



CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Education

Advanced Studies in Education and Counseling

EDUCATION SPECIALIST PRELIMINARY CREDENTIAL PROGRAM



STUDENT TEACHING HANDBOOK

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Education Specialist Credential Program/California State University, Long Beach

The student teaching experience is perhaps the most important component of a teacher preparation program. During this time, the prospective teacher begins to apply theoretical knowledge to the realities of the classroom. In addition, the student teacher candidate must demonstrate professional competence sufficient for the awarding of a teaching credential. The development of high-quality student teaching experiences requires cooperation and coordination between school district personnel, the Education Specialist Credential Program and the student teacher candidate. It is the purpose of this handbook to facilitate cooperation and coordination by clarifying the roles and expectations of those involved in the student teaching experience.

PROGRAM FOCUS

The Education Specialist Credential Program at CSULB has the following *goals*. We aim to assist candidates in becoming:

- Effective & caring teachers
- Partners with parents & others in the development of high-quality educational programs
- Lifelong learners engaged in program development reflective of best practices in special education

The program themes emphasize current issues of importance to the field of special education. These *themes* are addressed across our curriculum and are as follows:

- Individualized Education
- Collaboration
- Cultural Responsiveness
- Evidence-Based Practices
- Advocacy & Leadership

The following *Program Learning Outcomes* are developed throughout the arc of the program and are practiced and applied by candidates during Student Teaching:

- Candidates will apply major special education laws, policies, frameworks of inclusion, MTSS, UDL, and CRSP to advocate for systems change.
- Candidates will use CRSP tenets to develop and implement an assessment system to create appropriate strength-based instructional goals and supports.
- Candidates will use students' IEP goals and the "plan, teach, assess, reflect, apply" cycle to provide effective instruction, implement interventions and monitor progress using HLP, EBP, inclusion, MTSS, UDL, and CRSP models.
- Candidates will use the frameworks of CRSP, social-emotional learning and positive behavior support to develop and implement Tier 1, 2 and 3 supports.
- Candidates will use CRSP tenets to develop the knowledge, skills, and abilities needed for collaborative relationships with families, school personnel, community partners and agencies in order to create quality strength-based educational plans.

PURPOSES OF STUDENT TEACHING

The student teaching experience is intended to assist prospective teachers in applying what they have learned about these goals and themes in their university coursework within a special education classroom setting. The application is guided through the modeling and coaching of the Cooperating Teacher. The University Supervisor assists both the Student Teacher Candidate (traditional or intern candidate) and Cooperating Teacher (Master Teacher or Site-Provider Mentor) as they work to identify strengths of the Student Teacher Candidate and build competence in any areas of weakness. Providing Candidates with this guidance requires they be placed in exemplary classrooms that serve students with special needs under the supervision of highly skilled Cooperating Teachers who hold a current Special Education teaching credential and University Supervisors. Candidates need a supportive, professional environment that serves as a model of excellence in working with students with special needs for them to best learn important skills that provide the foundation for their continued professional growth.

The student teaching experience is also a summative evaluation opportunity. This experience allows the Supervisor and Cooperating Teacher to evaluate whether the Candidate has demonstrated the competence required to successfully teach in a special education program for those pursuing Extensive Support Needs and/or Mild Moderate Support Needs. Fulfilling this function can be difficult, as only those Student Teacher Candidates who demonstrate high levels of competence, commitment, responsibility, and professional ethics should be allowed to become credentialed teachers. Therefore, Cooperating Teachers and University Supervisors must understand the elements of good teaching along with strong supervisory, observational, and evaluation skills.

The degree of success experienced during student teaching not only influences the decision to recommend certification, but also can have an important impact on the ability to obtain a teaching position. Student teaching is an extremely demanding and time-consuming experience that requires total commitment on the part of the Candidate. Student Teacher Candidates are expected to keep the hours required of a regular teacher and must schedule additional planning and preparation time outside of school. It is suggested that Candidates minimize commitments outside of the Student Teaching semester.

Fulfilling the role of a teacher requires that the Candidates adhere to the policies and expectations of teachers in that school. Student Teacher Candidates must follow the daily schedule established by the school, assume the responsibilities assigned to them by the school administration and Cooperating Teacher (eg. attend contractual staff meetings), behave in a professional and ethical manner, and follow the legal requirements of teachers as prescribed by the State of California and the school district.

During the student teaching experience, the Teacher Candidate is both a university student and a teacher in the assigned special education classroom. As a student, the Teacher Candidate must adhere to the policies and meet the deadlines required by the Department of Advanced Studies in Education and Counseling (ASEC) and the Commission for Teacher Credentialing. The Student Teacher is responsible for reviewing the posted ESCP Policies prior to the start of the

semester and to adhere to these set expectations and standards for professional dispositions. Policies can be found at <https://www.csulb.edu/college-of-education/special-education-credential-program-escp/program-policies>

Additionally, the Student Teacher Candidate will attend mandatory seminars and meetings with University Supervisors. These meetings are designed to provide new information regarding topics in special education, help Candidates address instructional problems, and clarify important information about university and departmental expectations.

In the CSULB Preliminary Education Specialist Credential Program, Candidates complete 8 units (EDSP 587 or 588) of Student Teaching/Final Fieldwork in a special education classroom. Candidates participate in a student teaching experience that matches their chosen credential authorization area of either Mild Moderate Support Needs or Extensive Support Needs. Candidates seeking an additional or dual credential authorization will complete another shortened 4 units (EDSP 587A or EDSP 588A) of Student Teaching that match the chosen credential authorization area. Education Specialist Intern Program candidates use their own pre-approved K-22 special education classroom setting in which they are the teacher of record as their student teaching placement. These intern placements are approved during the application process for Final Fieldwork and Candidates will be supported through their internship by a district selected Site Provider Mentor. The University places traditional Student Teachers with a Master Teacher. This placement process is completed through the Office of Clinical Practices (OCP) which means that no individual arrangements between the district and the Student Teacher Candidate should occur.

This semester is about building professional relationships that will guide the future work of a candidate.

The following Handbook policies and procedures apply to both traditional and intern candidates seeking authorization in Mild Moderate Support Needs and/or Extensive Support Needs for either an initial credential or an additional credential.

EDSP 587

EDSP 588

EDSP 587A

EDSP 588A

Candidates must be concurrently enrolled in the Teacher Performance Assessment seminar course EDSP 589: Seminar for Student Teaching.

RESOURCES, POLICY, AND PROCEDURES FOR STUDENT TEACHING/FINAL FIELDWORK

“Cooperating Teacher” refers to a Master Teacher for traditional placements or Site Provider in the case of Internship.

EDUCATION SPECIALIST WEBSITE

Education Specialist Candidates will review the program website for all important procedures and policy regarding Final Fieldwork (student teaching).

- <https://www.csulb.edu/college-of-education/special-education-credential-program-escp/final-fieldwork-student-teaching>

Overview, Application, Forms, Policies, Resources, and information for Interns can be found from this link.

Candidates must provide Cooperating Teachers a copy or digital link to the Student Teaching Handbook.

Policy for Intervention, Petitions, and Removal from Final Fieldwork are clearly provided under Policies and Procedures and in the above-mentioned website. The Education Specialist Credential Coordinator, along with the University Supervisor, will work with the school site team and the Candidate to remediate any issues or concerns that arise. Policy on dismissal from the program are spelled out within the above-mentioned Policies and Procedures.

Education Specialist Credential, Coordinator:

Kristin Stout - Kristin.Stout@csulb.edu 562-985-7807

Teacher Preparation Advising Center, Director:

Jessica Olague - Jessica.Olague@csulb.edu 562-985-1105

Advanced Studies in Education and Counseling, Chair:

Hiromi Masunaga - Hiromi.masunaga@csulb.edu 562-985-5613

Student Teaching/Final Fieldwork for either EDSP 588, EDSP 588A, EDSP 587, or EDSP 587A are a Credit/No-Credit course.



Policies for Student Teaching/Final Fieldwork

Advancement to Student Teaching

To advance to Student Teaching (Final Fieldwork), all candidates must submit a complete Final Fieldwork application by the appropriate deadline the semester prior to starting their Student Teaching. This application is different than a candidate's Program Application or Internship application. All candidates must complete a Final Fieldwork application to Student Teach.

Final Fieldwork applications are due March 15th for the next Fall semester or October 1st for the next Spring semester. Final Fieldwork applications will not be accepted after the deadline. Applications will be posted on the website on the first day of each Fall and Spring semester.

Requirements to advance to Final Fieldwork are indicated on the [Special Education Website](#) and include, but are not limited to:

- A completed application for Fieldwork submitted by the due date
- Minimum GPA requirement met
- Meet Subject Matter Requirements
- Full Admission to the ESCP
- All coursework completed except courses approved to complete concurrently with Student Teaching
- Current Certificate of Clearance and TB Clearance test
- Meet [Basic Skills Requirements](#)
- Proof of registration or passing RICA scores are required at the time of application

During the Final Fieldwork candidates are not permitted to take any additional course outside the approved courses without approval from their faculty advisor and a revised Program Advisement Form.

Candidates must be concurrently enrolled in Teacher Performance Assessment (TPA) seminar course, EDSP 589, during Student Teaching. Candidates will use their Student Teaching assignment as their placement for completing the TPA. Feedback (formal and informal) received on the Teacher Performance Expectations (TPEs) from the University Supervisor and Cooperating Teacher should be used to guide the candidate in completion of the TPA. Information about the TPA can be found at <https://www.csulb.edu/college-of-education/caltpa>

Final Fieldwork Placement

Traditional Student Teaching placements are made by the Office of Clinical Practice in a school and district in which CSULB has a current affiliation agreement on file. Candidates are not permitted to make their own placements. The Office of Clinical Practice works in conjunction with the Education Specialist Credential Program to find the best possible placements for Final Fieldwork. Many factors are taken into consideration when placing students, including student preference. However, preferred placements are not guaranteed and are dependent on available placements and program discretion. Candidates will be notified via email of their Student Teaching placement by the week prior to the semester start, pending district approval.

Student Teaching placements, including those on Internships will be within the CSULB student teaching placement service area (within 15 miles from CSULB), and in a school district that CSULB has a current affiliation agreement on file. Exceptions must be approved by the Program Coordinator.

Student Teaching placements will be accepted based on the CTC criteria for an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization area. The Student Teaching placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. Selected sites will demonstrate commitment to developmentally and culturally appropriate practices, collaborative relationships with families, demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for the Teacher Performance Assessment. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential that matches the authorization area of the candidate and a fully qualified site administrator.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week. The district selected Cooperating Teachers must hold a Clear Education Specialist Credential for which they are providing supervision and have a minimum of three years teaching experience with school aged students. The Cooperating Teacher must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The program will provide district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content-specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching.

Traditional placements are full-time, 5 days a week, on the assigned school site teacher schedule, for the length of the CSULB semester. Candidates begin in the classroom no later than the second week of the CSULB semester. Placements will conclude at the end of the final week of the CSULB semester, with the option of continuing through Finals week as needed. Final Student Teaching will consist of a minimum of 400 hours in the desired credential area.

Candidates seeking an additional credential (EDSP 587A or EDSP 588A) will complete a full-time Student Teaching assignment of 5 days a week for a minimum of 7 weeks. This final Student Teaching assignment will consist of a minimum of 200 hours in the desired credential area.

Both traditional and Internship Student Teaching placements must allow time for candidates to observe a range of service delivery models, grades and age ranges, content areas, and case

management. Additionally, placements must allow observation opportunities for candidates to observe instruction of individuals across disability categories and language levels and range of diverse students and families reflective of the demographics of California.

A University Supervisor will be assigned to each candidate during their Student Teaching and this assignment is solely done at the discretion of the Program Coordinator. University Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. Equivalency of experience will be determined by the Program Coordinator and Department Chair.

No prior placements (as a Teacher of Record, Intern, or Long-Term Substitute) may be used retroactively for Final Fieldwork.

Candidates may substitute teach for their Cooperating Teacher during their assigned student teaching hours with approval from the school site and University Supervisor. Substitute positions must still be supervised by the University Supervisor and Cooperating Teacher.

Final Fieldwork Withdrawal Policy

Candidates may withdraw from Student Teaching for any reason one time by following the Student Teaching Withdrawal procedures outlined below. If it becomes necessary to withdraw from Student Teaching a second time, then the candidate must go through the ESCP petition process. Students should contact the Program Coordinator as soon as possible to obtain petition details. All decisions will be made on a case-by-case basis.

Candidates who plan to withdraw from Final Fieldwork must notify the Office of Clinical Practice at CED-OCP@csulb.edu and the Program Coordinator as soon as possible via email. Candidates will be required to submit a Student Withdrawal Form to the Office of Clinical Practice as well as complete the additional steps outlined below dependent on the time of withdrawal. Should a candidate decide to reapply for student teaching in a later semester, the candidate will be required to complete another Final Fieldwork Application and submit it by the appropriate deadline.

Withdrawal prior to start of the semester

Candidates who withdraw from Final Fieldwork prior to the start of the semester must submit a Student Teaching Withdrawal Form to the Office of Clinical Practice, contact the Program Coordinator via email, drop Final Fieldwork courses on myCSULB, and submit an Educational Leave of Absence with the University.

Withdrawal within the first two weeks of the semester

Candidates who withdraw from Final Fieldwork within the first two weeks of the semester must notify their Cooperating Teacher, University Supervisor, Program Coordinator and the Office of Clinical Practice (CED-OCP@csulb.edu) immediately. Candidates must submit a Student

Teaching Withdrawal Form to the Office of Clinical Practice, drop Final Fieldwork courses on myCSULB, and submit an Educational Leave of Absence with the University.

Withdrawal after the first two weeks of the semester

Candidates who withdraw from Final Fieldwork after the first two weeks of the semester must notify their Cooperating Teacher, University Supervisor, Program Coordinator and the Office of Clinical Practice (CED-OCP@csulb.edu) immediately. Candidates must submit a Student Teaching Withdrawal Form to the Office of Clinical Practice and submit a Withdrawal Petition to Enrollment Services. Candidates will receive a W on their transcripts for the courses they withdraw from. It is not necessary to submit an Educational Leave of Absence form. Candidates must meet with the Program Coordinator to develop an Intervention and Support Plan if they plan to re-enroll in student teaching at a later date.

Internships

To be considered for an Internship, candidates must meet all Internship Eligibility Requirements found on <https://www.csulb.edu/college-of-education/special-education-credential-program-escp/escp-pathways/intern-pathway>. Candidates must first have an official job offer and then meet with the Program Coordinator to ensure that the position will satisfy program and student teaching requirements. Once approved, the candidate meets with the Director of Teacher Preparation and Advising Center to discuss the intern application process.

Candidates wishing to use an internship position for Student Teaching (Final Fieldwork) must have an official job offer a minimum of 2 weeks prior to the start of the semester to allow enough time to complete the Eligibility and Approval Process and be recommended for their Internship Credential before the semester begins.

All current Interns must follow the procedures and deadlines for applying for Student Teaching (Final Fieldwork). Placement in the current Intern classroom for Student Teaching will need to be approved by the Program Coordinator at the time of the Internship approval process.

Interns are required to meet all Student Teaching (Final Fieldwork) policies and requirements as listed.

Interns will be required to follow the traditional school schedule established by their hiring school site.

A candidate on an Internship Credential must remain in good standing with the University and the ESCP. A candidate on an internship must take a minimum of one course each semester to remain in good standing. All program coursework, including Student Teaching, must be completed within the 2-year time frame of the intern credential.

Interns are required to concurrently enroll in the Intern Support course (EDSP 586) each semester they hold an Intern Credential with the expectation of the semester enrolled in Student Teaching. The Intern Support course and Student Teaching course will provide the Intern with supervision and support. Intern Candidates that are not completing Final Fieldwork will be required to enroll in EDSP 586 each semester they are an active intern.

Candidates who are approved for an internship must pass all program courses with a C or better to remain on an Internship Credential. A candidate who receives a D, F or WU in a program course will be placed on Administrative Academic Probation and will have one semester to retake the course to achieve the appropriate grade. Candidates must meet with the Program Coordinator to develop an Intervention and Support Plan before continuing in the program. Candidates must also maintain an overall 3.0 across all program courses.

Intern candidates must adhere to all Internship Credential criteria, or the intern credential will be revoked.

Interns must also complete timely and accurate submissions of Intern Logs each month. Any intern not complying with the above may result in cancellation of an Internship Credential.

Interns must collaboratively develop with the district an Intern Professional Development Plan. This plan is to be supported by the district and shared with the EDSP 586 and/or Student Teaching Supervisor.

Candidates that are removed from Student Teaching for poor performance may not use a paid position for Student Teaching if allowed to reapply. To be considered to repeat Student Teaching, a candidate must meet with the Program Coordinator, and based on the reason for removal, develop an Intervention and Support Plan. Candidates would then be required to complete a traditional Student Teaching placement after successfully reapplying for Student Teaching.

To remain an active Intern, candidates must be in good standing in the program and enrolled in a minimum of one course each semester through the completion of your program. Interns are not permitted to take an Education Leave of Absence.

Student Teacher Candidate Expectations

ATTENDANCE/PARTICIPATION

Student Teaching/Final Fieldwork requirements for the Education Specialist Credential Program and Education Specialist Intern Program for Preliminary candidates (Per CSULB Course Catalog) indicate that the final phase of the ESCP and ESIP programs is advanced fieldwork/student teaching. ESCP Preliminary candidates pursuing either the Mild Moderate Support Needs (EDSP 587) or Extensive Support Needs (EDSP 588) credential are required to student teach for 5 days a week for the length of the semesters that they are enrolled in advanced field study course. Intern Candidates will teach 5 full days of the week in accordance with their district contract. Candidates adding an additional or dual credential authorization will complete an additional student teaching assignment (EDSP 587A or EDSP 588A) for 5 full days of the week for a minimum of 7 weeks, or 200 hours.

It is the responsibility of the Student Teacher Candidate to clearly communicate the weekly schedule with both the Cooperating Teacher and the University Supervisor. If a candidate misses days of the semester, it is expected that they are available to make up those days during the week of Final Exams. Candidates are expected to be able to provide the Cooperating Teacher with lesson plans and any other agreed upon work and materials in a timely fashion. Multiple absences, or prolonged absences, and multiple late arrivals to the school site may likely result in the Candidate not receiving credit for that semester course.

Candidates are expected to be present on the school site campus for the site determined teacher reporting hours. It is expected that the Candidate be present on the school site with enough time to reasonably ensure that they are planned and ready for the school day requirements but are not expected to be present for the same hours that a Master Teacher prefers. Candidates are encouraged to attend any staff or teacher development hours and meetings, with discretion. Candidates should attend as many IEP meetings during the semester as possible and should arrange their schedule accordingly. Late arrivals and absences must be reported to the University Supervisor and Master Teacher. Any concerns or questions about hours spent at the school site should be addressed first to the University Supervisor, and then collaboratively discussed with the Master Teacher. Decisions to allow Candidates to serve as Substitute Teachers are determined case-by-case with the University Supervisor and Coordinator.

Candidates and University Supervisors are required to participate in Student Teaching Meetings/Observations in accordance with the Student Teaching Handbook and course syllabus. A minimum of 6 lesson observations and 4 collaborative meetings (minimum of 3 lesson observations and 2 additional collaborative meetings for those adding a second credential) will be held.

All candidates must attend the mandatory Orientation Seminar, held at the start of the semester, and the mandatory Final Wrapping Up Seminar, held at the end of the semester. Additional seminar modules must also be completed across the arc of the semester. Times for these seminars are posted in the course schedule for the EDSP course number.

Cooperating Teachers and University Supervisors are invited to attend the Mandatory Orientation Seminar and training to provide an overview of the semester, Student Teaching requirements including the Teacher Performance Expectations (TPEs) and Teacher Performance Assessment (TPA), and to provide a platform for initial collaboration.

PROFESSIONALISM

Teacher candidates are expected to demonstrate professionalism throughout the entirety of the Student Teaching experience. Remember every day is a job interview.

EDSP requires that professional standards of dress be maintained throughout the Student Teaching semester. Professional dress that meets the school site code and expectations is required.

Professionalism in written and spoken communication is essential for the Teacher Candidate. Appropriate language and content are expected at all times. This extends to adherence to the school site expectations for social media content, email, cell phone usage and phone exchanges, and social interactions with other school professionals. Candidates are expected to ensure cell phones are not a disruption during teaching hours and should not be visible unless being utilized for a teaching application.

During the Student Teaching assignment the Student Teacher Candidate is expected to demonstrate developing knowledge, skills, and dispositions exemplified in the Student Learning Outcomes. Students will also develop proficiency at a beginning teacher level of the Teaching Performance Expectations (TPE's).

Candidates are expected to demonstrate commitment to the students they interact with and their Cooperating Teacher.

All California State University, Long Beach candidates who are enrolled in Fieldwork Student Teaching for the Education Specialist Credential are required to provide proof of current completion of California Mandated Reporter Training (Assembly Bill 1432). **Reporting Child Abuse:** The state requires all child abuse to be reported. If you suspect child abuse in your classroom, talk to your teacher. The teacher is responsible for this, and you should follow the guidelines you are given. You never take it upon yourself to report an incident without speaking to administrators. If the teacher or administrator asks you to write a report, do so. Be sure that both the teacher and the administrator sign any reports that you write. Keep a copy of the report for your own file.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations, and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

In certain situations, a Teacher Candidate may need to be remediated, reassigned, or dismissed from the Education Specialist Credential Program, including Student Teaching/Final Fieldwork. Difficulties may include personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics and insurmountable discipline problems.

The following outlines procedures for remediation, reassignment, and dismissal:

A meeting will be held with the University Supervisor, Teacher Candidate and Cooperating Teacher. The site principal will be notified and may be asked to attend. Following this will be a follow-up meeting between the Candidate and Program Coordinator. Remediation, reassignment, or dismissal will be discussed.

Remediation in Final Fieldwork/Student Teaching

A plan of assistance meeting will be held with the Teacher Candidate, Cooperating/Master Teacher, and University Supervisor. Remediation will be discussed.

The University Supervisor, in consultation with the Cooperating/Master Teacher will document a plan for remediation and any needed assistance/support. This plan will state the areas of concern, action (recommendations for remediation), resources needed to support teacher candidate, and date to review progress/outcome. Copies of all evaluations, Teacher Performance Assessments, weekly plans, competency journals, lesson plans, emails or any pertinent paperwork are referenced clearly. Teacher Candidates receive a copy of these written notes and plan.

The University Supervisor, in consultation with the Cooperating/Master Teacher, will document the Teacher Candidate's progress toward identified area(s) of concern. A conference to review progress will be conducted, as stipulated.

The final responsibility for the assignment of a course grade lies with the University Supervisor.

This process will not be extended beyond the term of the California State University, Long Beach semester.

Reassignment of Final Fieldwork/Student Teaching

If it is determined that a Teacher Candidate may not remain in their current Student Teaching assignment, then a reassignment meeting will be held between the Teacher Candidate and the Program Coordinator. Reassignment will be discussed. A Support and Intervention Plan will be created to document the issues, attach pertinent information, and if needed, identify necessary supports for continued Teacher Candidate success.

Reassignment for the current semester will only be considered if it is determined that the school site assignment was unable to allow the Teacher Candidate to meet student teaching course/s competencies. Reassignments are pending the availability of a placement; all placements are conducted through the Office of Clinical Practices.

If it is determined that reassignment is not the appropriate step, then the meeting will move to discuss dismissal.

Dismissal from Final Fieldwork/Student Teaching

If a Teacher Candidate is asked by school site personnel to be removed from his/her classroom placement and or school site, the teacher candidate will immediately stop all contact with anyone at the school site. A joint conference will be held with the Program Coordinator and Teacher Candidate, in collaboration with the University Supervisor, Cooperating Teacher, and Site Administrator. Dismissal will be discussed. Teacher Candidates that are removed from a placement will not be eligible for reassignment.

A dismissal meeting at the school site can be held whenever necessary. It will be held with the Teacher Candidate, Cooperating/Master Teacher, and University Supervisor. The site principal will be notified and may be asked to attend.

If a Teacher Candidate does not meet Beginning Teacher Competencies and receives “No Credit” (NC) for the student teaching competencies and/or student teaching requirements, then a dismissal meeting will be held. This meeting is conducted between the Teacher Candidate and the Program Coordinator.

Dismissal from a field placement will result in “No Credit” (NC) for the course. If the Teacher Candidate wishes to continue in the program and repeat the course the following semester, a Petition form must be completed by the candidate for consideration. The Petition Committee will review all requests, make a decision, and inform the teacher candidate within one month.

If a petition is approved, a Support and Intervention Plan will be prepared by the Program Coordinator, in consultation with the Cooperating/Master Teacher and University Supervisor. This form will state the reasons for dismissal, including supporting documents. Needed supports will be listed on the Support and Intervention Plan to assist the Teacher Candidate in meeting expectations if a decision to repeat the course is decided. The Teacher Candidate and Program Coordinator will sign the Plan, and the Teacher Candidate will receive a copy.

Students who receive a grade of “No credit” (NC) a second time will be dismissed from the Credential Program. Teacher Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

REQUIREMENTS and ASSESSMENT

Candidates will receive a Formative Demonstration of Teacher Competencies at the mid-point of the semester and Summative Demonstration of Teacher Competencies at the end of the semester. These evaluations are completed by both the University Supervisor and Cooperating Teacher. Additionally, Candidates will receive written feedback from their University Supervisor following each observation/meeting. A minimum of 6 (3 for candidates receiving an additional credential) regularly scheduled teaching Observation Forms will be completed by the University Supervisor, in addition to feedback on candidate's Reflective Journals which will provide ongoing assessment information that clearly outlines the candidate's progress towards the Teacher Performance Expectations, High Leverage Practices, Culturally Responsive Practices and Professional Dispositions that have been satisfactorily met (a score of 3 or 4), and those not meeting expectations (a score below 3).

Clinical supervision by a University Supervisor may include in-person site visits, video capture or synchronous video observation, and will be archived either by annotated video or scripted observations and evaluated based on the Teaching Performance Expectations, High Leverage Practices, Culturally Responsive Practices and Professional Dispositions.

Candidates must meet (receive a score of "Credit") for all listed Student Teaching assignment expectations as described in the Student Teaching Handbook and course syllabus.

Requirements for candidates pursuing a Preliminary Education Specialist Credential will be documented on a Credit Worksheet. These requirements will be accessed and submitted through [Beachboard](#), [S4@TheBeach](#), the [Education Specialist Credential](#), and [GoReact](#). Requirements include:

- Candidate Self-Evaluation and Goal Setting
- Weekly Reflective Journals
- Completion of Clinical Fieldwork Hours and Log
- Formative Midterm Evaluation of demonstration of Teacher Competencies from Cooperating Teacher and University Supervisor
- Summative Final Evaluation of demonstration of Teacher Competencies from Cooperating Teacher and University Supervisor with scores of 3 or 4 to reflect beginning teacher competence
- Clear Individualized Development Plan (IDP)
- Participation in required Student Teaching Meetings and Seminars and completion of meeting/seminar modules
- Concurrent enrollment in the Teacher Performance Assessment (TPA) seminar, EDSP 589, course and required completion of the Teacher Performance Assessment/s for the credential authorization area.

At the conclusion of the Student Teaching semester, candidates will be afforded the opportunity to provide confidential feedback on their collaborative experience with the University Supervisor and Cooperating Teacher.

Candidates who receive No Credit (NC) for any portion of Student Teaching requirements will be required to meet with the Credential Program Coordinator to create an Intervention and Support Plan outlining the criteria that must be met prior to reapplying to student teach for a future semester. Additionally, candidates will submit a petition for consideration to repeat. Candidates are not guaranteed the right to repeat Student Teaching, pursuant to the nature of the NC and the steps taken via the Intervention and Support Plan.

Candidates who are removed, or asked to leave their student teaching placement, will receive NC for the course and must complete the student teaching withdrawal process. To continue in the program candidates must meet with the Credential Program Coordinator to create an Intervention and Support Plan outlining the criteria that must be met prior to reapplying to student teaching in a future semester. Additionally, candidates must submit a petition for consideration to repeat. Candidates are not guaranteed the right to repeat Student Teaching, pursuant to the nature of the removal and the steps taken via the Intervention and Support Plan.

Candidates who are removed or asked to leave their student teaching placement for a second time will be disqualified from the program.

Candidates who receive NC for any portion of Student Teaching requirements for a second time will be disqualified from the program.

CALTPA

Candidates will work throughout the semester to complete the requirements of the California Teaching Performance Assessment (CalTPA). The CalTPA is intended to provide a formal assessment of candidate ability and to ensure teaching candidates meet all areas of the California Teaching Performance Expectations (TPEs). The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice. In Urban Dual Credential Program, candidates are guided in the CalTPA by the University Supervisors and Program Coordinator. Candidates are provided with the materials necessary (assessment guides, templates, media releases) and a pacing calendar to help candidates complete the requirements. Candidates are also provided with guidance during program workshops and meetings throughout the student teaching semester. It is ultimately the responsibility of the teacher candidate to complete all requirements of the CalTPA and submit each cycle to Pearson for evaluation.

ADDITIONAL REQUIREMENTS AND ASSESSMENTS FOR INTERNS

Interns are expected to meet all requirements listed above. In addition:

- 1) It is expected that the Intern schedules at least 1 team meeting with the University Supervisor and their site-based support team, i.e. school administrator, site-support coach,

and other support providers. The team will review the Intern's strengths and identify areas to work on at this team meeting. The team will problem-solve ways for the Intern to meet all program competencies at an acceptable level.

- 2) The site-based team will ensure that the Intern is progressing through the personalized Intern Development Support Plan, as established by the site-based team.
- 3) The Intern will submit monthly Intern Logs to the Credential Center documenting the hours and types of support received from the site-based team and university.
- 4) The Site Provider will reflect on Candidate lessons and provide feedback as to their progress through the TPEs.
- 5) The University Supervisor will maintain regular contact with the Intern's Site-Provider throughout the semester.
- 6) The University Supervisor will work with the Site Provider to complete both Midterm and Final Evaluations

TIMELINE

Easing the Student Teacher into The Student Teaching Assignment

This is a suggested timeline for easing the Student Teacher into the special education classroom field assignment. The timeline will be adjusted based upon Student Teacher strengths and needs so the Master Teacher and University Supervisor can work to fit these adjustments to the individual needs. The timeline applies to candidates in both the Mild Moderate Support Needs and Extensive Support Needs credential authorizations.

Intern Teacher Candidates are held to all the same requirements as traditional student teachings, with modifications where necessary.

Candidates must also consult the Student Teaching Syllabus for a list of topics and assignments due each week.

Orientation

The focus of this week is to orient the Teacher Candidate to the school and classroom(s). The Student Handbook should be carefully reviewed with the student teaching triad (Teacher Candidate, University Supervisor, and Master Teacher).

Teacher Candidates will utilize the checklist provided in the Handbook as a guide for essential information to be learned the first week.

The Teacher Candidate should utilize an organizational system for keeping track of the extensive information shared during the orientation phase.

The Master Teacher will model the classroom routines and procedures and teaching pace.

All Candidates begin their weekly journal entries during this first week.

Beginning Phase

It is important for the Teacher Candidate to move beyond observer and begin participating in the classroom environment. However, the mentor teacher takes the majority of the lead in co-planning, co-teaching. As co-teacher, the teacher candidate will become an active teaching presence throughout each day. As they acclimate to the classroom over these first few weeks, the teacher candidate is expected to be gradually taking on more leadership and teaching opportunities. Opening and/or closing exercises and small group instruction are good activities to begin assuming responsibility. By this phase Candidates should begin co-planning and teaching a minimum of one lesson.

A lesson planning template should be agreed upon during this time. The Education Specialist Credential Program provides a template for use, but teachers can make suggestions as to other district preferred methods. Candidates are expected to submit daily lesson plans for the subjects they are teaching. Cooperating Teachers and Supervisors should have clarified the expectation for timing and submission of these daily lesson plans for review and reflection.

Maintain dialogue between the student teaching triad, including clearly established communication systems (journals, observations, etc).

Candidates should begin enforcing the classroom procedures and routines. Candidates should become familiar with IEPs of all the students on their caseload, including individualized supports and adaptations.

During this phase, candidates should begin working on identifying the subject/s and students who will participate in the Teacher Performance Assessment.

Cooperating Teachers and Candidates should have carefully reviewed the TPEs as they are represented on the Lesson Observation Form and Midterm formative/Final summative Evaluations. These TPEs will guide daily planning and should be reflected in weekly journal submissions.

Learning to Teach Phase

Candidates are still working closely under the direction of their Cooperating Teaching during this phase.

During this Learning to Teach both the Master Teacher and Candidate might both teach parts of the lesson, or the Teacher Candidate might teach the entire lesson with the mentor teacher in a smaller support role. With support, the Candidate should begin to assume 50% of the teaching responsibilities. Daily lesson plans should continue to be submitted during this phase for review and reflection by both the Cooperating Teacher and the Supervisor. Candidates will receive formative feedback from the Cooperating Teacher and Supervisor on their progression through the TPEs through the Lesson Observation Form.

Candidates begin to facilitate the classroom environment by establishing rapport with students, providing individualized supports, and enforcing classroom rules and procedures.

Candidates should become familiar with all stages of IEP planning by this phase, having observed, interviewed, and/or participated in the process. Candidates should begin taking minor roles in IEP planning and meetings by co-developing goals, adaptations, and present levels. Candidates should also take minor roles in the actual IEP meeting to begin practicing their professional interactions in this process.

Teacher Candidates work collaboratively with the Master Teacher to become very familiar with students' IEP goals and utilize the plan, teach, assess, reflect, apply cycle to provide effective instruction, implement interventions and monitor progress.

During this phase, Candidates will begin to actively work on their Teacher Performance Assessment.

The Midterm Formative Evaluation meeting with the student teaching triad will take place.

Practice Teaching Phase

The Teacher Candidate is assuming the lead role for approximately 75% of the planning, teaching and assessing responsibilities. The goal is that by this phase in the student teaching term, the Teacher Candidate should take the lead role in planning and teaching lessons for all subjects, but still seeking guidance from the Master Teacher.

Teacher Candidates might begin to transition away from formal lesson plans for every lesson taught and move into daily planning sheets. This transition is done under the direction of the Cooperating Teacher and Supervisor and influenced strongly by Candidate progress at the Midterm Evaluation. The University Supervisor will still require formal lesson plans to be submitted for every observation.

Candidates will receive formative feedback from the Cooperating Teacher and Supervisor on their progression through the TPEs through the Lesson Observation Form.

Focus during this phase should be on developing leadership and collaborative roles in the school setting. Candidates should be interacting with families by providing updates and progress. Candidates should take the lead in collaboration with school site personnel and agencies in developing and maintaining students' progression through the curriculum and their individualized program plans. Candidates should be planning daily for the responsibilities of support staff.

Progress monitoring for students becomes the increased responsibility of the Teacher Candidate. It is suggested that Candidates are guiding and assisting in the progress monitoring of all students, but that they have identified at least one student to focus on as they are progressing towards their IEP.

Candidates should continue to participate in IEP planning and development and continue to assume minor roles in the collaboration, planning, and meeting.

During this phase, Candidates will actively work on their Teacher Performance Assessment video and reflection.

Solo Teaching Phase

When the mentor teacher feels comfortable leaving the teacher candidate in charge of the class, the solo teaching experience will begin. This period usually follows the Midpoint Formative Assessment.

The goal of the solo teaching period is for the teacher candidate to demonstrate readiness to lead a classroom.

During the solo teaching phase, the teacher candidate will work as the sole teacher in the classroom for the entire school day. The mentor teacher may offer some support but is not usually an active participant. It is expected that regular conferences still take place between the Master Teacher and Candidate. These conferences should include formative feedback and

any needed support in planning and management. Supervisors and Master Teachers will continue to provide Candidates with formative observations on lesson delivery.

The University Supervisor will still require formal lesson plans to be submitted for every observation. Candidates will receive formative feedback from the Cooperating Teacher and Supervisor on their progression through the TPEs through the Lesson Observation Form.

During solo teaching, the candidate assumes responsibility for case management, progress monitoring for all students, IEP planning and participation, directing of support staff, leading IEPs, lesson planning and delivery for all subject areas, classroom management systems and individualized behavior supports.

During this phase candidates will actively work on their Teacher Performance Assessment videos and reflections.

Culmination

The final week of student teaching is about transition. The teacher candidate spends time updating the master teacher on the current progress in the curriculum for each subject area. Assessments, formative and summative, should be shared. The master teacher should be informed of any changes or practices associated with classroom management and/or individualized behavior supports. Any progress monitoring information should be updated. This is a time for ending any necessary units of instruction and return any borrowed materials. This is the week to prepare to say good-bye.

During this final week a Summative Final Assessment meeting will take place. This is where the final semester paperwork will be shared. Candidates need to have completed their Individual Development Plan (IDP). Supervisors and Master Teachers will share the Credit/No Credit Worksheet and Summative Assessment form.

Candidates are expected to have completed their Teacher Performance Assessment videos by the end of the semester.

Timeline Tables

Below are tables for traditional student teacher candidates for both initial and additional/dual credential pathways.

Additionally, Candidates must refer to the course syllabus for weekly Topics, Readings, and Journal Focus.

EDSP 587 or EDSP 588 – Traditional Student Teaching for Initial Credential

Phase for	Timeline	Activities
Orientation	Week 1	Observe, learn policies, begin planning and become familiar with the curriculum, establish triad planning/communication
Beginning Phase	Week 2	Assume responsibilities by preparing and implementing lessons for small groups or 1 lesson/subject area, learn role in case management
Learning to Teach Phase Direct Observation Module 1	Weeks 3-6	Co-plan assessments and lessons, co-teach, observe and participate in IEP planning and progress monitoring, gradually increase solo teaching of some subjects/lessons, begin directing support staff, participate in IEPs, collaborate with colleagues
Practice Teaching Phase Direct Observation Module 2	Weeks 7-11	Independent planning and teaching of at least 75% of subjects, administer progress monitoring assessments for a few students and participate in IEP planning, increased responsibility to direct support staff, collaborate with colleagues
Solo Teaching Phase Direct Observation Module 3	Weeks 12-15	Solo teaching responsibilities for 100% of the day, including progress monitoring, assessing, case management responsibilities, directing of support staff, leading of at least 1 IEP
Culmination	Final week	Update Master Teacher on unit planning & assessments, finalize progress monitoring

EDSP 587A or EDSP 588A – Traditional Student Teaching for Additional or Dual Credential

Phase for	Timeline	Activities
Orientation	Week 1	Observe, learn policies, begin planning and become familiar with the curriculum, establish triad planning/communication
Beginning Phase Direct Observation Module 1	Week 2	Assume responsibilities by preparing and implementing lessons for 2 lesson/subject areas, learn role in case management
Practice Teaching Phase Direct Observation Module 2	Weeks 3-4	Co-plan assessments and progress monitoring, participate in IEP planning, gradually assume 75% of teaching of subjects/lessons, begin directing support staff, collaborate with colleagues
Solo Teaching Phase Direct Observation Module 3	Weeks 5-7	Solo teaching responsibilities for 100% of the day, including progress monitoring, assessing, case management responsibilities, directing of support staff, leading of at least 1 IEP
Culmination	Final week	Update Master Teacher on unit planning & assessments, finalize progress monitoring

CHECKLIST OF THINGS TO COVER DURING “ORIENTATION” PHASE

- What is the student population, including percentage of students with disabilities?
- What are the written policies of the school that I should become acquainted with?
- Is there a school handbook with information for new and experienced teachers?
- Are there curriculum guides? Pacing Charts? How has the district interpreted and implemented the Common Core State Standards?
- Who is my immediate supervisor?
- What is the school policy on professional dress?
- What are the expected reporting times for the school day? Meetings? Trainings?
- What are the classroom and school policies where I will be teaching?
- What will be my personal class schedule? What contractual meetings will I be required to attend?
- What preparations must I make to handle special emergency drills?
- What do the different bell signals mean?
- What provisions do I make if I must leave my room or be absent from school?
- What procedures are used for pupils to enter the building, to assemble, and to leave the building (regularly and for special reasons)?
- What are the regulations concerning the handling of sick students (e.g., leaving the room, contacting parents, sending them home, etc.)? My own illness?
- What grading system is used in this school and what responsibility will I have for grading students?
- What provision is made for student and teacher lunches?
- What student records and test information are available? Where are these kept?
- What are the ways students are informally assessed?
- How do I secure the services of the school nurse, special services personnel, custodian, and attendance officer?
- What is the policy regarding handling of discipline cases (e.g. classroom rules, tardiness)? How does the school support a Multi-Tiered System of Support? What is the role of the special education teacher in MTSS? What are the classroom and school behavioral expectations?
- What format should I utilize for lesson plans and when should these be submitted to the Cooperating Teacher

ROLE OF THE COOPERATING TEACHER

The Cooperating Teacher is an experienced educator who will take on a mentoring role for the Student Teacher Candidate who is pursuing either a Mild Moderate Support Need or Extensive Support Needs credential.

Qualifications of the Cooperating Teacher

Cooperating Teachers must have at least 3 years of teaching experience, hold a Clear Credential for the setting where they are teaching, and have demonstrated successful prior experience in leadership and mentoring. Master Teachers have the added expectation of being willing to first model, then coach, and finally gradually release responsibility of the classroom to the Student Teacher. Site Providers for those that are student teaching as an Intern have the responsibility of ensuring the Intern receives depth and breadth of support and experiences to prepare them for the role of Education Specialist. Therefore, it is important that a Master Teacher or Site Provider be willing to serve in this mentorship role. Cooperating Teachers should be current in best practices for Special Education and be modeling these practices in their classrooms. It is expected that Cooperating Teachers use Common Core State Standards and CA ELD standards to guide all instruction. The Cooperating Teacher must have demonstrated exemplary teaching practices as determined by the employer and the preparation program.

Cooperating Teachers will participate in Orientations to the CSULB Education Specialist Credential Program and show evidence. The program will ensure the district-employed supervisor has a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content-specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. Professional Development hours will be documented through the Intersegmental Project. See provided details.

Responsibilities of the Cooperating Teacher

Supervising daily activities of the Student Teacher Candidate:

- Serve as the liaison between the Student Teacher and school faculty (E.g.- Principal, school psychologist, and other related personnel).
- Orientating the Student Teacher to the school site resources, management systems, and role/s in the Multi-Tiered Systems of Support.
- Engaging in daily coaching conferences with frequent positive reinforcement on an essential element or technique.
 - See Clinical Supervision below for guidelines and suggestions on this process
- First modeling, then gradually releasing, teaching and case management responsibilities
- Accepting a differing teaching style or technique than your own.
- Requiring and examining lesson plans prior to the day of teaching and providing feedback and suggestions to the Student Teacher on the prepared instruction.
- Providing a lesson planning tool and/or utilizing the university provided form for development of lesson plans.

- Observing lessons taught by Student Teacher and providing written feedback on skills and competencies.
- Orientating and then gradually releasing the Student Teacher to the IEP process, including assessment, progress monitoring, developing IEPs, and collaborating in the IEP meeting.
- Remaining accessible to the Student Teacher throughout the day, even when the Student Teacher has assumed teaching and classroom management responsibilities.
- Regularly communicating with the University Supervisor on progress, short- and long-term goals, and evaluation of competencies and skills.
- Complete a Midpoint formative and Final summative evaluation of the Student Teacher.

Solving classroom situations which may arise during the student teaching experience:

- Working with the Student Teacher to resolve the problems that arise in classroom interactions or personnel exchanges.
 - See **Clinical Supervision** below for guidelines and suggestions on this process
- Providing written and verbal feedback to students on a regular basis.
- Advising action that may prevent a problem that may develop if not checked.
- Maintaining a professional attitude in presence of the children despite a problem situation created by the Student Teacher.
- Informing the University Supervisor of any problems that arise in a timely manner.
- Working collaboratively to resolve problem (s) with the University Supervisor and the Student Teacher.

Holding scheduled conferences with Student Teacher which include:

- Providing specific coaching feedback/suggestions following observations.
- Creating a supportive atmosphere.
- Facilitating the Student Teacher's self-reflection.
- Providing specific reinforcements.
- Prioritizing the Student Teacher's areas for professional growth (e.g., work on the one or two most crucial; helping the Student Teacher establish goals, develop strategies for implementation, and determine assessment).
- Collaborating on long and short-term planning.

Plan for gradual release of responsibility in case management, classroom management, instruction, and assessment:

- See suggested **Timeline** and then work collaboratively with the Student Teacher and University Supervisor to develop an individualize plan for gradual release of responsibilities.

CHECKLIST FOR COOPERATING TEACHERS FOR ORIENTATION

Provided orientation about the students and classroom routines/procedures, such as:

- a. Bell system
 - b. Substitute folder
 - c. Daily Schedule
 - d. Curriculum materials
 - e. Opening and dismissal routines
 - f. Intercom/telephone
 - g. Daily and weekly schedules
 - h. Taking of attendance
 - i. Class list
 - j. Seating charts
 - k. Expectation levels for students
 - l. Classroom behavior management system and individual student behavior plans
 - m. Individualized schedules (positioning/movement, medication, services, etc)
2. Introduced the Student Teacher to the administration, students, classroom aide, teachers, volunteers, parents, as a valid second teacher in the classroom.
 3. Explained to aide and volunteers that Student Teacher's directions are to be followed as teacher's own.
 4. Assigned a place (table or desk) in the classroom as a base of operations for the Student Teacher.
 5. Set up a conference time that is convenient to both of us. Determined mode of communication (email, journal, face-to-face).
 6. Worked with the University Supervisor for joint supervision of the Student Teacher by:
 - a. Being available for conferences
 - b. Discussing progress
 - c. Communication systems (including written feedback)
 - d. Planning special experiences to meet special needs (e.g. field trips, community-based instruction, assessments)
 - e. Shared contact information with the University Supervisor
 - f. Informing the University Supervisor and Principal about problems and successes that have occurred or are anticipated to occur
 7. Briefed the Student Teacher on school procedures for:
 - a. Fire, earthquake drills
 - b. Playground, school rules
 - c. Reporting of child injury or illness
 - d. Releasing pupils during school hours
 - e. Checking the weekly bulletin
 - f. Ordering supplies
 1. Using the library, library books, and instructional materials
 - g. Selecting/listing district approved booklists/support materials
 - h. IEPs and behavior plans
 - i. Utilizing support services, i.e., nurse, counselor, specialists, facilitator, playground director
 - j. Cumulative records and tests

- k. Attending and participating in workshops and staff meetings, and IEP meetings
8. Briefed the Student Teacher on classroom procedures for instruction, including:
 - a. Utilization of types of instructional materials, e.g., teacher guides
 - b. Roles of paid aides and volunteers
 - c. Implementing progress monitoring and data collection procedures
 - d. Relating teaching to district guides and sequences using CCSS
 9. Assisted the Student Teacher in developing lesson plans by:
 - a. Providing a lesson planning template or form, or approving the form the Student Teacher is choosing
 - b. Set up clear expectations for how and when Student Teacher will share lesson plans with me
 - c. Examining lesson plans prior to their being used by the student teacher and making appropriate suggestions
 - d. Adjusting my expectations of lesson plans (e.g., detailed at the beginning, phasing out to more general plans)
 - e. Explaining, assisting, and monitoring the development of daily, unit, and long-range lesson planning
 10. Assisted the Student Teacher in becoming familiar with curriculum and assessments
 - a. Provided an orientation to district and classroom assessments for both formal and
 11. Assisted the Student Teacher in finding appropriate sites/classrooms to meet any competencies that do not apply to my specific setting
 - a. Content Area Teaching: The Student Teacher is required to demonstrate competency in all content areas. If there is a content area not taught, assist the in finding a way to demonstrate this content area (E.g.-collaborate with another teacher on campus so that the Student Teacher can deliver a lesson in their classroom).
 - b. Assessments: The Student Teacher is required to learn how to deliver curriculum and norm-referenced assessments. If I do not utilize one of these, allow time to meet with the school psychologist to gain exposure and experience.
 12. Develop a positive relationship with the Student Teacher

Go Teach!

ROLE OF THE SCHOOL SITE ADMINISTRATOR

The Administrator or Principal plays an important role in making the student teaching experience a successful one. The Administrator serves as an intermediary for the school district and is the initial contact person for the University Supervisor. The Administrator's responsibility for student teachers include:

- Recommending master teachers who meet the qualifications
- Keeping the University Supervisor informed of any problems that a Student Teacher might be experiencing.
- Being sensitive to the potential of personality conflicts between a Student Teacher, Master Teacher, and University Supervisor and being willing to assume a leadership role in helping resolve any conflict or unprofessional relationship.
- Making periodic classroom visits to observe Student Teachers.
- Keeping Student Teachers informed of any unwritten rules or customs in the school.
- Informing Student Teacher of expectations regarding attendance at faculty meetings, PTA meetings, non-class duties, etc.
- Providing positive reinforcement as well as constructive suggestions.
- Participating in problem solving with the student teaching triad in the event that concerns arise during the semester.
- Assisting Candidates in obtaining needed permissions for the required video recording of lessons as part of the CalTPA.



ROLE OF THE UNIVERSITY SUPERVISOR

The University Supervisor is the person given responsibility by the university for coordinating the student teaching experience and for making recommendations relative to the success of the Student Teacher. The University Supervisor has the final responsibility for the assignment of a course grade (Credit or No Credit) and recommendation for credential. The University Supervisor establishes the necessary liaison between the university, school, and classroom by 1) scheduling at least 10 observations/ conferences for candidates earning their initial credential and 5 observations/conferences for candidates earning an additional credential 2) lead/participate in required seminars; 3) mediating when problems occur; and 4) apprising the Student Teacher Candidate through written periodic assessments of development and progress toward competencies.

Qualifications of the University Supervisor

University Supervisors are experts in the education specialist instructional area of the candidate being supervised and have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. Equivalency of experience will be determined by the Program Coordinator and Department Chair.

The University Supervisor has currency in the credential authorizing area and professional development around coaching/mentoring and uses this expertise guide the Teacher Candidate through the student teaching process. The most important characteristics of a University Supervisor are good human relations skills, knowledge of teaching methodology, knowledge of the Clinical Supervision process (see below), and subject matter competency.

Responsibilities of The University Supervisor

Prepare the Student Teacher for the student teaching experience:

- Orienting Student Teachers to the student teaching program, their role as Student Teachers and to the school district where they are assigned.
- Organizing and delivering regular seminars to address topics that will support the development of competencies and skills for student teaching
- Developing a system of regular communication with both the Student Teacher and Cooperating Teacher
- Organizing regular observation/meeting in accordance with Department policy (10 observations/meetings for those seeking their initial credential; 5 observation/meetings for those seeking an additional credential). Conducting informal observations and provide formative feedback on developing competencies by observing lesson delivery, classroom management, transitions, and collaboration. Holding formative and summative conferences with the student teacher candidate to provide feedback and engage in

meaningful reflection regarding what was observed. Organizing team meetings that include the Cooperating Teacher.

- Observations can be in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.
- Reviewing expectations for professional interactions and dispositions.
- Clearly delineating the requirements and providing regular review on Student Teacher Candidate progress through these assignments.
- Requiring the Student Teacher to provide lesson plans prior to each lesson observation.

*Clinical Supervision (see **Clinical Supervision** guidelines) of the Student Teacher:*

- Following the guidelines for Clinical Supervision schedule regularly spaced visitations to ensure consistent and timely support and feedback.
- Regularly communicate with the Cooperating Teacher regarding progress and any possible challenges or concerns that might arise.
- Providing the Student Teacher Candidate with written feedback following each visit. Written communication should include a summary of what transpired during the visit, observations notes, feedback on lesson planning and delivery, development of short-and-long-term goals, and formative feedback on progress towards competencies and skills.
- Sharing lesson planning tools and resources for best practices that the Student Teacher can utilize in their setting.
- Requiring Student Teachers to submit lesson plans prior to your lesson observation visits.
- Utilizing the Student Teacher's developing Journals, Portfolio, and Field Experiences to guide the development of short-and-long-term goals.
- Being knowledgeable of developments in teaching/learning strategies so that the Master Teacher is supported and complemented in directive appropriate Student Teacher activities.
- Assisting the Student Teacher in improving skills, wherever needs are evident (e.g., planning, materials, management, personal conflicts, schedule conflicts, etc.).
- Providing Student Teacher with written communication of next scheduled visit. Schedule visits in advance at mutually convenient times. Visits will be across different days of the week/ times/ subjects/ activities to be observed.

Evaluate the Student Teacher's progress utilizing formative and summative feedback:

- Observing a variety of lessons, which include diverse content and delivery models, and provide the Student Teacher with written formative evaluations on developing skills and competencies. Providing written formative evaluations on developing classroom management skills. University Supervisors will utilize the provided Lesson Plan Observation and Feedback form for this written feedback. Student Teachers are to receive a copy of this following each visitation.
- Providing the Student Teacher with written formative feedback on developing case-management skills and reviewing journals and fieldwork artifact on a regular basis to

advise Student Teacher of progress. University Supervisors will provide written Meeting Observation Notes for this feedback. Student Teachers are to receive a copy of this following each visitation.

- Preparing comprehensive Formative (midpoint) and Summative (final) evaluations. Conferencing with Cooperating Teacher and submitting the completed Formative and Summative Evaluation Form.
- Responding timely to each journal entry (S4@The Beach) from Teacher Candidate, ensuring to provide formative feedback on progress towards competencies.
- Holding at least one scheduled Team Meeting conferences with the Student and Cooperating teacher during the semester while, also, being available to conference with the Student Teacher and Cooperating Teacher as the need arises.
- Maintaining contact with the Program Coordinator throughout the semester and advising of any problems that arise. In consultation with the Program Coordinator, making recommendations about the course of action to be taken regarding withdrawal of a Student Teacher, the extension of the student teaching assignment, or other exceptions of established policy. Intervening early to develop and oversee a plan for intervention and support should problems arise in the student teaching setting.
- Assigning a final grade (Credit or No Credit) for student teaching.
- Submitting all required Fieldwork forms and documents by end of the semester and required documents to the S4@TheBeach system.

Documentation required for the University Supervisor.

Items listed below are to be submitted to the program by the end of the semester:

- Requiring Student Teachers to submit: Mandated Reporter Training, Goal Setting, Self-Evaluation forms, and Individualized Transition Plan.
- Completing and providing each Student Teacher with a Credit/No Credit Worksheet.
- Providing Student Teacher with a copy of Midterm formative and Final summative Evaluation form through S4@TheBeach system.
- Assisting the Cooperating Teacher in completing the Midterm and Final Evaluation forms through S4@The Beach.
- Documenting each visit with written Meeting Observation Notes and each lesson observation with Lesson Plan Observation and Feedback, submitted through S4@The Beach.
- Maintaining a record of your fieldwork mileage and complete the necessary mileage reimbursement paperwork with the Department Office.

SUPERVISION OF STUDENT TEACHERS CLINICAL SUPERVISION OVERVIEW

The Education Specialist Credential program recommends that Cooperating Teachers and University Supervisors utilize the Clinical Supervision approach (Goldhammer, Anderson & Krajewski, 1980) during their supervision of Student Teachers. This involves five steps: 1) pre-observation conference; 2) observation; 3) analysis of the observation; 4) conference; and 5) post-observation conference. These steps are meant as guides to successful supervision and are not meant to be followed in a lock step fashion.

The use of Clinical Supervision is based upon two assumptions: 1) that most teachers know what they are doing and why; and 2) that most teachers know the areas of difficulties in their classrooms but may need help from someone in a collaborative, non-evaluative manner to solve these problems.

To effectively use the Clinical Supervision process, the Master Teacher and University Supervisor should develop the ability to: 1) use open-ended questions to identify instructional objectives, student behaviors, and the teaching strategy to be used; 2) observe in a classroom and accurately record what took place during the observation; 3) label and analyze the data from the lesson using specific elements of instruction as criteria; 4) select and write specific conference objectives; 5) plan an instructional conference that facilitates self-reflection and dialogue; and 6) elicit feedback on how effective the process has been and how the observer can help in the future.

Clear written and verbal feedback must be provided to candidates to support the above listed process.

Using this process, Student Teachers should develop the ability to:

1. Reflect upon and engage in dialogue regarding their instruction.
2. Utilize informal and formal assessment to determine the impact of their instruction on student learning.
3. Remediate, improve, and develop competencies for above stated.

CLINICAL SUPERVISION PROCESS

Pre-Conference:

- Build rapport
- Discuss supervision process
- Establish focus of scheduled observation
- Using lesson plan, establish lesson objectives, student behaviors, teaching strategies, and assessment
- Set logistics - when, where, how for lesson observation

Lesson Observation

- Observe lesson
- Take full anecdotal record Or
- Record data decided upon in the pre-conference

Analysis/Strategy

- Review data
- Compare data to lesson objective and focus area Look for patterns of needs, success
- Plan conference

Conference

- Establish rapport
- Discuss: focus area and observations
- Probe for teacher comments, reflections, and concerns
- Discuss alternatives Instruct in area of need Establish next step (s) and/or next focus area

Post Conference

- Analyze the effectiveness of the conference
- Elicit input from the Student Teacher
- Incorporate suggested changes and approaches

Liability and Workers Compensation

Liability Insurance

During the student teaching semester, the University Bursar's Office will be assessing an \$8.00 fee for liability insurance. This insurance will cover Student Teachers for up to \$5,000,000 per "incident," up to a maximum on \$15,000,000, if s/he is sued by a student, parent, etc. while completing student teaching. For more information regarding this fee, contact the Bursar's Office at 562-985-4167.

The Education Specialist Credential Program also highly encourages Student Teachers to purchase additional coverage. This can be done for a nominal membership fee of \$30.00 to the Student California Teacher Association (SCTA). SCTA provides \$1,000,000 liability insurance and legal protection when working with students as a part of preparation to be a teacher. For more information on how to become a member, visit the SCTA website at <http://www.cta.org/membership/SCTA/join/>

Worker's Compensation

If traditional Student Teachers are injured while student teaching, they are covered under the CSULB Worker's Compensation program at no fee.

If intern Student Teachers are injured on the job, it is the responsibility of the school district to provide Worker's Compensation, since interns are employees of the district.

ANY Student Teacher or supervisor injuries should be reported immediately to the program coordinator, Kristin Stout @ Kristin.stout@csulb.edu and by phone at 562-985-7807. Next, immediately contact the TPAC department, Jessica Olague at 562-985-1765 jessica.olague@csulb.edu. Cheryl Velasco in Worker Compensation can be contacted at 562-985-2366.

Appendix A

**California State University, Long Beach
College of Education**

Direct Observation Form

Education Specialist Credential Program
EDSP 587/588 and EDSP 587A/588A

Student:	Lesson Topic:	Date:	Course:
Master Teacher:	Supervisor:	School:	

Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice teacher, 2=Developing skills to meet expectations for a novice teacher, 1=not meeting expectations for a novice teacher

*This observation form has been divided into three modules. The primary focus of observations will vary by the module:

Module 1 (Beginning Phase):

- Lesson Planning
- Professionalism
- Classroom Management and Positive Behavior Supports

Module 2 (Practice Teaching Phase):

- General Lesson Delivery
- Teaching Methods

Module 3 (Solo Teaching Phase):

- Student Engagement
- Assessing Lesson Outcomes and Reflection
- Differentiation, adaptation, and individualization

Module 1

LESSON PLANNING	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Identify and prioritize long- and short-term learning goals • Setting long and short term learning goals for students • Systematically design instruction toward a specific learning goal • Designing single lessons and sequences of lessons; check for understanding during and at the conclusion of a lesson. • Adapt curriculum tasks and materials for specific learning goals 					
1. Shares lesson with master teacher and supervisor prior to teaching					
2. Materials for lesson reflect the identities of students in the classroom					

3. Written lesson plan is clear, complete, standards-based and reflects universal design for learning principles and culturally responsive and sustaining practices (U 3.1)					
4. Lesson plan includes an appropriate student-friendly objective for content, language, and IEP goals (U4.1; U4.3)					
5. Lesson plan includes a clear plan for formative and summative assessment that allows students to demonstrate mastery in a variety of ways and considers students' strengths, cultural identity and relevance (U 3.4, 5.1; MM 3.1, 4.4, ESN 3.2, 3.3)					
6. Lesson plan includes an appropriate task analysis (U 2.1)					
7. Includes plans for engaging students, modeling, active participation, and checks for understanding considering students' background and lived experiences (U1.4, 1.8, 3.3)					
8. Lesson plan uses UDL principles and includes a plan for differentiated instruction for all students U 1.4, 1.6, 3.5, 3.6, 4.3, 4.4, 5.7, 5.8; MM 1.2, 2.9, 3.1, 4.2; ESN 1.7, 3.1, 4.1, 4.3, 4.4)					
9. Lesson plan includes opportunities for students to think critically and work collaboratively (U 1.5, 4.6)					
10. Lesson goals and instructional strategies are asset based and considers students' strengths and needs (U 1.1, 3.2, 4.2)					
11. Lesson plan incorporates appropriate assistive and available technology (U 3.7, 3.8, 4.7, 4.8; MM 4.1; ESN 4.3)					
Areas of Strength:					
Areas for Improvement:					

PROFESSIONALISM	N/A	1	2	3	4
12. Arrives on-time, prepared, and appropriately dressed					
13. Meets with master teacher and university supervisor and take initiative for setting goals for next lesson (U6.2)					
14. Take initiative to communicate with master teacher and supervisor in an open, constructive manner and reflects critically on feedback (U6.1)					
15. Models ethical conduct of teaching professionals (U6.5), including use of technology and digital media					
Areas of Strength:					
Areas for Improvement:					

CLASSROOM MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS	N/A	1	2	3	4
HLPs					
<ul style="list-style-type: none"> Establish a consistent, organized, and respectful learning environment Provide positive and constructive feedback to guide students' learning and behavior Teach social behaviors 					
16. Demonstrates rapport with and respect for students, including students' multiple identities (U 2.1, 2.2, 2.3, 3.2; MM 3.2, ESN 2.5, 3.4)					
17. Recognizes personnel biases, and individual student's culture and					

other identities impact behavior and teacher interpretation of behavior (U 6.2)					
18. Fosters relationships and safe spaces for students to explore diverse identities (U 2.1, 2.2, 2.3, 3.2; MM 3.2, ESN 2.5, 3.4)					
19. Promotes mutual respect among students (U 2.1, 2.2, 2.3, 3.2; MM 3.2; ESN 2.5, 3.4)					
20. Communicates high expectations of all students (U 2.1, 2.3, 2.5, 2.6)					
21. Uses management strategies to anticipate and address potential behaviors before they occur (U 2.1, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
22. Provides specific, positive feedback for appropriate behaviors (U 2.1, 2.3, 2.5, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
23. Addresses disruptions calmly/effectively (U 2.2)					
24. Intervenes before inappropriate behavior escalates (U 2.1; MM 2.5, 1.7, 2.10, 2.7 ; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
25. Teaches, reteaches, and/or reinforces rules, procedures, and routines (TPE 2.1, 2.2; MM 2.5, 2.7, 1.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
26. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
27. Uses behavior specific praise statements (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
28. Uses behavior specific corrective feedback (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
29. Provides explicit directions for task completion (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
30. Uses if/then statements when appropriate (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
31. Provides student choice in tasks/assignments to promote autonomy and self-determination (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
Areas of Strength:					
Areas for Improvement:					

Module 2

LESSON DELIVERY	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior 					

29. Lesson is taught to the specified objectives (U 4.3; MM 1.1, 4.4; ESN 1.6, 3.1; 4.5)					
30. Materials reflect the diversity of students in the class (race, gender, ethnicity, ability), are prepared, and used effectively (U TPE 4.3, 1.6; MM 1.1, 1.2, ESN 1.7, 3.2)					
31. Appropriate pacing is used to teach the lesson and monitor for student learning, i.e., starts lesson on time, transitions smoothly between tasks, completes lesson on time (U TPE 4.3)					
32. A variety of questioning and active participation strategies are used throughout the lesson (U TPE 4.3)					
33. The results of active participation strategies are used to make adjustments to the instruction (U TPE 1.8, 5.1, 5.2)					
34. Involves students in self-assessment (U TPE 5.3)					
35. Uses appropriate wait time during questioning					
36. Effectively implements appropriate and available technology (U TPE 3.7, 3.8, 4.7, 4.8, 5.3; MM 2.1; ESN 4.3)					
Areas of Strength:					
Areas for Improvement:					

TEACHING METHODS	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior 					
37. States lesson objective in student friendly language					
38. Provides appropriate modeling (U 4.3; MM 4.2, 4.3, ESN 4.1, 4.4)					
39. Provides clear, explicit directions/prompts (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
40. Implements student-centered instructional tasks (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4) and gives students opportunities to work with peers					
41. Provides students with ample guided practice (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
42. Provides scaffolding and corrective feedback and needed (MM 4.2, 4.3, ESN 4.1, 4.4)					
43. Provides students with independent practice when students' performance indicates readiness (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
44. Increases intensity of intervention as needed (MM 2.9; 3.1)					
45. Checks frequently for student understanding and monitors student performance (U 1.8)					
46. Provides repetition and assistance as needed (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
47. Provides appropriate reflection/closure to lesson					

Areas of Strength:
Areas for Improvement:

Module 3

STUDENT ENGAGEMENT	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> Use strategies to promote active student engagement 					
48. Generates focus with positive attention cue(s)					
49. Uses cognitively age -appropriate activities or assignments (U TPE 4.1)					
50. Creates productive student groups that are appropriate to the learning goals of the lesson (U TPE 1.4, 1.6)					
51. Uses materials and resources to engage students (UTPE 1.1, 1.3, 1.4, 1.6)					
52. Provides students opportunities to integrate understanding (U TPE 1.1, 1.6)					
53. Links with prior academic learning (U TPE 1.1, 1.3)					
54. Links with students’ personal, cultural, or community assets (U TPE 1.1, 1.6)					
55. Elicits student responses by asking open-ended questions (U TPE 1.5)					
56. Builds on student responses by extending or clarifying (U TPE 1.5)					
57. Creates opportunities for critical thinking, inquiry and problem solving (U TPE 1.5)					
58. Uses student interests (U TPE 1.1, 1.6)					
59. Supports students in self-assessment (U TPE 5.3)					
60. Allows student participation in data collection if appropriate (self-monitoring, self-evaluation, self-recording)					
Areas of Strength: Areas for Improvement:					

ASSESSING LESSON OUTCOMES AND REFLECTION	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs 					
61. Uses appropriate procedures to measure students’ progress towards lesson and IEP objectives (U TPE 5.1; 5.2, 5.8; MM 3.1)					
62. Uses assessment information to guide instructional decision-making (U TPE 5.2, 5.8; MM 3.1)					

63. Analyzes assessments, including scoring criteria (U TPE 5.1, 5.8, MM 3.1)					
64. Reflects areas of strength and areas for improvement in lesson planning, presentation, teaching strategies, management and assessment (U TPE 6.1, MM 3.1)					
65. Proposes changes to instruction that address BOTH individual and collective learning needs related to the central learning focus (U TPE 5.2, 5.8, MM 3.1)					
Areas of Strength:					
Areas for Improvement:					

DIFFERENTIATION, ADAPTATION, AND INDIVIDUALIZATION	N/A	1	2	3	4
HLPs <ul style="list-style-type: none"> • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior 					
66. Incorporates a variety of strategies for representing instructional material (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
67. Incorporates a variety of strategies for engaging learners (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
68. Offers students a variety of strategies to EXPRESS learning (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
69. Provides students with choices (U TPE 1.1, 1.6)					
70. Modifies assignments to challenge students appropriately (U TPE 4.3, 4.4; MM 3.1, 4.2, ESN 3.3, 4.4)					
71. Provides intensive and/or individual instruction as needed (MM 3.1, 4.3, 4.4, ESN 3.3, 4.1, 4.4)					
Areas of Strength:					
Areas for Improvement:					

Appendix B

EVALUATION OF TEACHER CANDIDATE

Education Specialist Credential Program

The evaluations for the Education Specialist Candidate are organized according to the California Teacher Performance Expectations (TPEs) for Universal, Mild Moderate Support Needs, and Extensive Support Needs and are aligned with the High Leverage Practices in Special Education (HLPs) and the CSULB College of Education Rubric for Professional Dispositions. Candidates will meet all these competencies at a beginning teacher level.

Overview of Competencies

TPEs California Teacher Performance Expectations	HLP High Leverage Practices in Special Education	CRSP Culturally Responsive & Sustaining Practices Tenets
<p><i># 1 Engaging and Supporting All Students in Learning</i></p> <p><i>#2. Creating and Maintaining Effective Environments for Student Learning</i></p>	<p><i>Social/Emotional and Behavioral Support</i></p> <p>7. Establish a consistent, organized, and respectful learning environment</p> <p>8. Provide positive and constructive feedback to guide students' learning and behavior</p> <p>9. Teach social behaviors</p> <p>10. Conduct functional behavioral assessments to develop individual student behavior support plans</p>	<p><i>Relationships</i></p> <p>1. Fosters interpersonal dialogue, relationships of trust and sense of community among students and adults</p> <p>2. Uses appropriate cultural referents and ability identities to co-construct knowledge and foster the development of the whole child/youth</p> <p>3. Recognizes the positionality of the instructor and acknowledges power dynamics in the classroom and with families</p> <p>6. Communicates high expectations and provides appropriate contextualized support to reach these.</p> <p>9. Promotes non-essentializing conceptualizations of culture, including multiple cultural dimensions (eg. racial, ethnic, class, religious, ability, & gender)</p>
<p><i># 3. Understanding and Organizing Subject Matter for Student Learning</i></p> <p><i># 4. Planning Instruction and Designing Learning Experiences for All Students</i></p>	<p><i>Instruction</i></p> <p>11. Identify and prioritize long- and short-term learning goals</p> <p>12. Systematically design instruction toward a specific goal</p> <p>13. Adapt curriculum tasks and materials for specific learning goals</p> <p>14. Teach cognitive and metacognitive strategies to support learning and independence</p> <p>15. Provide scaffolded supports</p> <p>16. Use explicit instruction</p> <p>17. Use flexible grouping</p>	<p><i>Critical Pedagogy</i></p> <p>7. Uses instructional strategies connected to different ways of learning and students' interests and backgrounds</p> <p>11. Creates curricular content that invites students to explore complex identities and discusses histories critically through analysis of power, opportunity, denial, and privilege</p> <p>12. Challenges and modifies the 'core curriculum' by recognizing the legitimacy of cultural heritages of multiple racial,</p>

	<p>18. Use strategies to promote active student engagement</p> <p>19. Use assistive and instructional technologies</p> <p>20. Provide intensive instruction</p> <p>21. Teach students to maintain and generalize new learning across time and settings</p> <p>22. Provide positive and constructive feedback to guide students' learning and behavior</p>	<p>ethnic, class, religious, ability, and gender groups as worthy content to be taught in the formal curriculum</p> <p>13. Enacts anti-bias pedagogy and assets-based perspectives of families and communities; identifies counternarratives</p> <p>14. Promotes student development of skills to become social critics and decision-makers</p> <p>16. Actively engages in critical self-work to identify and address aspects of privilege and marginalization in one's own multiple social identities</p>
<i># 5. Assessing Student Learning</i>	<p style="text-align: center;"><i>Assessment</i></p> <p>4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs</p> <p>5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs</p> <p>6. Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes</p>	<p style="text-align: center;"><i>Foundational Pedagogy</i></p> <p>5. Uses intersectional knowledge of the students to make learning more appropriate and effective</p> <p>8. Builds bridges of meaningfulness between students' lived socio-cultural realities, academic content and educator expectations (minimize abstractions)</p> <p>10. Promotes cultural identity and heritage through affirmation of student language acquisition experiences (language experiences in classroom to include non-standard English, sign language, augmentative/alternative communication, languages other than English etc.)</p>
<i># 6. Developing as a Professional Educator</i>	<p style="text-align: center;"><i>Collaboration</i></p> <p>1. Collaborate with professionals to increase student success</p> <p>2. Organize and facilitate effective meetings with professionals and families</p> <p>3. Collaborate with families to support student learning and secure needed services</p>	<p style="text-align: center;"><i>Relationships & Critical Pedagogy</i></p> <p>2. Fosters interpersonal dialogue, relationships of trust and sense of community among students and adults</p> <p>3. Recognizes the positionality of the instructor and acknowledges power dynamics in the classroom and with families</p> <p>4. Actively promotes allyship to advance the culture of inclusion through intentional, positive and conscious efforts that benefit people as a whole</p> <p>13. Enacts anti-bias pedagogy and assets-based perspectives of families and communities; identifies counternarratives</p> <p>15. Promotes student development of skills to advance systemic reforms (e.g., change in policies, laws, institutional practices)</p>

Demonstration of Teacher Competencies Evaluation Form

EDSP 587, EDSP 587 A, EDSP 588, EDSP 588A

Education Specialist Preliminary Credential Program

Teacher Candidate	
Student Teaching Semester	
Course Enrolled	
Master Teacher or Site Provider	
University Supervisor	
School Site/District	

Name of person completing this form: _____

Formative Review

Summative Review

1 <i>(Not a passing score)</i> Teacher candidate is not meeting expectations of the profession as a novice educator, or has not yet evidenced TPEs	2 <i>(Not a passing score)</i> Teacher candidate is meeting some expectations of the profession as a novice educator but has not yet consistently met TPEs	3 <i>(Passing Score)</i> Teacher candidate is meeting expectations of the profession as a novice educator	4 <i>(Passing Score)</i> Teacher candidate is exceeding expectations of the profession as a novice educator
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Passing (Cr/NC) Student Teaching requires candidates receive a passing score of a 3 or 4 on all TPEs by the Summative final review.

Credential Objective	Required Competency Components for Credential
Mild Moderate Support Needs (MMSN)	Universal <u>and</u> Mild Moderate Support Needs Teacher Performance Expectations (TPEs) High Leverage Practices (HLPs) Professional Dispositions CRSP Tenets
Extensive Support Needs (ESN)	Universal <u>and</u> Extensive Support Needs Teacher Performance Expectations (TPEs) High Leverage Practices (HLPs) Professional Dispositions CRSP Tenets
Additional/Dual Credential	Authorization area Teacher Performance Expectations (TPEs) Professional Dispositions CRSP Tenets

TPE 1: Engaging and Supporting All Students

<p>Universal TPE 1 & HLPs <i>Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:</i> -Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress (U1.2)</p>			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score

TPE 1 Mild/Moderate Support Needs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and demonstrate the ability to:

- Identify appropriate supports with knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (MM1.3, ESN1.8).
- Monitor student progress toward learning goals (MM1.4) and use strategies to facilitate and students in assuming increasing responsibility for learning, self-advocacy, psychosocial development, and self-determined behavior of students with disabilities (MM1.6, ESN1.11).
- Develop IEP/ITPs with students and families (MM1.5, ESN1.10).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 1 Extensive Support Needs

In addition to the Universal TPEs and TPEs listed above for MMSN, beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form and demonstrate the ability to:

- Collaborate with families and appropriate related services personnel, use students’ present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs (ESN1.5).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 1 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview
 Journal Reflection
 Sample/Example
 Observation of teaching/interaction
 Other (state) _____

Areas of strength in TPE 1:

Any areas needed for further development and supporting evidence. Required for any “Not a passing score”:

TPE 2: Creating and Maintaining Effective Environments

Universal TPE 2 & HLPs

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 2 Mild Moderate Support Needs TPEs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Collaborate with families and related services personnel to support access to, and optimal learning experiences for, students with MMSN in the least restrictive environment, according to students' unique needs including general education and specialized academic instructional settings (MM2.4, ESN 2.4).

-Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments (MM2.1, ESN 2.5).

Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community (MM2.2, ESN 2.6).

Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations (MM2.3, ESN 2.7).

They demonstrate the ability to identify if a student's behavior is a manifestation of their disability (MM2.6, ESN 2.9).

-Demonstrate the knowledge, skills, and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function (MM 2.11, ESN 2.14).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 2 Extensive Support Needs TPEs

In addition to the Universal TPEs and TPEs listed above for MMSN, beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs and facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures (ESN2.1).

-Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by - Develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional, and meaningful activities as related to students with extensive support needs including those who are deafblind (ESN2.3).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 2 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

Interview
 Journal Reflection
 Sample/Example
 Observation of teaching/interaction
 Other (state) _____

Areas of strength in TPE 2:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 3: Understanding and Organizing Subject Matter Application of Content

Universal TPE 3 & HLPs

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 3 Mild Moderate Support Needs TPEs

Beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form.

1	2	3	4
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Not a passing score	Not a passing score	Passing Score	Passing Score
TPE 3 Extensive Support Needs TPEs <i>Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form.</i>			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
Evidence/Source to support scores for TPE 3 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply. <input type="checkbox"/> Interview <input type="checkbox"/> Journal Reflection <input type="checkbox"/> Sample/Example <input type="checkbox"/> Observation of teaching/interaction <input type="checkbox"/> Other (state) _____			
Areas of strength in TPE 3:			
Any areas needed for further development and supporting evidence. Required for any “Not a passing score”:			

TPE 4: Planning Instruction and Designing Lesson Experiences for All Students

Universal TPE 4 & HLPs <i>Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:</i> -Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans (U4.5)).			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
TPE 4 Mild Moderate Support Needs TPEs <i>In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:</i> -Apply knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (MM4.5, ESN4.6) . -Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions (MM 4.6, ESN4.7) .			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
TPE 4 Extensive Support Needs TPEs <i>Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.</i>			
1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
Evidence/Source to support scores for TPE 4 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply. <input type="checkbox"/> Interview <input type="checkbox"/> Journal Reflection <input type="checkbox"/> Sample/Example <input type="checkbox"/> Observation of teaching/interaction <input type="checkbox"/> Other (state) _____			
Areas of strength in TPE 4:			
Any areas needed for further development and supporting evidence. Required for any “Not a passing score”:			

TPE 5: Assessing Student Learning

Universal TPE 5 & HLPs

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:

- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (U5.5).
- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities (U5.6).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 5 Mild Moderate Support Needs TPEs.

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

- Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs (MM 5.1., ESN 5.3).
- Utilize assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities (MM 5.2, ESN5.3).
- Apply knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law (MM 5.3, ESN5.4).
- Apply knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) MM 5.4, ESN 5.5).
- Apply knowledge of second language development and the distinction between language disorders, disabilities, and language differences. MM 5.5, ESN 5.6).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 5 Extensive Support Needs TPEs.

Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 5 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview Journal Reflection Sample/Example
 Observation of teaching/interaction Other (state) _____

Areas of strength in TPE 5:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 6: Developing as a Professional Educator (Collaboration)

Universal TPE 6 & HLPs

Beginning special education teachers demonstrate the ability to:

- Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (U6.1).
- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues (U6.2).
- Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues (U6.3).
- Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning (U6.4).
- Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and other (U6.5).
- Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools (U6.6).
- Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance (U6.7).

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 6 Mild Moderate Support Needs TPEs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

- Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals (MM 6.2, ESN6.3)
- apply knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities. (U6.7) (MM 6.3, ESN6.4)
- apply knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. MM 6.5, ESN6.6
- Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. MM 6.6, ESN 6.7

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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TPE 6 Extensive Support Needs TPEs

Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.

1 Not a passing score	2 Not a passing score	3 Passing Score	4 Passing Score
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Evidence/Source to support scores for TPE 6 that demonstrates skills at beginning or exceeding teacher level. Mark all that apply.

- Interview Journal Reflection Sample/Example
 Observation of teaching/interaction Other (state) _____

Areas of strength in TPE 6:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

Professional Dispositions in Basic Credential Programs plus CRSP

Rubric for Professional Dispositions	1 -Not Meeting Expectations	2 -Novice Meeting Some Expectations	3 -Beginning Teacher; Meeting Expectations	4 -Exceeding Expectations
Demonstrates the belief that all children can learn.				
Values equity and fairness.				
Values diversity and considers all points of view.				
Exhibits dependability, initiative, enthusiasm, and follow-through.				
Demonstrates appropriate self-esteem, flexibility, resourcefulness, and positive response to constructive feedback.				
Engages in socially appropriate and professionally ethical behavior.				
Collaborates and interacts professionally with colleagues, parents, staff, and the community.				
Improves professional practice through continuous reflection.				
Pursues opportunities to contribute and grow professionally.				
Honors legal/professional obligations and follows regulations.				
Reflects on how teacher biases and student individual culture and other identities impact behavior and teacher interpretation of behavior.				
Considers students' culture as an asset to learning, uses an asset-based perspective of students' families.				
Recognizes the positionality of the teacher and acknowledges power dynamics in the classroom and with families.				

Signatures indicate review of this evaluation.

Teacher Candidate _____ Date _____

Master Teacher/Support Provider _____ Date _____

University Supervisor _____ Date _____