CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Education (CED)
Advanced Studies in Education and Counseling (ASEC)

EDUCATION SPECIALIST PRELIMINARY CREDENTIAL PROGRAM (ESCP)

STUDENT TEACHING HANDBOOK

Revised 2019

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 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. 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 GOALS

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; &
- Life long 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

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 Master Teacher. The University Supervisor assists both the Student Teacher and Master Teacher or Site-Provider Mentor as they work to identify strengths of the Student Teacher and build competence in any areas of weakness. Providing Student Teachers with this guidance requires they be placed in exemplary classrooms that serve students with special needs under the supervision of highly skilled Master Teachers who hold a current Special Education teaching credential and University Supervisors. Student Teachers 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 teacher experience is also a summative evaluation opportunity. This experience allows the Supervisor and Master Teacher/Site-Provider to evaluate whether the student has demonstrated the competence required to successfully teach in a special education program (either mild/moderate or moderate/severe). Fulfilling this function can be difficult, as only those Student Teachers who demonstrate high levels of competence, commitment, responsibility, and professional ethics should be allowed to become credentialed teachers. Therefore, Master

Teachers/Site-Providers 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 a total commitment on the part of the Student Teacher. Student Teachers are expected to keep the hours required of a regular teacher and must schedule additional planning and preparation time outside of school. Therefore, Student Teachers should attempt to eliminate or minimize distractions, coursework and employment during the semester.

Fulfilling the role of a teacher requires that the Student Teacher adhere to the policies and expectations of teachers in that school. Student Teachers must follow the daily schedule established by the school, assume the responsibilities assigned to them by the school administration and the Master 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 Student Teacher is both a university student and a teacher in the assigned special education classroom. As a student, the Student Teacher 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 to review 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 will attend mandatory seminars with University Supervisors. These meetings are designed to provide new information regarding topics in special education, help students address instructional problems, and clarify important information about university and departmental expectations.

In the CSULB Education Specialist Credential Program, students complete 12 units (A & B) of Advanced Fieldwork in a special education classroom. Students may complete their student teaching within one semester with concurrent enrollment in both section “A” and “B” of Advanced Fieldwork. Student Teachers that are invited to repeat a semester, or, those candidates that wish to spread their experience over two semesters, will only enroll in 6 units per semester. These decisions will be made by program faculty based upon the Student Teachers strengths, needs, and future goals. Education Specialist Intern Program candidates use their own K-12 special education classroom setting in which they are the teacher of record as their student teaching placement. These intern placements must be approved during the application process for Advanced Field Studies. 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 district and the Student Teacher should occur.

RESOURCES, POLICY, and PROCEDURES for FINAL FIELDWORK

"Student Teacher" and "Candidate" are used interchangeably. "Master Teacher "also represents "Site Provider" in the case of Internship. "Final Fieldwork" and "Student Teaching" are used interchangeably.

ATTENDANCE

Advanced 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 are required to student teach for 4 days a week for the length of the semesters that they are enrolled in advanced field study courses. The days of each week required for attendance in fieldwork will be determined collaboratively by each fieldwork site. The 5th day of the week is reserved for observations, coursework, and portfolio work determined collaboratively between the Supervisor, Master Teacher, and Candidate.

It is the responsibility of the Candidate to clearly communicate the weekly schedule with both the Master Teacher and the University Supervisors. Changes must be pre-approved by both. If a Candidate is sick and/or must miss a day of the week, it is expected that they will adjust the weekly schedule to be present the other 4 days. If a candidate misses more than 1 day a week, it is expected they will make up these day(s) in the week(s) to follow. 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(s).

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. 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.

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 and Application)

  - http://www.csulb.edu/special-education-credential-program-escp/final-fieldwork-forms
    (Fieldwork Forms)

  - http://www.csulb.edu/college-of-education/special-education-credential-program-escp/program-policies

Revised 2019

(Policies for Final Fieldwork, Withdrawal, and Internships)

Candidates must provide Master Teachers and/or Site Providers 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 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, Assistant 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

Final Fieldwork, EDSP 588/587, is a Credit/No-Credit course.

ROLE OF THE MASTER TEACHER

The Master Teacher or Site Provider is an experienced educator who will take on a mentoring role for the Student Teacher. Master Teachers and Site Providers 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 Provide be willing to serve in this mentorship role. Master Teachers and Site Providers should be current in best practices for Special Education and be modeling these practices in their classrooms.

Responsibilities of the Master Teacher

1. Supervising daily activities of the Student Teacher:
   - 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 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 and submit to the S4@TheBeach system.

2. 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.

3. 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.

4. Plan for gradual release of responsibility in case management, classroom management, instruction and assessment:
    - See suggested **Timeline** below and then work collaboratively with the Student Teacher and University Supervisor to develop an individualize plan for gradual release of responsibilities.

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 and recommendation for credential. The University Supervisor establishes the necessary liaison between the university, school, and classroom by: 1) scheduling at least 6 observations and conferences for students completing either "A" or "B" and at least 12 observations for students completing "A & B" concurrently; 2) holding regular seminars; 3) mediating when problems occur; and 4) apprising the Student Teacher through periodic assessment of development and progress.
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

1. 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 Master Teacher
- Organizing regular visits in accordance with Department policy (at least 6 visits for students completing "A" and 12 for students completing both "A" and "B" concurrently – ensuring that each visit is a minimum of 1 hour); conducting formal and informal observations and holding conferences with the student teacher to provide feedback and engage in meaningful reflection regarding what was observed; organizing a team meeting with Master Teacher and Student Teacher; holding formative and summative meetings to discuss progress.
- Reviewing expectations for professional interactions and dispositions.
- Clearly delineating the Journal, Portfolio and Field Experience requirements and providing regular review on Student Teacher progress through these assignments.
- Requiring the Student Teacher to provide lesson plans prior to each lesson observation.

2. 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 Master Teacher regarding progress and any possible challenges or concerns that might arise.
- Providing the Student Teacher with written feedback following each visit. Written communication should include a summary of what transpired during the visit, 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.).

3. 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, Portfolio, and Field Experiences 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 Master Teacher and submitting the completed Formative and Summative Evaluation Form.
- Holding at least one scheduled Team Meeting conferences with the Student and Master teacher during the semester while, also, being available to conference with the Student Teacher and Master 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 Field Programs 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.
- Assigning a final grade (Credit or No Credit) for student teaching and forwarding the grade to the Credential Program Coordinator.
- Submitting all required Fieldwork forms and documents to the Program Coordinator by end of the semester and required documents to the S4@TheBeach system.

4. Documentation required for the University Supervisor. Items listed below are to be submitted to the Program Coordinator 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 Midpoint formative and the Competency Checklist summative assessments through the S4@TheBeach system.

- Documenting each visit with written Meeting Observation Notes and each lesson observation with Lesson Plan Observation and Feedback. 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.
- Submitting required documents to the S4@TheBeach system.
- 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 Master 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

EDSP 587 A & B AND EDSP 588 A & B REQUIREMENTS

1) S4@TheBeach system
    a. Student Teachers will log into the S4@TheBeach system.
    b. Student Teachers will generate the required assessments and documentation to be shared with the Master Teacher. The Program Coordinator will orientate the Student Teacher to the required assessments and documentation that is required each semester at the orientation seminar.

2) Competency Checklist
    a. Student self-evaluations – the Student Teacher completes an evaluation of their competencies and dispositions on the *Competency Checklist*. The Student Teacher completes an evaluation of their dispositions and attitudes on the *Professional Disposition Qualities*.
    b. Goal Setting – the Student Teacher utilizes their self-evaluations to complete the *Goal Setting* form and provides these documents to the University Supervisor prior to the first observation. The supervisor will then work collaboratively with the candidate to establish additional goals for the semester.
    c. The University Supervisor rates the competencies as they are demonstrated. Please note the data source (E.g., observation, interview, portfolio, etc.) and regularly collaborate with the Master Teacher on this progress.
    d. The *Competency Checklist* is a dynamic document and it is expected that the University Supervisor's ratings will change as the candidate incorporates Master Teacher and Supervisor feedback and their skills improve over the semester.
    e. Formative and Summative feedback – the University Supervisor and the Master Teacher or Site-Provider completes a written narrative evaluating the candidate's strengths and areas needing work and shares this and a copy of the competency checklist with the candidate at the midpoint of the semester and the end of the semester.
    f. Ratings on the checklist- at least 60% of the competencies must be rated at a "3" or higher by the end of the first fieldwork course for Candidates to pass, and all competencies are rated at a "3" or higher at the end of the second fieldwork course for Candidates to pass.
    g. Each competency area is to be rated before the end of each semester of fieldwork, even if you need to rate a competency area as N/O if not observed yet.

3) Field Experience Log
    a. At least 50% of the observation field log must be completed by the end of the first semester of fieldwork for credit for "A". All required observations and field experiences must be completed for credit for "B".
    b. While most of the field log is completed in courses, it is expected that the University Supervisor will recommend additional sites for observation based on individual need areas, interests, or program type should the candidate require this experience. The fifth day of each week is expected to be a day where the Student Teacher completes additional observations and experiences. These suggested experiences and observations are to be determined collaboratively and should ensure that the Student Teacher has depth and breadth of experience.

c. University Supervisors read and provide comments on the written Field Experience narratives, ensuring that the candidate has included a Field Experience Description Form with each entry and has addressed the field log criteria.
d. All field log entries are signed off by the University Supervisor on the Field Experience Log Cover Sheet.

4) Education Specialist Credential Program Portfolio
    a. At least 50% of the program portfolio must be completed by the end of the first semester of fieldwork for credit for "A". All portfolio requirements must be met for credit for "B".
    b. Coursework artifacts that is included in the portfolio must have met assignment criteria with a passing grade ("C" or better) and must demonstrate the Candidates knowledge in this area. Any coursework that does not demonstrate passing knowledge must be remediated at the University Supervisors recommendation. Fieldwork artifacts must demonstrate competencies at a beginning teacher level, or "3" on the Competency Checklist standards. The artifacts must be accompanied by a narrative which links the two by discussing how what they have learned in their coursework during the credential program has been applied in the field.

5) Team Meetings
    a. It is expected that the University Supervisor maintain regular contact with the Master Teacher or Site Provider during the semester. The University Supervisor will request a team meeting by the midpoint in the semester and will ask the site-based supervisor to complete the Midpoint formative evaluation detailing the candidate's strengths and need areas as they see them at that time.

6) Reflective Journals
    a. It is expected that candidates maintain regular entries in their journal, which serves as a means for the University Supervisor to stay in contact with the candidates during the semester.
    b. The journal entries are expected to be reflective in nature and allow for an ongoing dialogue between the candidate and University Supervisor. They also serve as an effective way to demonstrate several competencies and Teacher Performance Expectations.
    c. Based on University Supervisor preference, the journal entries may be emailed to the supervisor or written in a paper journal to be read and responded to by the University Supervisor during site visits.
    d. Expectations for journal entries will be spelled out by the University Supervisor.

7) Fieldwork Seminars
    a. University Supervisors, along with EDSP faculty, collectively establish the EDSP 587/588 seminar topics and collaborate to deliver the seminar content to those enrolled in Final Fieldwork.
    b. Student Teachers will be provided with the semester seminar schedule and topics to be address.

c. University Supervisors will receive notification of candidate attendance to seminars and will ensure they have met the required number of seminars for Credit for the course.
    i. Missed seminars may only be made up at the University Supervisors discretion unless the absence meets university policy for excused.

8) Attendance and Professional Interactions
    a. Student Teachers will adhere to the school district's required reporting hours for teachers. Student Teachers are expected to arrive each day prepared and ready to meet professional expectations.
    b. Student Teachers should report to their school site by the first week of the CSULB semester, and no later than the start of the second week of the semester.
    c. The Fieldwork semester will end with each CSULB semester's instructional date. Some Student Teachers will be required to stay in their school setting through the end of Finals week.
    d. Traditional Student Teachers will report to their school setting four days of each week. The four-day schedule is developed collaboratively with the Master Teacher and approved by the University Supervisor.
    e. Student Teachers will adhere to their assigned school site's calendar for work/non-work days. The University's holidays apply only to classes and seminars.
    f. It is expected that Student Teachers attend staff meeting, planning meetings, IEPs, and school organized events like Back to School Night and Open House.
    g. Traditional Student Teachers are permitted to substitute for either their Master Teacher or in another classroom setting at the discretion of the University Supervisor. Each substitute day must be approved by the University Supervisor. The University Supervisor will apprise the Program Coordinator of these substitute days to ensure that a well-supported semester occurs.
    h. Student Teachers who miss a day of instruction will need to make this up through either the fifth day of the week or by teaching though Final's week. Absences across the semester that exceed five (5) days will be grounds for receiving no-credit for the semester. Absences MUST be reported to the Master Teacher in a timely manner and then also reported to the University Supervisor.
    i. Student Teachers who arrive late or leave early from a daily instruction assignment will be required to make up missed hours. Repeated tardiness is grounds to receive no-credit for the semester.
    j. Student Teachers are placed in the school site at the discretion of the district. If a candidate is asked to leave due to professional interactions, dress, or dispositions then the posted ESCP Policies, found on the above listed website, will be followed.

9) Additional Assignments
    a. The University Supervisor may or may not find it necessary to assign additional task(s) to student(s) to ensure that a competency has been met.

ADDITIONAL GUIDELINES FOR EDUCATION SPECIALIST INTERNS

1) Intern Support

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

a. 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. The team members will complete the short form of the competency checklist and review with the intern and the University Supervisor, once during each semester of fieldwork.
b. The University Supervisor will maintain regular contact with the intern's site-provider throughout the semester.
c. The University Supervisor will work with the Intern to ensure they have depth and breadth of experiences to submit for their Field Log.
d. Interns will review the Intern Log with their University Supervisor and Site Provider and will submit this log to the department by the required monthly deadline.

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.

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. Some Student Teachers may be advised to demonstrate all competencies in one 15-week semester and so a different timeline must be developed for them (suggestions have been made for this). 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.

WEEK 1

Upon arrival, the Master teacher should provide the Student Teacher with a school bell schedule and corresponding class schedule. In addition, the Master Teacher should introduce the Student Teacher to all classroom procedures and routines (E.g. classroom behavioral expectations, emergency drill procedures etc.). Please provide an area for the Student Teacher to keep essential items (E.g. lesson plan book, materials). This could be a desk or other assigned area.

Introduce the Student Teacher to faculty and staff members and help him/her to integrate into the school picture. Acquaint the Student Teacher with the site, facilities, and all equipment, resources, and materials that are available for use.

It is important to establish a plan for consistent communication. Decide together when you can meet to discuss daily or weekly lesson pacing and case-load management. Many Master Teachers like to use a journal or use email exchanges to foster two-way communication. The Student Teacher will then have a guide to refer to as well as steady communication throughout the day. The Student teacher may enter responses, questions, and reflections as a contributing participant in the dialogue.

During the first week, the Student Teacher should begin by engaging in specific observational tasks. The Master Teacher should provide some guidelines as to what the focus of the observations should be. Suggestions might be: "Watch how I introduce this concept ... Watch how I establish standards for participation for this group/student/lesson." Note the opening exercises/routines for opening the class. Think about why I did it this way." An important part of the Master Teacher/Student Teacher relationship will be developed around the demonstration lessons of these first days and weeks. Remember the Student Teacher may have no idea what to look for or how or why you are doing what you are doing. Please take the time to provide a specific focus for the Student Teacher and opportunity to engage in a reflective discussion with you after each observation.

Once the Student Teacher feels comfortable in the classroom, allow time for him/her to work with individuals and some small groups in purposeful activities that you have planned. The Student Teacher should begin to make some classroom contributions immediately. These tasks could include: reading a story to an individual, small group, or whole class, reviewing math skills in small groups, introducing a game/center/activity to a small group, practicing word cards or taking a dictation story from individuals.

Have the Student Teacher become familiar with the case-load. They should start to read all student Individual Education Plans (IEPs). Discuss with the student the methods used to identify areas of strength and needs on the IEPs and methods used to establish present level of performance data. Share all student assessments with the Student Teacher. Discuss with the Student Teacher any issues that are particularly important to attend to for particular students (e.g., components of Positive Behavioral Support Plans, health considerations). Introduce the Student Teacher to your on-going progress monitoring system/s. Student Teachers should become familiar with modifications and accommodations for each student on the case-load.

WEEK 2

The Master Teacher, Student Teacher, and University Supervisor should have met by the 2nd week to identify the competencies that will be the focus of the 1st half of the semester. It is generally a good idea to begin with the assessment competencies and classroom management techniques.

The Student Teacher should know the classroom routines and all the children's names and seating arrangements by the second week. S/he should be working with individuals, small groups, and/or the whole class at least each hour.

During this week, provide the Student Teacher with an overview of the areas s/he will be teaching so s/he can begin to collect materials and ideas. Provide a teacher's manual for each content area so that the Student Teacher can begin planning the assigned subjects. It is helpful to develop a timeline outlining tentative lesson dates and units. Discuss the lesson plan format that you would like the Student Teacher to follow. Clarify components of lesson plan and establish the timeline that you would like lesson plans submitted for review and discussion prior to the lesson being taught.

Require that the Student Teacher spend time on the yard or in the hallway during passing period observing the children. Please note that Student Teachers may accompany a certificated teacher of yard duty but may not have recess duty because they are not yet credentialed.

The Student Teacher should begin co-delivering at least one lesson plan per day with the Master Teacher.

Introduce the Student Teacher to site support services and personnel, e.g. principal, school psychologist, speech language specialist, student study team, etc.

By the end of this week there should be an established working relationship. A tentative schedule for the next few weeks should be developed by this point. weeks.

WEEK 3

The Student Teacher should have begun observing the Master Teacher assessing at least one student in preparation for an IEP. The Master Teacher should describe the process for the Student Teacher and assist the Student Teacher in seeing how he/she is applying best practices in assessment and development of IEPs.

By this time, the Student Teacher should oversee delivering at least one-two lesson/s per day. The plans will vary for each individual Student Teacher and for each program, but initial lessons should be those that follow a predictable routine so as to ease the Student Teacher into his/her assignment. At this stage, the Student Teacher will generally be implementing lesson plans developed by the Master Teacher. In general, the Student Teacher should first observe the Master Teacher leading a lesson before he/she is placed in charge of the lesson. Time for reflection and discussion after each lesson the Student Teacher delivers is critical.

WEEKS 4-5

Student Techer should assist in planning for most of the daily instruction (planning with Master Teacher) and should be delivering instruction in a variety of settings, including small group or 1:1 and whole class. Gradual assumption of teaching content should be well planned to ensure that over the next few weeks the Student Teacher has experience in all content areas.

Focus during these weeks should be on classroom management systems. The Student Teacher may need continued support and modeling in how to use the systems that are in place and guide professional decision making about additional supports that might be needed.

For Student Teachers completing both "A & B" concurrently or "B", they should have begun taking lead on assessing at least one student. This assessment should include a system for progress monitoring. The Student Teacher should develop a system for progress monitoring the IEP goals for at least one student in both academic and behavioral areas. The Master Teacher should allow the Student Teacher to take lead on this but should also carefully guide and monitor the process.
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WEEK 6

At this point the Student Teacher should take responsibility for submitting their own lesson plans for the content areas they are teaching. Lesson plans should be reviewed by the Master Teacher prior to delivery. Master Teacher support for pacing and assessment of content is critical at this point.

Implementation of management systems will likely mirror those established by the Master Teacher. However, at this point the Student Teacher should begin critically reflecting on the effectiveness of their own management techniques. Master Teacher and University modeling and feedback in this area is critical.

The Student Teacher should be participating in the collection of on-going progress monitoring data for students on the case load. They should be planning for accommodations and modifications as listed on the IEP.

The Student Teacher should have observed at least one IEP meeting or been part of the planning for an IEP meeting. It may be necessary to arrange with other SPED

colleagues to facilitate Student Teacher experiences with the IEP process given case-load.

WEEKS 7-8

The student should be completing a comprehensive assessment on at least one student and should be beginning writing the IEP for this student. The Master Teacher should guide the student in developing invitations and contacting individuals for any required reports regarding the student's performance (e.g. Assistive Technology, Physical Therapy, General Education Teachers, The school Nurse, etc.).

At this point the Student Teacher should take responsibility for and begin planning their own lessons with Master Teacher's support as needed.

By week 8, the Student Teacher, Master Teacher, and University Supervisor should meet for a formative, midterm evaluation. At this point, using the competency checklist, the Student Teacher should be prepared to lead a discussion on the areas in which he/she feels competent. The Master Teacher and University Supervisor should also identify areas of competence as well as areas of need. **For Student Teachers completing both "A & B" concurrently**, the Student Teacher should have begun to demonstrate competence on at least 1/2 of the competencies**. For Student Teacher completing only "A**" they should be demonstrating ¼ of the competencies. Any areas of need should be brought to the attention of the Student Teacher so that he/she has an opportunity to make corrections.

WEEK 9

The Student Teacher should be preparing to hold an IEP meeting with the Master Teacher's full support. The ability to run an IEP will vary for each school/district but efforts should be made to allow the Student Teacher to experience writing and holding an IEP meeting.

At this point the Student Teacher should focus on learning the content for any subject area where they are not yet planning and delivering lessons. Student Teachers should be participating in grade level planning meetings and where appropriate participating in planning and implementing Multi-Tiered-Systems of Support (MTSS). Student Teachers should have started gaining co-teaching experiences by this time in the semester. **For Student Teachers completing both "A & B" concurrently, or those completing "B",** strategic planning to meeting the remaining competencies not indicated as met during the Midpoint formative evaluation is critical.

WEEK 10-FINALS WEEK

The Student Teacher should be working to assume as much of the teaching day and case-management responsibilities as determined appropriate by the Master Teacher and University Supervisor. Weekly plans for such responsibilities should be reviewed regularly by the Master Teacher, Student Teacher, and University Supervisor.

By the end of the semester, the Master Teacher, Student Teacher and University Supervisor should hold a Summative Evaluation conference to provide information to the Student on his/her present level of competence. At this meeting, plans should be made for the second student teaching semester. The team should discuss the benefits and limitations of continuing in the current placement and those of making a switch to a different placement.

For Student Teachers completing both "A & B" concurrently, by the last 2 weeks of the semester, the Student Teacher should oversee the entire school day. The Master Teacher should be observing the Student Teacher but also allowing the Student Teacher to be fully in charge of the classroom program. The Student Teacher should also oversee any assessments and IEPs that are required.

For Student Teachers completing both "A & B" concurrently, a Summative Evaluation meeting should be held by the Master teacher, University Supervisor, and Student Teacher. To receive "credit" for the second semester of student teaching and therefore be recommended for a credential, a Student Teacher should have evidenced at least "competent" performance in all areas or a rating of at least "3" on all competencies. The Master Teacher and University Supervisor should provide a written summary of the Student Teacher's overall performance, Dispositions, and identify areas for the student to focus on for the induction period and completion of the Transition Plan.

THE SECOND SEMESTER OF STUDENT TEACHING - "B"

The Student Teacher, Master Teacher, and University Supervisor should meet to discuss the students' previous experiences and any competencies that were met during the first semester. Areas of strength and weakness from the first semester should be identified with attention being paid to providing support to the Student Teacher in his/her areas of need. A week by week plan should be developed by the Student Teacher, Master Teacher, and University Supervisor so that the Student Teacher will have the opportunity to demonstrate competence on all competencies by the end of the semester.

If the Student Teacher's placement has changed for their second semester, they should ease into their new assignment much as was recommended for the 1st assignment. For example, first, observation and review of student records should occur. See weeks 1-8 in the previous section.

During this semester, the Student Teacher should gradually assume responsibility for the entire classroom program.

WEEK 8

By week 8 of their second semester, the Student Teacher should be confidently in charge of at least 2/3 of the school day.

The Student Teacher should have taken lead in several student assessments, progress monitoring, and should be assisting in the preparation of IEPs.

A Formative Midterm Evaluation meeting should be held by Week 8 with the Student Teacher, Master Teacher and University Supervisor. Any areas where competence has not been demonstrated should be clearly identified and should be the focus for the remaining weeks of the semester.

LAST 2 WEEKS

By the last 2 weeks of the semester, the Student Teacher should oversee the entire school day. The Master Teacher should be observing the Student Teacher but also allowing the Student Teacher to be fully in charge of the classroom program. The Student Teacher should also oversee any assessments and IEPs that are required.

A Summative Evaluation meeting should be held by the Master teacher, University Supervisor, and Student Teacher. To receive "credit" for the second semester of student teaching and therefore be recommended for a credential, a Student Teacher should have evidenced at least "competent" performance in all areas or a rating of at least "3" on all competencies. The Master Teacher and University Supervisor should provide a written summary of the Student Teacher's overall performance and identify areas for the student to focus on for the induction period.

CHECKLIST OF THINGS TO KNOW WHILE DOING MY STUDENT TEACHING

Note: Finding the answers to these questions as soon as possible will help to avoid confusion and result in a more rewarding student teaching experience.

- What is the student population, including percentage of students with disabilities?
- Are there 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 an implemented the Common Core State Standards?
- Who is my immediate supervisor?
- 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.)?
- 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?
- 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. misbehavior, 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/school behavioral expectations?
- What format shall I utilize for lesson plans and when should these be submitted to the Master Teacher

CHECKLIST FOR MASTER TEACHERS

Provide orientation about the children and classroom routines/procedures, such as:

a. Bell system
b. Sub folder
c. Daily Schedule
d. Opening and dismissal routines
e. Intercom
f. Daily and weekly schedules
g. Telephone
h. Taking of attendance
i. Class list
j. Flag salute, song
k. Seating charts
l. Expectation levels for the children's age level
m. Procedures for passing and collecting papers, lunch money/tickets, sharpening pencils
n. Classroom behavior management system and individual student behavior plans

2. Introduced the Student Teacher to the principal, 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 of student teacher
    c. Planning special experiences to meet special needs (e.g. field trips, community-based instruction, assessments)
    d. Shared contact information with the University Supervisor
    e. 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 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.
11. Developing a positive relationship with the Student Teacher

Addendum A

COVID-19 Updates

Updated: August 5, 2020
Regarding: Changes required because of COVID-19

Note: The key theme of this season is flexibility. While an attempting to capture key changes to fieldwork practices in this Addendum A, this is by no means comprehensive nor final. Changes and individualizations will occur. The Education Specialist Credential Program will work diligently to provide cohesive and clear information as it evolves.

Guidance for Final Field Experience Location

Per the Commission on Teacher Credentialing Guidance (3-20-2020), there is flexibility for candidates to complete clinical practice through supervised online learning, remote instruction, or alternative locations.

Supervised Final Fieldwork – Student Teaching will be completed through a flexible combination of options which include

1. In-person clinical practice/reflection
2. On-line/virtual practice/reflection
3. Observation of Master Teacher with reflection
4. Modules/simulation of competencies with reflection

Evaluation of Education Specialist Competencies

Due to flexibility in fieldwork locations, evaluation of competencies will be reviewed using a holistic lens that takes into consideration the experiences and demonstration of competencies across the arc of the credential program. Candidate competencies will be evaluated using a flexible combination of the following considerations:

1) Coursework artifacts as a foundation for fieldwork skills
2) Clear connections made by candidate demonstrating link between coursework and fieldwork: interviews, journals, discussion posts, observation, etc.
3) Video recordings and/or virtual observations from supervisors/master teachers of lesson delivery, classroom management, and student engagement
4) Reflection and video analysis on lesson delivery, classroom management and student engagement
5) Completion of online/virtual modules with reflections that demonstrate Competencies
6) Completion of assigned fieldwork artifacts and connection to Competencies
7) Summaries of previous clinical fieldwork experiences that are linked to competencies
8) Professional development with reflection for application to the field
9) Organized evidence of Competencies through Beachboard, Portfolio, Fieldwork Log and S4@TheBeach
10) Seminar attendance and participation

University Supervisor contact with Candidates

University supervisors will provide additional online learning opportunities for candidates to demonstrate program competencies.

Supervisors and candidates will use CSULB Beachboard as their main online platform. This platform will be used to facilitate discussions and evaluate submitted artifacts.

Other forms of communication will utilize online tools like Zoom and email.

EDSP 587 and 588 Seminars and Professional Development

Seminars will be held virtually and are conducted by University Supervisors. A schedule of seminar topics and dates will be provided at the start of the semester. Formal synchronous Seminar sessions will be held on Wednesdays from 7:00-9:00pm, as per the posted schedule. However, there will be asynchronous Seminar sessions which will be completed by the candidate within the given time frame. Finally, some Seminars will be held in small groups, arranged by supervisors and candidates.

Candidates will be invited to professional development opportunities and are encouraged to attend (note Competency 6 requirement for evidence of professional development and ongoing learning).

Candidates will complete and provide evidence of orientation to technology tools and platforms by the required submission date (by Mandatory Orientation Seminar the first Wednesday of the semester)

Candidates will complete and sign the CSU provided Acknowledgement of Risk (AoR form) prior to beginning their final fieldwork – student teaching.

Final Fieldwork Reflection Form

Candidates will log into S4@The Beach weekly to record the type of clinical or alternative interactions represented throughout each week. Candidates will submit the Final Fieldwork Reflection Form by *Sunday evening* each week (for A/B candidates) or by Sunday evenings bi-monthly (for B *only* candidates). Candidates will complete Final Fieldwork Reflections Forms for weeks #1-7 for those enrolled in (A/B), and weeks #8-14 for those enrolled in (B and/or A/B). Supervisors will respond to reflection forms by Wednesday. The cooperating teacher (Master Teacher or Mentor) will receive a copy of the form to review.

Candidates will adhere to the assigned district's required hours of daily instruction and will be available to collaborate with school personnel and participate in school directed meetings. Candidates completing traditional student teaching may elect, with approval from their supervisor and master teacher, to student teach the required hours per district contract for 4 days, across a 5-day option. Supervisors still reserve the option of assigning additional virtual clinical fieldwork experiences to be completed on the 5th day of each week.

Clinical Fieldwork Log

Candidates will use a combination of field-based clinical experiences and alternative fieldwork experience (virtual) to demonstrate depth and breadth of clinical work. A combination of experiences incorporated in the Fieldwork Log, housed in the Portfolio, and S4@The Beach will be used to document the variety of candidate experiences. Candidates are responsible to have documented experiences that complete the Fieldwork Log Matrix requirements.