\_\_\_\_ Midterm \_\_\_\_\_ Final \_\_\_\_\_

SPED 506MS: Intern 3 \_\_\_\_\_ Intern 4 \_\_\_\_\_

Name \_\_\_\_\_  
 School \_\_\_\_\_ Grade Level \_\_\_\_\_  
 School District \_\_\_\_\_

Evaluation completed by: \_\_\_\_\_ On-site Supervisor: \_\_\_\_\_  
 OR \_\_\_\_\_ University Supervisor: \_\_\_\_\_

**KEY:**

NA = Not Applicable	IE = Insufficient Evidence	1 = Practice is not consistent with the standard	2 = Developing Practice	3 = Performs as Expected	+ = Exceptional Performance
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**Standard 1: Engaging And Supporting All Students In Learning**

A. General Teaching Strategies	NA	IE	1	2	3	+
A1.1 Motivates students for learning.						
A1.2 Obtains students' attention and gives clear, concise directions/instructions to let student know what is expected.						
A1.3 Provides a clear beginning and ending to all activities.						
A1.4 Paces lessons appropriately.						
A1.5 Uses effective questioning techniques with students.						
A1.6 Uses a variety of instructional strategies (e.g., task analysis, checklists, peer tutoring).						
A1.7 Uses appropriate instructional techniques/accommodations for small and/or large group settings.						
A1.8 Incorporates assistive technology (light and high tech) as needed into meaningful activities (e.g., AAC devices, picture communication systems, computers);symbols/icons used are culturally & linguistically sensitive to student's/family's needs.						
A1.9 Works with all students in the classroom (students with and without disabilities), including EL learners.						
A1.10 Effectively teaches students representing a wide range of diverse abilities and needs, including students from diverse culturally & linguistic backgrounds.						

B. Systematic Instructional Strategies	NA	IE	1	2	3	+
B1.1 Uses effective prompting strategies...						
(a) Directs attention to natural cues.						
(b) Uses indirect verbal/gesture cues to encourage maximum participation (when appropriate).						
(c) Provides sufficient wait time.						
(d) Avoids over-manipulation of student.						
(e) Fades prompts as student demonstrates mastery.						
B1.2 Reinforces approximations of desired behaviors (shaping).						
B1.3 Provides corrective feedback on student performance.						

C. Community-Based/Vocational Training	NA	IE	1	2	3	+
C1.1 Uses appropriate grouping strategies (e.g., individual or small groups vs. large groups).						
C1.2 Individualizes instruction and teaches meaningful & critical skills that reflect family & cultural values within age appropriate activities						

D. Sensory/Physical Impairments	NA	IE	1	2	3	+
D1.1 Presents materials according to best sensory mode.						
D1.2 Modifies teaching techniques to account for a visual/auditory impairment (e.g., signs, tactual cues).						
D1.3 Requires active involvement of student vs. passive participation.						
D1.4 Demonstrates the proper procedures for lifting, carrying, and positioning students.						
D1.5 Integrates therapy techniques into functional activities.						
D1.6 Places materials within the student's range of motion.						
D1.7 Frequently changes the position of students who are non-ambulatory.						
D1.8 Demonstrates familiarity with medical equipment.						

## Standard 2: Creating and Maintaining an Effective Environment

A. Positive Climate	NA	IE	1	2	3	+
A2.1 Treats students with respect and establishes rapport with students.						
A2.2 Recognizes positive aspects of the learning environment (e.g., student abilities).						
A2.3 Facilitates peer interaction (e.g., use of peer tutors, inclusive seating, cooperative groups).						
A2.4 Teaches peers how to interact with students in a respectful/age-appropriate manner (e.g., how to use communication systems, how to encourage/prompt student to respond).						

B. Effective Use of Instructional Time	NA	IE	1	2	3	+
B2.1 Keeps students actively engaged in learning and keeps unengaged time at a minimum.						
B2.2 Keeps transitions between activities and classes purposeful.						
B2.3 Develops individualized schedules and teaches student how to use the schedule throughout the school day; symbols/icons used reflect linguistic needs of student						
B2.4 Follows the child's lead to aid incidental learning.						

C. Positive Behavior Support Strategies	NA	IE	1	2	3	+
C2.1 Is clear, consistent, and matter-of-fact when dealing with challenging behavior.						
C2.2 Uses functional behavioral assessment strategies to analyze challenging behavior in context; considers age, cultural, and linguistic variables when identifying challenging behaviors.						
C2.3 Uses assessment information to design an individualized behavior support plan.						
C2.4 Intervention plan includes preventive strategies (e.g., curricular modifications, transition planning, teaching alternative behaviors/social skills) that are age, culturally, & linguistically appropriate.						
C2.5 Consistently reinforces desired behavior in a culturally & age-appropriate manner.						

## Standard 3: Understanding and Organizing Subject Matter for Student Learning

A. Assessment	NA	IE	1	2	3	+
A3.1 Works with families to identify critical learning needs using person-centered tools...						
(a) Identifies and prioritizes areas most critical to family.						
(b) Takes into consideration cultural/ethnicity/language needs of student and family.						
(c) Identifies strengths, interests, and likes/dislikes.						
A3.2 Conducts ecological inventories or priority environments in which instruction occurs...						
(a) Identifies critical skills as determined through family & team input.						
(b) Identifies potential barriers and needed supports to address those barriers.						
(c) Identifies opportunities for partial participation.						

## Standard 4: Planning Instruction and Designing Learning Experiences for All Students

A. Goals and Objectives	NA	IE	1	2	3	+
A3.1 Develops goals and objectives which...						
(a) Are based on assessment findings.						
(b) Indicate the type of skill(s) to be learned and under what conditions.						
(c) Are chronologically age-appropriate and meaningful.						
(d) Have objective and appropriate measurable criteria.						

B. Planning to Ensure Access to the General Education Curriculum	NA	IE	1	2	3	+
B4.1 Plans with the general educator and other team members to ensure full participation of student(s) in classroom activities (identifies and secures needed supports).						
B4.2 Identifies embedded academic, communication, social, motor & behavioral learning opportunities within typical activities/routines/settings.						
B4.3 Trains paraprofessionals how adapt the curriculum.						
B4.4 Relates skills to the CA Standards for students with moderate/severe disabilities.						

C. Planning to Ensure Successful Instruction (all settings)	NA	IE	1	2	3	+
C4.1 Develops instructional plans that clearly articulate the skills(s) to be learned and the systematic instructional strategies (e.g., prompting, reinforcement, fading of prompts).						
C4.2 Trains paraprofessionals in how to implement instructional plans.						
C4.3 Identifies how the student will actively demonstrate knowledge (e.g., match, select between options); strategies take into consideration culturally & linguistic needs.						
C4.4 Adapts the general education curriculum by modifying materials to meet individual student Needs; modifications take into consideration cultural & linguistic needs.						
C4.5 Plans for generalization by identifying opportunities to teach/use skills throughout the day.						
C4.6 Develops and teaches student to use alternative communication systems (e.g., pictures, AAC); symbols/icons used reflect cultural values & linguistic needs of child & family.						

D. Completes and Carries out a Program Schedule Which...	NA	IE	1	2	3	+
D4.1 The schedule indicates the activity, what the students will be doing, and who is responsible.						
D4.2 Includes activities that are individualized, functional in nature and relate to the natural environment.						
D4.3 Includes activities and opportunities for interaction with same-age peers without disabilities.						

### Standard 5: Assessing Student Learning

A. Data Collection <b>NOTE: This related to data collection in general</b>	NA	IE	1	2	3	+
A5.1 Develops data collection sheets that allow for accurate and detailed information on student progress.						
A5.2 Teaches paraprofessionals how to record data.						
A5.3 Collects data on a regular basis.						
A5.4 Uses data to guide instruction.						

### Standard 6: Developing as a Professional Educator

A. Professional Attributes	Yes	No
A6.1 Displays initiative		
A6.2 Handles information about children, peers, families, colleagues and supervisors ethically.		
A6.3 Accepts criticism and suggestions from the Master Teacher and/or University Supervisor.		
A6.4 Is punctual (arrives on time, submits assignments in a timely manner, etc.)		

	NA	IE	1	2	3	+
A6.4 Implements suggestions given by the Master Teacher and/or University Supervisor.						
A6.5 Systematically evaluates own teaching performance.						
A6.6. Conscientiously attempts to improve teaching performance.						

B. Building Collaborative Partnerships	Yes	No
B6.1 Respects the attitudes and opinions of others.		
B6.2 Joins one or more professional organizations.		
B6.3 Has attended a professional conference, in-service, or meeting.		

	NA	IE	1	2	3	+
B6.4 Communicates effectively with families and other members of the instructional team; including families/team members from diverse cultural & linguistic backgrounds.						
B6.5 Communicates effectively in written form.						
B6.6 Develops cooperative working relationships with school personnel.						



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## STUDENT TEACHING POLICIES

### *Policy Regarding Supervised Field Experiences*

Approved by the Department of Special Education April 5, 2001

Revised for ECSE by the Department of Special Education April 1, 2003

Opening paragraph revised by the Department of Special Education May 16, 2006

The Department of Special Education is committed to providing all credential candidates opportunities to participate in supervised field experiences that reflect "recommended practices" in special education. The specialization areas of Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate and Moderate/Severe Disabilities have developed the following policies to guide the placement of student teachers and on-the-job teachers. As described these include settings across the continuum of service delivery options. All student teaching and intern sites must be approved by the Department of Special Education, as verified by a signature of a specialization faculty member or Teacher Education Coordinator on the student teaching or intern application.

**Deaf and Hard of Hearing:** Candidates admitted to programs Fall, 2001 and thereafter must complete SPED 580DHH, an assignment of one semester, in sites approved by the Department of Special Education. These sites must be consistent with department philosophy in the area of Deaf Education. Criteria for approval of sites includes: (a) a critical mass of deaf students with opportunities to teach group lessons; (b) opportunities to develop bilingual or dual language instructional skills; and (c) availability of personnel to serve as cooperating teachers/supervisors who demonstrate communicative competence in American Sign Language.

**Early Childhood Special Education:** Candidates admitted Fall, 2001 and hereafter must complete two student teaching experiences in early childhood special education. For the Infant/Toddler student teaching candidates are required to participate in an approved community program for infants and/or toddlers for a minimum of 100 hours of a summer internship. For the Preschool-Pre-K student teaching candidates must participate in an approved preschool or pre-kindergarten classroom for a minimum of one semester. Candidates must have experiences in these two settings to meet all professional competencies, including those related to inclusion.

**Mild/Moderate Disabilities:** Candidates admitted to programs Fall, 2001 and thereafter must complete an assignment of one semester in K-12 sites, approved by the Department of Special Education. Candidates admitted Fall, 2001 and hereafter will not be able to complete requirements for SPED 570MM and SPED 580MM at segregated sites (e.g., special schools/special day classes serving only students with disabilities). Candidates working at segregated sites must obtain additional experiences in inclusive and/or integrated settings in order to meet program competencies. For candidates working in segregated sites, a minimum of 25 hours student teaching in a general education setting is required in order to meet specific program competencies; this time should not be spent merely observing.

**Moderate/Severe Disabilities:** Candidates admitted to programs Fall, 2001 and thereafter must complete an assignment of one semester in K-12 sites, approved by the Department of Special Education. Candidates admitted Fall, 2001 and hereafter will not be able to complete requirements for SPED 570MS and SPED 580MS at segregated sites (e.g., special schools/special day classes serving only students with disabilities). All candidates, especially those working at segregated sites, must obtain additional experiences in inclusive and/or integrated settings in order to meet program competencies. Student teachers' involvement in "integrated/inclusive" educational opportunities should begin immediately as it takes time to establish and hone collaborative relationships with general educators and other support staff. If an opportunity for integrated/inclusive education does not exist at the student teacher's current site (e.g., student works in a segregated program with no/limited access to a general education classroom), then student teachers will be asked to spend between 6-8 weeks of their student teaching practicum in a site that does allow for these opportunities.

***Policy Regarding the Final Grade for Student Teaching***  
Approved by the Department of Special Education March 21, 2006

In accordance with university policy, a passing grade in student teaching is considered to be a "B" or higher.

### **Policy of Requirements for Student Teaching**

Approved by the Department of Special Education April 18, 2006

- 1) A Student Teaching placement will be arranged by the full-time specialization faculty, in collaboration with the Teacher Education Coordinator. The following criteria must be met:
  - a) The placement must meet the criteria defined in the “Policy for Approval of Student Teaching Site/Assignments.”
  - b) The Student Teaching assignment must consist of a minimum of 15 full-time, consecutive weeks (100 hours for Infant/Toddler) in instructional settings.
- 2) As a minimum, the University Student Teaching Supervisor will:
  - a) meet with the Student Teacher, both in the presence of the Cooperating/Master Teacher/On-site Supervisor, and in private;
  - b) include a minimum of 5 on-site observations (3 for Infant/Toddler) consisting of direct observation/supervision during the semester.
  - c) provide feedback after each on-site observation.
  - d) complete a midterm and final evaluation.
  - e) provide the Student Teacher an opportunity to evaluate both him or herself and the Cooperating/Master Teacher/On-site Support Provider.
- 3) Passing Student Teaching (i.e., a grade of “B” or better) is dependent on the Student Teacher's demonstration of competency in all applicable areas of the Special Education Teaching Evaluation form and associated written assignments.

### **Policy for Approval of Student Teaching Assignments**

Approved by the Department of Special Education May 16, 2006

For students enrolled in Student Teaching, site/assignments are required to be in placements that meet the following criteria:

- a) The site/assignment must include culturally and linguistically diverse populations of learners with disabilities.
- b) The site/assignment must reflect the educational methodology and philosophy accepted and taught in the Department of Special Education’s teacher credential program, which thereby reflect recommended practices in special education; be accredited by the state; and be approved by the department, as appropriate, as a site/assignment for Student Teaching.
- c) The site/assignment must provide supervision by a qualified professional who demonstrates practices congruent with the curriculum of the Special Education credential program, and who is identified as a model by his/her supervisor and/or by Department of Special Education faculty. He/She must also meet the requirements listed in the “Policy for Approval of Cooperating/Master Teachers.”
- d) The site/assignment will allow students the flexibility in order to meet all competencies on the Student Teaching evaluation form. If the site/assignment does not allow the student to meet all competencies, a second/alternative site is identified prior to or beginning of Student Teaching with the understanding the student will complete his or her Student Teaching practicum experience at two sites.

**Policy for Changes in Student Teaching Placements**

Approved by the Department of Special Education May 16, 2006

- a) Requests for changes in Student Teaching placements may be initiated by any of the following: the student, the University Student Teaching Supervisor, the Department of Special Education Teacher Education Coordinator, the Cooperating/Master Teacher, the On-site Supervisor, and/or the site principal or administrator. Requests must be in writing, submitted to the Teacher Education Coordinator, and provide a rationale for the change.
- b) Changes in Student Teaching placements, when necessary, shall be made in consultation with the University Student Teaching Supervisor, the Department of Special Education Teacher Education Coordinator, the Cooperating/Master Teacher or On-site Supervisor, and the site principal or administrator.
- c) If a change in placement is made, it may be necessary for the Student Teacher to repeat completed hours in order to demonstrate all competencies, and the change must be made by the mid-point of the Student Teaching semester. This decision is at the discretion of the university supervisor, in collaboration with the Teacher Education Coordinator.

**Policy for Approval of Cooperating/Master Teachers**  
**(for Student Teachers not on-the-job)**

Approved by the Department of Special Education May 16, 2006

Cooperating/Master Teachers must be recommended by a full-time faculty member of the Department of Special Education. Additionally, it is required that the Cooperating/Master Teacher must:

- a) be approved by the school district or administrator (when applicable);
- b) be certified (i.e., at minimum, hold a preliminary credential) and experienced in the area of the credential;
- c) have demonstrated a minimum of two years successful teaching experience in the specialization of the Student Teaching placement;
- d) have an instructional program that reflects the educational methodology and philosophy accepted and taught in the Department of Special Education's teacher credential program.

### **Policy Regarding Student Teaching While Employed as an Aide**

Approved by the Department of Special Education April 11, 2002

Revised by the Department of Special Education May 16, 2006

The student teaching experience can only be achieved by participating in one of two scenarios:

- a) **Traditional Placement** - The student teacher is placed with a cooperating teacher and is assigned to work in that person's classroom on a full-time basis. Over time, the student teacher will take on more and more responsibilities of the teacher.
  
- b) **Emergency Permit** - The student teacher is employed in a full-time special education setting, holds an emergency permit, and is fully in charge of his/her own classroom/caseload. This student teacher would have an assigned on-site support provider to act in the role of cooperating teacher.

The Department of Special Education does not believe a student teaching experience can be successfully achieved if the candidate is employed as a classroom aide and is attempting to take over the duties of the classroom teacher in that same setting. Therefore, students may not student teach in a classroom where they are employed as a classroom aide at the same time. This policy is effective for students admitted to the Credential program Fall semester 2002 or later.

### **Policy Regarding Out of Area Student Teaching**

Approved by the Department of Special Education, May 11, 2004

The Department of Special Education is committed to observing student teachers in classroom settings. Therefore, student teachers will be observed a minimum of 6 times (in ECSE: 5 times in preschool student teaching and 3 times in the early intervention assignment) by a university supervisor. Observations of students who are completing their student teaching assignments at a great distance from CSUN (e.g., more than 60 miles one way) may be conducted through at least 2 onsite classroom observations, and a combination of videos (on pre-specified topics) and technology that supports two way viewing. The observations must occur over the course of the student teaching assignment. Faculty who wish to make observation modifications should discuss them within specializations.

**Policy Regarding Approval of Summer Student Teaching**  
**(Mild/Moderate, Moderate/Severe, & Deaf/Hard of Hearing Specializations)**  
Approved by the Department of Special Education May 16, 2006

In order to be considered for summer Student Teaching (in addition to regular application requirements), candidates must:

- a) have a minimum GPA of 3.5 in program coursework,
- b) obtain a written recommendation from their SPED advisor,
- c) complete all course requirements, except Student Teaching (SPED 580), by the end of the Spring semester preceding the request,
- d) submit a written rationale to accompany the summer Student Teaching application, and
- e) not have previously withdrawn from Student Teaching due to poor performance.

Note: Summer Student Teaching is contingent on the availability of university supervisors and placements.

**Policy Regarding Repeating the Student Teaching Experience**  
Approved by the Department of Special Education May 16, 2006

Students may repeat each student teaching experience only once. Students who fail (B- or lower) or withdraw will be allowed to register for student teaching one additional time.

**Policy for Intern Credential Students Completing Student Teaching**  
Approved by the Department of Special Education April 18, 2006

Student Teachers employed on intern credentials must:

- a) complete one semester of teaching in that classroom/program before being supervised in a Student Teaching experience.
- b) apply for Student Teaching by following regular procedures. Approval of the school and classroom/program where the student is employed is subject to the Departmental "Policy for Approval of Student Teaching Site/Assignments."

## SPECIALIZATION SPECIFIC POLICIES

### MILD/MODERATE SPECIALIZATION

#### *Policy Regarding Student Teachers Working in Segregated Sites*

Approved by the Department of Special Education Fall, 1998

The following competencies must be demonstrated while completing a minimum of 25 hours of mild/moderate student teaching in a general education setting. This time should not be spent merely observing.

#### Planning Instruction and Designing Learning Experiences for All Students

- A.4. Evaluates support needed for integration into various placements (e.g., document observations with appropriate general education staff)
- B.3. Prepares IEP goals and objectives that reflect the general education curriculum
- C.3. Prepares modifications and/or adaptations to the general education curriculum to meet students' individual needs
- C.7. Plans with general educators to promote maximum participation of students in classroom activities (e.g., provide permanent products or artifacts that demonstrates planning with general education staff)

#### Engaging and Supporting All Students in Learning

- A.6. Implements modified and/or adapted general education curriculum

#### Developing as a Professional Educator

- A.4. Provides support to students and teachers in general education
- A.5. Promotes the inclusion of pupils in general education

## **MODERATE/SEVERE SPECIALIZATION**

### **Policy Regarding Student Teaching and Concurrent Coursework**

Approved by the Department of Special Education May 9, 2002

Students enrolled in the Moderate/Severe student teaching fieldwork and seminar experiences must have successfully completed SPED504MS and SPED505MS prior to student teaching.

This policy applies to students admitted to the credential program for Fall 2002 or later.

### **Policy Regarding Students Working Toward a Credential in Special Education in the Area of Moderate/Severe Disabilities**

Approved by the Department of Special Education February 22, 2001

Candidates admitted to programs spring 1998 and hereafter must complete an assignment of one semester (at least 15 weeks) in K-12 sites, approved by the Department of Special Education. Candidates admitted spring 1998 and hereafter will not be able to complete requirements for SPED 570MS and SPED 580MS solely at segregated sites (e.g., special schools/special day classes serving only students with disabilities). All candidates, especially those working in segregated sites, must obtain additional experiences in inclusive and/or integrated settings in order to meet program competencies. Student Teaching sites must be approved prior to Student Teaching. Student Teachers are responsible for meeting with their advisor the *semester prior to Student Teaching* to acquire site approval.

Suggestions on how Student Teachers may meet competencies related to inclusive education:

- a) Student Teachers must collaborate/team with at least two general education teachers on an on-going basis: e.g., co-planning, co-teaching if applicable, problem solving, sharing relevant assessment information about inclusion/disabilities/conducting ability awareness training sessions, etc.
- b) Student Teachers must participate in the design and delivery of core curriculum in at least two academic areas: e.g., co-plan lessons/units with general educator, create and implement curricular adaptations/modifications, teach specific skills, provide on-going support to all students.
- c) Student Teachers must integrate/include at least three students in a general education classroom on a consistent basis; e.g., students with disabilities must enter/be a part of the GED classroom versus only having students without disabilities come to the special day class; and efforts must be made to ensure long-term continuity of programming (for example, work with general educator and peers to establish natural supports, training of aides/other support staff to ensure student remains in integrated

setting once Student Teaching ends, helping the student with disabilities to develop friendships/become a member of the class, etc.). For elementary/middle school age children, integration/inclusion efforts must include integration into some academic courses; for high school age students, integration/inclusion efforts may include community based/vocational training and integration into “electives.”

- d) Student Teachers must have experience working with at least three of the five California categories comprising moderate/severe disabilities. Previous work and/or early fieldwork experience may count toward meeting this competency. It would be expected that most of the students supported would function significantly below grade level in the academic areas addressed. Five categories under severe disabilities include: (a) deaf/blind, (b) mental retardation, (c) multiple disabilities, (d) autism, and (e) emotional disturbance.

Student Teachers involvement in “integrated/inclusive” educational opportunities should begin immediately as it takes time to establish and hone collaborative relationships with general educators and other support staff. If an opportunity for integrated/inclusive education does not exist at the Student Teacher’s current site (e.g., student works in a segregated program with no/limited access to a general education classroom), then Student Teachers will be asked to spend between 6-8 weeks of their Student Teaching practicum in a site that does allow for these opportunities.

**Policy Regarding Transfer of Specialization**  
**(Early Childhood Special Education Specialization Only)**  
Approved by the Department of Special Education April 20, 2004

The procedure for applying to transfer from one credential specialization area to another is as follows:

1. The student requesting the transfer must have an interview with a faculty member in the new specialization area and bring the following:
  - Unofficial transcripts
  - Three letters of recommendation, one from a faculty member in the previous specialization, one from a direct supervisor, and one from a person familiar with the student's experience in the specialization area being requested
  - Letter of justification for applying to new specialization area
2. The Teacher Education Committee will review the specialization transfer request with supporting documents and take the request under advisement.
3. The student will be informed of the decision in writing.

**The Student Teaching Handbook was revised in Spring Semester, 2008**  
**by the Teacher Education Committee**  
**of the Department of Special Education**

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