



**Kremen School
of Education and
Human Development**

Leadership for Diverse Communities

**Education Specialist Credential
Program Clinical Practice
Handbook**

**EHD 178, SPED 171, SPED172,
SPED 175, SPED 176 and SPED 160F**

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Program Contacts

PROGRAM COORDINATOR

Cheryl McDonald, M.A. | ED 359 | cmcdonald@csufresno.edu | 559. 278. 0412

OFFICE OF CLINICAL PRACTICE

ED 205 | OCP@csufresno.edu | 559. 278. 0315

Clinical Practice Program Assistant: Brenna A. Barks, MSc

TEACHER INTERNSHIP PROGRAM

ED 205 | internship@csufresno.edu

Teacher Internship Program Assistant: Maria Vargas Guerrero

CREDENTIAL ANALYST

Credential Analyst: Sherri Nakashima | sherrin@csufresno.edu

CREDENTIAL ADMISSIONS ANALYST

Credential Admissions Analyst: Renee Flores | reflores@csufresno.edu | 559. 278. 0311

FAST COORDINATOR

FAST Coordinator: Jean Behrend, Ph.D. | jeanb@csufresno.edu

CENTER FOR ADVISING & STUDENT SERVICES

ED 100 | kremenschool@csufresno.edu | 559. 278. 0300

Ana Espinosa, Advisor

Ivy Fitzpatrick, Advisor

Jessica McVay, Advisor

Sherri Nakashima, Credential Analyst

Renee Flores, Credential Admissions Analyst

Renee Petch, Graduate Admissions Analyst

DEPARTMENT OF LITERACY, EARLY CHILDHOOD, BILINGUAL, AND SPECIAL EDUCATION

Office in ED 250 | 559. 278. 2500

Imelda Basurto, Ph.D., Department Chair

Kremen School of Education & Human Development

VISION STATEMENT

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

MISSION STATEMENT

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

Goals

- To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.
- To be at the cutting edge of the application of best practice models and educational technology.
- To prepare education professionals who have a command of content knowledge and pedagogy, and who continuously strive to improve their practice.
- To support the lifelong development of practicing professionals with services and programs including the doctorate.
- To prepare professionals who are committed to leadership and service in diverse community settings.
- To integrate performance assessment as a key evaluation technique in each of our programs.
- To sustain a University work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.
- To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.
- To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

CANDIDATE PROFESSIONAL DISPOSITIONS

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

<i>Reflection</i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments. We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.
<i>Valuing diversity</i>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
<i>Collaboration</i>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<i>Life-long learning</i>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

NON-DISCRIMINATION POLICY

Fresno State's Credential Programs, as well as all of our region's school districts, are committed to the principle of equal opportunity. Fresno State's credential programs do not

discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. The essential attributes have been developed in compliance with the American Disabilities Act (PL 101-336), and, when requested, the University will provide reasonable accommodations to otherwise qualified candidates with disabilities.

SERVICES FOR STUDENTS WITH DISABILITIES

Any Teacher Candidate who would like to request academic accommodations due to a disability should contact the Services for Students with Disabilities Office by phone at **559-278-2811** or by email at ssdstaff@mail.fresnostate.edu Any Teacher Candidate who has a letter from Services for Students with Disabilities Office indicating a disability that requires academic accommodations should present the letter to all course instructor(s) and the clinical practice University Coach so that a discussion of any accommodations that are needed can be held confidentially.

Education Specialist Credential Program Overview

Fresno State's state and nationally accredited Education Specialist Credential Program in Mild/Moderate and Moderate/Severe pathways is focused on producing innovative, social justice oriented special educators who are highly prepared to meet the diverse needs of students with disabilities in their classrooms and inclusive settings across the Central Valley. Through a program of study infused with inquiry, culturally sustaining practices, developmentally appropriate practices, high leverage practices, Universal Design for Learning and Understanding by Design concepts, program graduates will be prepared to design and implement evidence-based curriculum that builds on children's strengths and assets as well as each child's academic, social, emotional, and developmental needs.

INQUIRY

Inquiry, also known as action research, is foundational to candidate preparation at Fresno State. Inquiry is a process of identifying puzzles of practice (Yun & Bennett, 2018) as they arise in a classroom setting, referencing research related to the issue, collecting and analyzing data to gain deep understanding of the issue, and methodically implementing interventions to address and resolve the issue. Inquiry also encourages teachers to collaborate, learn from one another, and disseminate findings within their communities of practice, a necessary skill for participation in school site learning communities.

CULTURALLY SUSTAINING PRACTICES

Culturally sustaining pedagogy (Paris, 2012) is a framework that focuses on the cultural experiences and 'ways of being' that children bring with them to the classroom. Culturally

sustaining pedagogy “seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, p. 93). In other words, a culturally sustaining framework builds upon the linguistic, cultural, familial, and social capital of the children in context through an inclusive and asset-based lens.

DEVELOPMENTALLY APPROPRIATE PRACTICES

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

HIGH LEVERAGE PRACTICES IN SPECIAL EDUCATION

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

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

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

UNIVERSAL DESIGN FOR LEARNING

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

UNDERSTANDING BY DESIGN: BACKWARDS DESIGN AND LESSON PLANNING

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

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.”

From: http://www.ascd.org/ascd/pdf/siteascd/publications/ubd_whitepaper0312.pdf

Program Overview

At Fresno State we can tailor the credential program to your specific interests and needs. We offer multiple pathways to pursue your Education Specialist credential full-time or part-time in evening cohorts or dual residencies.

EDUCATION SPECIALIST (SPECIAL EDUCATION) TEACHING CREDENTIAL

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

DUAL CREDENTIAL (SPECIAL EDUCATION + MULTIPLE SUBJECT)

Earn your Education Specialist and Multiple Subject credentials concurrently. Some of the courses are required for both credentials and specialized dual student teaching placements are used.

MASTER OF ARTS IN SPECIAL EDUCATION AND AN EDUCATION SPECIALIST CREDENTIAL

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

STREAMLINED EDUCATION SPECIALIST CREDENTIAL PATHWAY FOR TEACHERS WHO HOLD A VALID CALIFORNIA MULTIPLE SUBJECT OR SINGLE SUBJECT CREDENTIAL

If you have a California-approved Single Subject or Multiple Subject credential, you may earn the stand-alone Education Specialist credential in a streamlined pathway. You may select your emphasis in Mild/Moderate or Moderate/Severe. The length of time for completion of the program depends on whether you attend full-time or part-time. Prior to application, you would need to have your transcripts reviewed by the Program Coordinator.

BILINGUAL AUTHORIZATION PERMIT (BAP)

Pursue a Bilingual Authorization in Spanish or Hmong by completing the World Languages CSET and the language-specific CSET examinations for Spanish or Hmong. Please contact the Bilingual Authorization Coordinator, [Dr. Teresa Huerta](#), for specific information.

Role Expectations & Stakeholder Qualifications

Veteran Practitioners

For the purpose of this handbook, the district-provided Veteran Practitioners, who may be referred to as the Master Teacher, Cooperating Teacher, Mentor Teacher or the district supervisor, will be referred to solely as the “Mentor Teacher”.

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

STATE REQUIREMENTS

The Mentor Teacher Veteran Practitioner must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The Veteran Practitioner Mentor Teacher must have demonstrated exemplary teaching practices as determined by the employing district and the university teacher preparation program. The matching of Teacher Candidate and the Mentor Teacher is a collaborative process between the school district and the program.

ESSENTIAL ATTRIBUTES OF AN EFFECTIVE MENTOR TEACHER

1. Introduce the Teacher Candidate to the classroom and the students. Encourage the Teacher Candidate to introduce themselves to the students as soon as possible.
2. Introduce the Teacher Candidates to other staff members in the school and give them an opportunity to regularly interact with others.
3. Help the candidate locate resource materials, equipment, and the key staff members on campus.
4. Accept the Teacher Candidate as a co-worker of equal status. Prepare the class to treat the Teacher Candidate the same way they treat you.
5. Provide opportunities for the Teacher Candidate to study children and how they learn.
6. Structure responsibilities which gradually induct the Teacher Candidate into full time teaching. Help the Teacher Candidate to plan at least a week ahead.

7. Encourage the Teacher Candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.
8. Conference regularly with the Teacher Candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.
9. Work with the Teacher Candidate in developing lesson delivery skills.
10. Work with the Teacher Candidate in developing classroom management skills. Explain your system and devise a way to work together.
11. Demonstrate sensitivity to the emotional needs of the Teacher Candidate during the stressful period of student teaching.
12. Observe the Teacher Candidate and provide honest, specific, and constructive feedback on lessons. Encourage the Teacher Candidate to reflect on what went well in the lesson, then come up with strategies to improve their effectiveness. Try to get the Teacher Candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.
13. Familiarize the Teacher Candidate to district and school programs (e.g., GATE, Special Education, Migrant Education, etc.)
14. Provide curriculum frameworks, and district guidelines.
15. Inform the Teacher Candidate of district and school testing programs and their place in the curriculum.
16. Build and maintain trust.
17. Help parents understand the valuable role the Teacher Candidate plays in the classroom.
18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or free labor.

Additional Mentor Teacher information can be found [here](#).

MENTOR TEACHER RESPONSIBILITIES

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

<i>Providing a practice space</i>	<i>Making Practice Visible</i>	<i>Engaging as a Teacher Educator</i>
<ul style="list-style-type: none"> • Allow candidates to take instructional risks • Give opportunities for candidates to try out new methods they are learning in program • Support candidates as they learn and apply ideas about child development & how to work in diverse, high-needs schools • Support candidates in successfully completing their course requirements, as needed. • Retain the legal responsibility for the classroom at all times 	<ul style="list-style-type: none"> • Model unit and lesson planning and share rationale for sequence, strategies, etc. • Model instruction and share rationale for teaching moves • Model fostering a positive classroom climate • Debrief lessons after teaching and describe how this informs subsequent lessons • Utilize co-planning and co-teaching methods • Model how to work with an instructional team (other teachers, SPED, EL, Coaches, parents, etc.) • Model how to create appropriate teacher-student relationships with students in order to enhance student learning 	<ul style="list-style-type: none"> • Plan weekly structured meetings with candidates • Build in opportunities to talk with candidates about planning and instruction • Observe candidates and provide formative feedback • Continuously provide feedback on planning and instruction once the candidate takes the lead • Participate actively in classroom (observing, modeling classroom management, and co-teaching) • Participate in collaborative learning • Ensure that candidate demonstrates Professional Expectations • Engage in at least two (2) joint meetings with the candidate and University Coach • Provide mid-semester evaluation and input toward the final evaluation

<i>Providing a practice space</i>	<i>Making Practice Visible</i>	<i>Engaging as a Teacher Educator</i>
		<ul style="list-style-type: none"> • Provide recommendation letters as requested by candidates

In addition to the Mentor Teacher responsibilities outlined in the table, here are some pointers to help you have a smooth semester:

ORGANIZATION

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

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

COMMUNICATION

How do we establish clear communication in light of dynamic evolving role of the Teacher Candidate?

- Have and express clear expectations from the beginning and continue evolving them
- Assign roles
- Be open & kind to each other
- Discuss what you and your candidate are learning together in your classroom
- Use planning/prep/conference period to delegate and accomplish tasks for preparing for next class, grading, corresponding with families, etc.
- Ask questions

OPPORTUNITIES

How do we create opportunities for the candidate to try out methods when the Mentor Teacher does not practice methods taught in the teacher education program?

- Be open to new ideas
- Use the University Coach to help in planning
- Ask clarifying questions to push candidate thinking and planning
- Ask for justifications and rationales for new ideas with data
- Focus efforts where strengths exist

APPROACHES TO TEACHING

How do we reconcile two different approaches to teaching, especially when you have strong-willed individuals? What happens when a Mentor and candidate disagree on approaches?

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

EXPECTATIONS FOR STUDENTS

How do we manage different expectations for student behavior and performance between Teacher Candidates and Mentors?

- Communicate the school site's rules
- Develop norms together before school starts
- Reflect if those norms are working in the first week with each other & students
- Never disagree in front of the students
- Figure out who has a lower or higher behavior threshold
- Have clarity on amount of candidate ownership and Mentor support; have open and flexible communication about roles in classroom
- Assist candidate in establishing explicit expectations and consistency

LESSON PLANNING

How do we ensure that the candidate develops lesson planning skills and address issues such as when the candidate submits a late and/or underdeveloped lesson to Mentor?

- Plan ahead
- Refer back to submission date and have a conversation with the candidate about what you expect for next time (ask why the lesson plan was late and under-developed)
- If it happens again, alert the University Coach

****If you are experiencing a challenging situation with a candidate, please contact the candidate's University Coach as soon as possible.**

MENTOR TEACHER ROLES

1. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.
2. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences, as needed to fulfill coursework requirements.
3. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.
4. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.
5. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.
6. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.
7. Gives continuous feedback to the Teacher Candidate - both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.
8. Maintains communication with the University Coach regarding the student's progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Coach.
9. Agrees to complete required Midterm Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach.

- a. When evaluating, the Mentor Teacher considers the candidate's stage as a beginning teacher and gives input regarding course credit to the University Coach.
 - b. A letter of reference is optional.
10. Participates in a Midterm Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.
11. Informs University Coach of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.

Evaluation

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

MENTOR TEACHER PROFESSIONAL DEVELOPMENT REQUIREMENT

Professional Development Modules

The Commission on Teacher Credentialing (CTC) requires that all Mentor Teachers participate in a minimum of ten (10) professional development hours in order to serve as a Mentor Teacher. Several options are available to all Mentor Teachers.

1. Free online [Mentor Teacher training modules](https://mentormodules.com/) are offered at <https://mentormodules.com/>.
2. Free [K-12 Teaching Academy](https://www.sjsu.edu/education/academics/fli/k12-academy) videos to increase every teacher's online and virtual teaching skills are offered at <https://www.sjsu.edu/education/academics/fli/k12-academy>. Mentor teachers are encouraged to scroll through these videos to find those that meet their needs.
3. Resources for teaching online and virtually can be found at:
 - a. [Fresno County Superintendent of Schools \(FCSS\) Distance Learning Resources](#)
 - b. [FCSS Instructional Technology Resources](#)
 - c. [Fostering Relationships with Student Remotely](#)
 - d. [Lessons from the Field: CTC Remote Learning Guidance](#)

Fresno State is currently developing a database of Mentor Teachers so that we can track which Mentor Teachers already met the ten (10) professional development hours requirement. Some Mentors Teachers are also Induction Mentors and have engaged in district-sponsored training in Induction or Coaching skills. These trainings will count as part of the State's required hours.

MENTOR TEACHER CONFERENCE

In addition to the initial 10 hours of Mentor Teacher professional development, the CTC requires all Mentor Teachers to participate in two (2) hours of program-specific professional development every year. This requirement can be met through attendance at the annual

Mentor Teacher Conference at Fresno State [budget permitting] or through assigned professional Mentor Teacher modules. Mentor Teachers will receive an invitation to the conference through email.

MENTOR TEACHER INCENTIVES FROM FRESNO STATE

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

For more information, please contact the [Office of Clinical Practice](#)

University Clinical Practice Coach

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

STATE REQUIREMENTS

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

UNIVERSITY CLINICAL PRACTICE COACH RESPONSIBILITIES

1. Meet with Mentor Teachers for an orientation to review the clinical practice requirements, discuss expectations, roles, and co-teaching during the first two weeks of the semester or after student teaching begins. Orientation may occur in a “triad” meeting with the Teacher Candidate, Mentor Teacher and University Coach.
2. Make regular visits to the school site to visit, observe and/or interact with their Teacher Candidates, the Mentor Teachers and site administrators. University Coaches interact with all parties respectfully. Visits may include holding small group, individual or virtual discussions to review pertinent information and feedback. University Coaches will use secure communication with Teacher Candidates via phone, Zoom, webinar, etc.
3. Use experience and knowledge to assist (consult, collaborate) the Teacher Candidate in understanding and applying current teaching methods, related materials and resources.
4. Review Teacher Candidates’ lesson plans and reflections and provide continuous feedback to the Teacher Candidate throughout the semester.
5. In Tk20, complete a minimum of six formal lesson observations using scripted field notes or an observation rubric based on the California Teacher Performance Expectations (TPEs) to provide formative, action-oriented feedback; and conduct debrief meetings with the Teacher Candidate after each observation. Lesson observations may be face-to-face or by synchronous or asynchronous digital observation.
6. Use effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment, self-reflection, and goal setting.
7. Maintain regular communication with the Teacher Candidate and Mentor Teacher throughout the entire semester (as established by the University Calendar) to ensure that the candidate is progressing; provide feedback on growth areas.
8. Discuss and document “areas for improvement” at the first sign of need. Monitor progress and contact the Program Coordinator if the “areas for improvement” does not yield expected growth.
9. Support Teacher Candidates’ basic needs, emotional, and mental health areas (if you are concerned about a candidate’s well-being, please notify the program coordinator).

Become familiar with resources available at the Fresno State Student Health and Counseling Center: <https://www.fresnostate.edu/studentaffairs/health/index.html>

10. Formally evaluate each of their Teacher Candidates twice per semester using the Mid-semester and Final semester Evaluation Rubric in TK20.
11. Participate in FAST Site Visitation Project training, calibration, and scoring and obtain reliability as a rater of the FAST assessments.
12. Evaluate Teacher Candidates' Site Visitation Projects, submit the scores on TK20, and schedule time to debrief the results with the Teacher Candidate. Provide remediation if necessary. (This may be counted as one of the six formal lesson observations. Provide remediation if necessary.)
13. Develop an Individual Induction Plan [IDP] in collaboration with each final practicum Teacher Candidate. A copy shall be provided to the candidate, a copy shall be uploaded in Tk20, and the original form is to be submitted electronically by the University Coach to the Office of Clinical Practice.
14. Submit all proper documentation digitally in Tk20 (<https://fresnostate.Tk20.com/>)
15. Assign the final grade for each candidate on the University Grade Roster through 'PeopleSoft/MyFresnoState' within the window of time specified by the Registrar's Office.
16. Attend all mandatory program events, meetings and training

EVALUATION

All University Coaches will be evaluated by their Teacher Candidates at the end of the semester. This evaluation will be submitted by each candidate on Tk20.

UNIVERSITY COACH PROFESSIONAL DEVELOPMENT REQUIREMENT

University Coaches attend monthly job-alike meetings with the Program Coordinator. A variety of relevant topics is presented each month. In addition to meetings, University Coaches are encouraged to review the following:

1. Free online coaching techniques modules are found at <https://mentormodules.com/lesson/coaching-language-and-techniques/>
2. Free [K-12 Teaching Academy](https://www.sjsu.edu/education/academics/fli/k12-academy) videos to increase every teacher's online and virtual teaching skills are offered at <https://www.sjsu.edu/education/academics/fli/k12-academy>.

3. Resources for teaching online and virtually can be found at:
 - a. [Fresno County Superintendent of Schools \(FCSS\) Distance Learning Resources](#)
 - b. [FCSS Instructional Technology Resources](#)
 - c. [Fostering Relationships with Student Remotely](#)
 - d. [Lessons from the Field: CTC Remote Learning Guidance](#)

Teacher Candidate

As an aspiring teacher, you have accepted the responsibility to adhere to the highest ethical standards. The California State “Code of Conduct” and State Professional Standards guide your actions. This section outlines the expectations for Teacher Candidates to demonstrate professional attributes and responsibilities, attendance, and conflict resolution; and the process for addressing any focus of concern.

ATTRIBUTES OF PROFESSIONAL EDUCATOR

The education of a Teacher Candidate requires learning complex knowledge and skills along with developing appropriate professional, behavioral, and social dispositions necessary to become both an effective independent and collaborative teacher. Candidates enrolled in the program must:

- Reason and make decisions appropriate for a classroom teacher.
- Communicate effectively orally and through writing. Interpersonal, listening, and responding skills must be at a level sufficient for the candidate to understand and respond appropriately to different perspectives represented in diverse University and school classrooms.
- Exhibit dependability and work calmly and flexibly under stress, e.g., work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students’ safety at all times.
- Work a teacher's contracted day on all days that you are scheduled for clinical practice and perform extended additional duties of a classroom teacher such as parent conferences, open houses, and other school-related activities.
- Organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to effectively assess and attend to the needs of all his/her students.
- Act in a professional manner that demonstrates integrity, responsibility, and tolerance. He/she must treat all with compassion, dignity, and respect.
Work collaboratively with other candidates, school and University faculty, parents and the school community.

- Satisfactorily complete all required courses in the program and meet state and district eligibility requirements for a teaching credential.

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

GUIDE TO OBSERVING YOUR MENTOR TEACHER

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

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

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

TEACHER CANDIDATE RESPONSIBILITIES

Every Teacher Candidate is expected to abide by the policies and fulfill the responsibilities and obligations outlined in this section. In addition to the professionalism guidelines, the following

responsibilities should guide candidates in working with students, school site faculty and staff, colleagues and peers, and University faculty and staff.

GENERAL PROGRAM RESPONSIBILITIES

1. Attend all mandatory courses, seminars, events, meetings, and conferences that are part of the credential program.
2. Maintain confidentiality of students, parents, and school site staff at all times.
3. Model professional and ethical behavior, including but not limited to punctuality, participation, regular attendance, and appropriate dress. See Professionalism Policy.
4. Notify the school site, Mentor Teacher, and University Clinical Practice Coach by 7:30 am in the case of an absence or tardiness.
5. Learn and abide by all applicable school site policies and regulations.
6. Become familiar with and model classroom strategies and procedures used by the Mentor Teacher.
7. Become familiar with the California Teacher Performance Expectations (TPEs).
8. Each semester, enter or upload clinical practice agreements, lesson plans, reflections, videos, related documents and time logs of clinical hours into Tk20, the clinical practice data system.
9. Be effective, reflective and engaged

Effective: Provide meaningful educational experiences to promote achievement of learning objectives for all learners, using knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis.

Reflective: Continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers, and research.

Engaged: Collaborate with others; to serve as instructional leaders and team members in their schools, districts, and professional organizations; and to be advocates for students, families, schools, communities, and the education professions.

RESPONSIBILITIES TO SCHOOL SITE STUDENTS

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

Treat all students with dignity

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

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

Maintain privacy and confidentiality

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

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

Safeguard the physical and emotional safety of students

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

1. If you have questions or concerns about a situation, ask your Mentor Teacher, school principal, University Coach, or program coordinator. If you see or hear something that threatens the physical or emotional health or safety of a student OR if you witness an

event that threatens the health or safety of a student, you must report this to the proper authorities at once. **In cases of imminent danger know and follow school emergency policies.** Know and follow your school's policy on the appropriate person to notify. Keep a record of when, how, and to whom you have talked about the situation.

2. Examples of situations that may fall under this principle are the following:
 - a. Suspected child abuse
 - b. Weapons on campus
 - c. Physical or sexual contact among students or between students and adults
 - d. Drugs, alcohol, or tobacco being offered to students by adults or other juveniles or consumed by minors on school premises
 - e. Sexual harassment or harassment based on disability, sexual orientation, race, or religion
 - f. Derogatory name-calling or other verbal or physical humiliation
 - g. Students who threaten to do themselves or others bodily harm are always to be taken seriously and reported to the proper authorities immediately.

If a classroom student's health or safety is threatened

All candidates are obligated by law to report these matters to the proper authorities. You should tell the student about your obligation if your knowledge of his/her situation has come about because he/she has confided in you.

RESPONSIBILITIES TO FACULTY, STAFF, AND FELLOW CANDIDATES

Treat your course instructors, school faculty, and fellow candidates with respect

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

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

Plan for instruction and observation in a timely manner

In order to help insure that students benefit from your instruction, lesson plans must be prepared for every lesson taught. Plans are to be reviewed and approved by the Mentor Teacher at least one day in advance of the lesson's implementation, or as requested by the Mentor Teacher. Plans should always be complete enough that another teacher could step in and function as a substitute.

- Scheduled Clinical Observations - Once your University Coach is assigned, you will work out a clinical practice observation schedule that works for you, your Mentor Teacher and the University Coach. Communication is important, as the school year can be ever-changing and sometimes there are scheduling issues beyond anyone one person's control.

Participate actively in community building

You are preparing to join a profession that depends on collaboration. That means everyone must work together, take leadership responsibilities, and contribute to the good of the group. Be ready to do your part.

- Attend school site events such as "Back to School Night" as requested by your Mentor Teacher, school site administrator, University Coach, and/or course instructors.
- Assist in preparations for school site events and parent conferences as needed.
- Get to know the other teachers, candidates, administrators, and staff at your school site.
- Whenever possible, get involved with extracurricular activities at your school site.

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

PROFESSIONALISM

You are considered a guest at the assigned school site and we expect you to model exemplary professional and ethical behavior at all times. Your appearance and behavior should set you apart from the K-12 students and give a professional impression to the faculty, parents, and students.

- In your oral and written communication with others, present yourself as a good citizen and a literate, knowledgeable, caring individual. This includes professional discretion in ALL forms of social media. **Review all social media accounts, and remove anything that could be considered unprofessional. Do not "friend" or communicate with any student or parent using a social media tool.**
- Never make or repeat false or malicious statements about colleagues in the University or school community.

Professional Dress

You are expected to maintain a professional appearance. Appropriate dress is defined as clothing that models professionalism for K-12 students and does not distract K-12 students

from learning. It is recommended that facial piercings be removed during student teaching. Ear piercings are acceptable if they are not overly distracting. It is also recommended that tattoos are covered during student teaching. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A candidate may be asked to leave their assignment if appearance is not appropriate for any given school district, or a professional ethical demeanor is not maintained.

Professional Behavior

You must maintain a professional relationship with students and their families. You cannot be their personal friend. Respect personal boundaries. Consult a trusted advisor if students are attempting to cross a personal boundary.

- Know your limitations. Refer students and families to appropriate professionals when they need assistance that you are not qualified to provide.
- It is **always** inappropriate to be involved in peer relationships with K-12 students, whether or not you have direct professional responsibility for them. Candidates may not drive their students in cars or single out any for gifts, personal written communication, or special attention without advance discussion with the Mentor Teacher.
- Always meet with students in open and visible classrooms or meeting rooms where your actions cannot be misinterpreted.
- Understand your strengths and limitations.
 - Do not apply for or accept positions for which you know you are not qualified. Do not falsely represent your work at the University, in schools, or during or after the job application process.
 - If you know of someone who is falsifying his/her record in some way, it is your obligation to report him/her to the proper authorities.

CONFIDENTIALITY OF STUDENT INFORMATION AND RECORDS

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

It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality, which are summarized here.

The communication of confidential information to another person, **except within the authorized educational framework, is a violation of individual rights which have legal**

protection and may lead to serious consequences. Teacher Candidates are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in University classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution.

It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect the confidentiality of the information to which they have access.

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

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

Therefore, without belaboring the technicalities of this Act, Teacher Candidates would be advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence.
- Discuss student information only with your Mentor Teacher and ask him/her what you may or may not do with any information.
- Do not participate in a discussion about students (verbally or electronically) anywhere outside of the classroom (e.g. staff room, with parents, after school, etc.).
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc.
- Do not leave them where they might get out of your possession.

TEACHER CANDIDATE COMMITMENT

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

commitment to working toward developing as a professional educator while in the teaching credential program.

1. As a candidate in this program, I commit to the belief that **all** students can learn. I will develop an understanding of how to take responsibility for all students' academic learning outcomes, recognizing that I will need to hold high expectations for all students.
2. As a candidate in this program, I make a commitment to ensure equity, justice and the belief that all students can learn. I will respect points of view that may differ from my own, celebrate the cultural and linguistic diversity of the students in my classroom, and I will make instructional decisions that support the learning of **all** students.
3. As a candidate in this program, I will develop an awareness of my own potential implicit and explicit biases, and the potential impact (positive and/or negative) they may have on my expectations for and relationships with students, families, and colleagues.
4. As a candidate in this program, I will seek opportunities to reflect on and improve my practice through collaborative inquiry, observation feedback, and my own performance data.
5. As a candidate in this program, I aim to develop an understanding of the fundamental responsibilities I need to possess as a professional educator, as well as my accountability to students, families, colleagues, and employers.
6. As a candidate in this program, I aim to develop an understanding in how to participate as a team member with my future colleagues and families. I recognize that this begins with how I conduct myself as a Teacher Candidate in this credential program; specifically with fellow classmates, staff and faculty.
7. As a candidate in this program, I aim to develop an understanding on how to articulate and practice the teaching profession's professional standards of practice. I understand that this will mean upholding relevant laws and policies, including but not limited to those related to:
 - a. professional conduct and moral fitness;
 - b. use of digital content and social media;
 - c. education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
 - d. privacy, health, and safety of students, families, and school professionals;
 - e. mandated reporting; and

- f. student's acts of intolerance and harassment such as bullying, racism, and sexism.
8. As a candidate in this program, I aim to develop an understanding in how to be a productive member of a complex organization. I also aim to become familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.
9. As a candidate in this program, I will work toward becoming a lifelong learner. I understand it will be my responsibility for ongoing professional learning and for maintaining my certification as a member of the teaching profession.

Clinical Practice

OVERVIEW

Clinical experiences are the cornerstone of effective teacher preparation. Participation in clinical experiences allows Teacher Candidates to apply the learning from coursework into practice and to receive coaching and feedback to improve implementation. Teacher Candidates are required to increase the amount of time spent in clinical placements over the arc of the program. Clinical practice experience includes observations, gathering information about the students, developing lesson plans, preparing materials, teaching lessons, co-teaching, assessing student progress, self-reflection, attending meetings with the Mentor Teacher at his/her direction, professional development workshops, etc. Teacher Candidates are responsible for uploading their clinical practice agreements, lesson plans, reflections, videos, related documents and time logs of their clinical hours into Tk20, the clinical practice data system.

CLINICAL PRACTICE EXPERIENCES BY PHASES

All phases of the Education Specialist Credential Program include a clinical practice experience [fieldwork/student teaching]. For each of the clinical practice experiences, you will have two support persons: a district assigned, fully credentialed and experienced teacher who may be referred to as the Master, Cooperating or Mentor Teacher, and an assigned University Clinical Practice Coach.

Clinical practice experiences include observations, gathering information about the classroom students, developing lesson plans, preparing materials, teaching lessons on your own, co-teaching lessons with the Mentor Teacher or other personnel, assessing student progress, reflection and attending meetings with the Mentor Teacher, attending staff meetings, professional development workshops, etc.

Phase 1 Education Specialist student teachers enroll in EHD 178, a supervised field experience in an elementary general education classroom three full days per week across the semester. Phase 1 Dual student teachers 150 hours of unsupervised observations in an elementary general education classroom. [Dual candidates should refer to the Multiple Subject Clinical Practice Handbook for specific information and syllabi for their Phase 2 and 3 clinical practice experiences.]

Phase 2 Education Specialist student teachers enroll in either SPED 171 mild/moderate or SPED 172 moderate/severe, the initial supervised field experience in a special education classroom and/or inclusive settings in any grade from K-age 22 sixteen-eighteen hours per week across the semester. Phase 2 Dual student teachers enroll in EHD 110D, the initial supervised field experience in an elementary general education classroom two full days and in a special education classroom one day per week across the semester.

Phase 3 Dual student teachers enroll in EHD 170, the final supervised field experience in an elementary general education classroom five full days per week across the semester. Phase 3 Education Specialist student teachers and Phase 4 Dual student teachers enroll in either SPED 175 mild/moderate or SPED 176 moderate/severe, the final supervised field experience in a special education classroom and/or inclusive settings in any grade from K- age 22 for five full days per week across the semester. All placements in final student teaching include a four week solo takeover of the classroom.

All clinical practice assignment days are to be treated as “Duty Days” in which Teacher Candidates arrive ½ hour before first bell and leave ½ hour after last bell. Teacher Candidates are expected to serve the full duty day with their Mentor Teacher throughout the semester. If a duty day is scheduled as a professional development or buyback day, the candidate will participate with the Mentor Teacher in the assigned activity. Below is a list of clinical practice courses in the Education Specialist and Dual Credential Programs.

Phase 1 EHD 178/110D: Initial student teaching in general education

- 3 full days per week, including the early release day. For Dual candidates, one of the three days is spent in a special education setting.
- Candidate arrives ½ hour before bell and stays ½ hour after bell.

Phase 2 SPED 171 or SPED172: Initial student teaching in special education

- 3 full days each week, including early release days.
- Candidate arrives ½ hour before bell and stays ½ hour after bell.

Phase 3 SPED 175 or SPED176: Final student teaching in special education

- 5 full days per week, including early release days. This course includes a 4 week solo takeover of the class.
- Candidate arrives ½ hour before bell and stays ½ hour after bell.

SPED 160F: Additional clinical practice course for Education Specialist interns, as needed

- 5 full days per week, including early release days.
- Candidate arrives ½ hour before bell and stays ½ hour after bell.

FORMAL OBSERVATIONS & MEETINGS

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

In addition, the Kremen School of Education and Human Development requires a minimum of two informal observations; three triad meetings between yourself, University Coach, and your Mentor Teacher; and a mid-term and a final evaluation. The mid-term and final evaluations are typically the focus of your second and third meeting.

Ideally the University Coach will check in every week (possibly via phone or email), even if a formal observation is not scheduled.

TEACHER PERFORMANCE ASSESSMENT

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

All Teacher Candidates take the SVP during the first clinical practice course; for Education Specialists it is EHD 178 clinical practice. The TSP is completed by only by Multiple Subject and Dual candidates in EHD 170 final student teaching or EHD 160A/B final intern student teaching. Each project is a required component of the course to which it is assigned and is scored as Credit (C) or No Credit. Failure to receive a passing score on your SVP will result in a grade of No Credit (NC) for EHD 178. Failure to receive a passing score on your TSP will result

in a grade of NC in EHD 170/160A/160B. In the event of No Credit (NC) grade for either course, candidates will need to complete a [Special Consideration Request](#) to repeat the course. More information is available in your FAST Manual.

Tk20

Fresno State uses Tk20 as its online database and clinical observation system. Tk20 houses all students' placement data, formal and informal observations, FAST project portfolios, etc. The unit administrator is responsible for the building, troubleshooting, and distribution of Tk20 'binders', applications, etc., every semester. Tk20 is accessible for seven years after purchase, giving it the potential to be used by candidates throughout Induction and even onto administrative credentials if they pursue them. Log into Tk20 [here](#).

Clinical Practice Program Policies

Fresno State's credential programs do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disabled veteran status or disability. Any Teacher Candidate who would like to request academic accommodations due to a disability should contact the Services for Students with Disabilities Office by phone at **559-278-2811** or by email at ssdstaff@mail.fresnostate.edu Any Teacher Candidate who has a letter from Services for Students with Disabilities Office indicating a disability that requires academic accommodations should present the letter to all course instructor(s) and the clinical practice University Coach so that a discussion of any accommodations that are needed can be held confidentially.

GENERAL PLACEMENT POLICIES

1. Clinical practice placements are made in public school settings which reflect the rich socioeconomic and cultural diversity of the Central Valley. Placements include opportunities for candidates to teach and provide supports to students with disabilities and English Learner/Emergent Bilingual students. Placement sites have a fully qualified administrator who oversees the school.
2. Teacher Candidates are strictly prohibited from finding their own placements. *Candidates are not permitted to contact any district personnel [Principal, Mentor Teacher, etc.] to request a placement.*
3. All Teacher Candidates must **submit a Tk20 clinical practice application in advance of the next semester** to be placed in a school or assigned to a University Coach. Teacher Candidates cannot be placed or assigned a Mentor Teacher or University Coach without a completed clinical practice application prior to the start of semester. This includes employed students working as the teacher of record in their own classrooms.

Applications have a section for employed students to provide their employment details including school site, district, grade level and the type of certification under which the candidate is working. The Office of Clinical Practice uses the information from the application to collaborate with districts in making placements.

- a. All clinical practice applications can be found on [Tk20](#) and links to application-specific instructions are found in the [“Student Online Resources”](#) link.
- b. A priority deadline for placements can be found on the semester calendar. Wish list requests received up to the priority date will be forwarded to the candidate’s districts of choice for a possible placement. **Please note that no request can be guaranteed.**
- c. Requests cannot be considered if received after the priority deadline. Alternative applications are available when necessary through the Office of Clinical Practice; email ocp@csufresno.edu for a direct link.

PROFESSIONALISM

As a guest at the assigned school site or as a teacher of record, it is expected that Teacher Candidates model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and/or making cell phone calls or texting during class time. It is recommended that all forms of social media communication should be kept professional and account settings should be set to private. Please refer to the *Teacher Code of Ethics* in the “Resources” section and the professionalism policy outlined above as a guide.

ATTENDANCE

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

- If an illness or other emergency situation arises that necessitates an absence, the relevant persons (typically your Coach and your Mentor Teacher) should be notified as soon as possible. They should be notified 24 hours in advance, or by 7:30 the morning of at the latest.
- It is the candidate’s responsibility to make sure any lesson plans or other materials are delivered to the school site.
- Multiple absences may result in a performance contract or dismissal from your school site or even from the program.

- Candidates are automatically excused from their clinical practice placements for required seminars, orientations, workshops, and other events sponsored or supported by the Kremen School of Education and required for the program. However, if you fail to attend these required events AND do not go to your placement it will be counted as an unexcused absence.
- All unexcused absences, as well as excused absences over 2 days total in the semester, must be made up by the student.

“Personal” days: Candidates may take one day per semester as needed to attend to personal business, family commitments and other discretionary activities – provided they obtain permission from the Mentor Teacher and their Coach beforehand.

“Excused” absences: Candidates will be excused from attending their clinical practice placement in the event of serious illness, the illness of a child that requires the candidate’s care, a family death, or similar crisis requiring their presence. It is expected that candidates will make an effort to schedule medical appointments outside of clinical practice commitments; it is understood that this will not always be possible. Verification from a physician should be acquired for appointments as well as extended absence due to illness.

“Unexcused” absences: Unexcused absences and tardiness compromise the integrity of the program and often represent an abrogation of responsibilities to both your colleagues in the cohort and children we serve in partner schools. A pattern of unexcused absences or tardiness will result in an administrative referral for a “Plan of Assistance” (see Forms), and possible removal from clinical placement. Candidates are expected to make up all unexcused absences, which may require you to work in your placement site during University holidays or after the final day of clinical practice listed on the calendar. In some cases candidates may wish to be absent from their placement in order to attend special development activities. Absence from your clinical practice to attend these events (within your district or elsewhere) is acceptable in principle. However, as with personal days, you must obtain permission from your Coach and Mentor Teacher beforehand. The only exception are candidates working as the teacher of record in their own classrooms, if your district requires your attendance at an event, you may go, but you must inform your Coach ahead of time so that they know not to schedule an informal visit at that time.

SUBSTITUTE TEACHING

The California Commission on Teacher Credentialing allows candidates to substitute teach for their Mentor Teachers during their clinical practice hours **only for** their Mentor Teacher, and **only if** the Mentor Teacher collaborated with the candidate on the lesson plans and materials for the day beforehand. You may not take an absence from your clinical practice placement to substitute teach in another classroom, school site, or district. During your EHD 178/110D placements, you will be free to substitute teach on the two days a week when you are not in

your assigned clinical practice placement. During your SPED 171/172 placements, you will be free to substitute teach in the afternoons. You will NOT be available to substitute teach during final practicum or final student teaching as the State requirements demand a full-work week commitment.

EXTENUATING CIRCUMSTANCES

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

EMPLOYMENT

If you receive an offer of employment, **please contact the Program Coordinator immediately** to determine whether the position meets State and Federal requirements for program completion, and whether the position is feasible for the program to continue supervising.

- Teachers of record working under temporary permits including STSPs, PIPs, substitute permits, emergency permits or other permits cannot receive credit for clinical practice.
- Teachers of record working under temporary permits including STSPs, PIPs, substitute permits, emergency permits or other permits must move to University.
- Internship credentials in after the completion of EHD 178 or EHD 110D to receive credit for fieldwork experience while employed as the teacher of record. Teacher Candidates can be employed under internship if eligible and still receive supervision, so it is doubly important that you consult with the Program Coordinator and the Office of Clinical Practice before you accept a job offer. Once your position is approved and you have accepted it, you must inform the Office of Clinical Practice immediately so that they can either place you on the employed students list, and cancel any placement requests on your behalf.

OUTSIDE COMMITMENTS

Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of clinical practice or practicum. Such interference may result in having to withdraw from clinical practice, or the candidate making the necessary adjustments to fulfill the requirements of the program.

GRADING

Teacher Candidates in the Education Specialist program must maintain a grade point average (GPA) of 3.0 with no 'D' or 'F' grades within the credential program. Grading for clinical practice is based on satisfactory performance as a result of their performance of the course requirements and evaluation. Candidates will receive a letter grade in all course work and field work, with the exception of EHD 178 where the grade is either Credit (CR) or No Credit (NC) as a result of their performance of the course requirements and evaluation. Course-related assignments may be drawn from students in your clinical practice/practicum; however, additional time outside of required practicum and clinical practice hours will likely be necessary to complete some of these assignments. Failure to comply with any requirement for student teaching may result in a Teacher Candidate having to withdraw from student teaching and receiving a grade of 'F' or No Credit (NC). Dismissing the candidate from the program is also an option.

Candidate Support, Remediation and Program Dismissal

In certain situations, a candidate may need to be remediated, reassigned, dismissed from a clinical placement or dismissed from the credential program. Difficulties may include, but are not limited to the following: personality conflicts, conflicting expectations, excessive absences, inadequate performance, non-completion of clinical practice assignments, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge, all Teacher Candidates, University Coaches, and Mentor Teachers should follow the procedures outlined in this section.

TIER 1 CANDIDATE SUPPORT

At the first sign of a candidate experiencing a challenge in clinical placement the University Coach will explicitly address the challenge area with the candidate in supplemental observation and debrief cycles.

TIER 2 CANDIDATE SUPPORT

If the candidate shows minimal improvement, the University Coach will schedule a triad meeting with the candidate, Mentor Teacher, and University Coach to address the challenge area with a specific plan of action.

TIER 3 CANDIDATE SUPPORT: INDIVIDUAL PLAN OF ASSISTANCE

If the candidate continues to show minimal improvement, the University Coach will schedule a meeting with the candidate, University Coach, and Program Coordinator to co-construct an [Individual Plan of Assistance](#) for the candidate. The University Coach will monitor the

candidate's progress on the Plan of Assistance. The [Individual Plan of Assistance](#) is completed with the candidate present and contributing. The Plan of Assistance will state the areas of concern, recommended actions, resources to support the candidate, and date to review progress/outcome. The candidate, University Coach, and Program Coordinator must sign and date the Plan of Assistance. Any pertinent documentation of evidence must be submitted with the Plan of Assistance. Copies will be given to all concerned parties.

The University Coach, in consultation with the Mentor Teacher, will document the candidate's progress toward identified area(s) of concern. The University Coach will conduct a weekly formal observation and evaluation. A conference to review progress will be conducted with the University Coach and/or Program Coordinator, as stipulated in the Plan of Assistance.

REASSIGNMENT/DISMISSAL FROM CLINICAL PLACEMENT

If the candidate shows minimal improvement after a Plan of Assistance has been initiated, the University Coach and Program Coordinator will meet with the candidate to discuss the lack of progress in the program. The Program Coordinator, in consultation with the University Coach, Mentor Teacher, and/or course Instructors, will determine next steps for the candidate. This decision may result in the candidate continuing the program with additional supports, being assigned to a different Coach, taking a semester off from the program, or dismissal from the clinical placement. The [Candidate Reassignment/Dismissal Form](#) should be completed and placed in the candidate's record.

In rare cases, candidates may be asked to not return to the school site by the Mentor Teacher or Site Administrator. If a candidate is asked by school site personnel to be removed from his/her clinical placement and/or school site, the candidate will IMMEDIATELY stop all contact with anyone at the school site. The Program Coordinator will schedule a meeting with the Site Administrator and/or Mentor Teacher to investigate the circumstances. A joint meeting will be held with the Program Coordinator, University Coach, and candidate to determine the course of action. This meeting may result in the candidate being reassigned to another site, placement availability permitting; withdrawing and repeating clinical practice, University deadlines permitting; taking a "No Credit", "D" or 'F' grade and repeating clinical practice; or dismissal from the program. The Candidate Reassignment/Dismissal Form should be completed and placed in the candidate's record. *Note: A detailed step-step process guide can be viewed [here](#).*
Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

REPEATING A CLINICAL PRACTICE COURSE

Dismissal from a clinical placement will result in "No Credit" (NC), "D" or 'F' grade for the course. If the candidate wishes to continue in the program and repeat the course, the candidate may submit a [Special Consideration Request](#). This request must be completed and submitted to ED 100 by the first day of registration for the following semester. The Special

Consideration Committee will review all requests, make a decision, and inform the candidate within one month after registration has begun. If necessary, a second Special Consideration meeting will be held one week before the first day of the semester.

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

DISMISSAL FROM THE CREDENTIAL PROGRAM

If a candidate is approved to repeat a clinical practice/practicum course and fails it a second time, this may result in automatic dismissal from the program. Dismissal from the program will result in an automatic grade of 'F' for the clinical practice course, and the Candidate Reassignment/Dismissal Form will be completed to reflect the decision.

Candidates who receive a grade of "No Credit" (NC), 'D' or 'F' a second time in the same clinical practice course will be dismissed from the credential program. Candidates whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Candidates may also be dismissed from the program for violating the Teacher Code of Ethics, or the Professionalism or other University policies as well as for minimal improvement in a repeated clinical practice course. If a candidate is considered for dismissal from the credential program for any reasons other than failing a repeated clinical practice course a second time, the Program Coordinator will request a meeting of the Special Consideration Committee to review the facts and to make a decision. If the decision is to dismiss the candidate from the credential program, a Candidate Reassignment/Dismissal Form will be completed by the Program Coordinator to document the process. Any pertinent evidence should be submitted with the form.

STUDENT DISPUTE RESOLUTION PROCESS

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

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

Syllabus for EHD 178/110D: Field Study B

PREREQUISITES

Admission to the Education Specialist or Dual Credential Program.

COURSE DESCRIPTION

EHD 178 is a supervised clinical experience in a general education classroom three full days per week throughout the semester. EHD 110D is a supervised clinical experience three days per week across the semester: two days are in general education and one day is in a special education/inclusive setting. These are the first of three clinical practice placements [18 hours per week in classroom; 21 hours with ½ hour before and ½ hour after school time included]preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist [Dual] Credentials to teach in culturally and linguistically diverse general education classrooms.

Course Information \$7.00 lab fee	Instructor Name:
EHD 178 = 2 units or EHD 110D = 4 units	Office Number:
Time: Tuesday – Thursday, 7:45am – 3:45pm +	Email:
Location: School Site:	Telephone:
Website:	Office Hours:

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS:

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Refer to (or download when necessary) the California Department of Education website: <http://www.cde.ca.gov/re/pn/fd/>

- *Common Core State Standards*
- *Next Generation Science Standards*
- *Visual and Performing Arts Content Standards*
- *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition*
- *Core Curriculum*
- Active Tk20 account (can be purchased at fresnostate.tk20.com)
- Lesson planning
- Fresno Assessment of Student Teachers, FAST (available at the Kennel Book Store)
- Special Education Student Teaching Handbook

PRIMARY LEARNING OUTCOMES

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

1. Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 1; NCATE 1.1, 1.3, 1.4, and 1.7).
2. Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).
3. Teacher Candidates will interpret and use assessments for planning instruction (TPE 3; NCATE 1.7).
4. Teacher Candidates will make content accessible (TPE 4; NCATE 1.3, 1.4).
5. Teacher Candidates will engage students in the learning process (TPE 5; NCATE 1.3).
6. Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).
7. Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).
8. Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).
9. Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).
10. Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).
11. Teacher Candidate will utilize Co-Teaching strategies.

Examinations and Major Assignments

1. Write lesson plans and have them approved by your University Coach and/or Mentor Teacher before each lesson is taught. Use the template that is provided.
2. A minimum of six formal lesson observations by University Coach in a general education placement.
3. Teacher Candidate assumed responsibility of the morning routine on a daily basis as documented by the Coach/ Mentor Teacher observation. Activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc.
4. The Site Visitation Project Scheduled Visit/Observation will document the Teacher Candidate's effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 11, 12, 13)

ASSIGNMENT AND EXAMINATION SCHEDULE

<i>Date</i>	<i>Assignment</i>
Weeks 1-15	Performance Assessment Scheduled Visit/Observations
Weeks 7-8	<ul style="list-style-type: none">• Mid-Semester Assessment/ Goal Setting Meeting• Complete 50% of the EHD 178 Teaching Competencies• Documented attendance at all required seminars
Weeks 8-15	<ul style="list-style-type: none">• Site Visitation Observation/Conference
Weeks 14-15	<ul style="list-style-type: none">• Final Assessment/Goal Setting Meeting• All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

Site Visitation Project (SVP)

FAST OVERVIEW

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show

mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the ***Fresno Assessment of Student Teachers (FAST)***. The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

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

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

In the event that a candidate earns a score of “1” on any section, the candidate will have the opportunity to revise and resubmit that section. If a passing score is still not earned in the resubmission, the candidate may apply for a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual; will be received in either the CI 176 course or from your Coach).

SITE VISITATION PROJECT OVERVIEW

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

- TPE 1** – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
- TPE 2** – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
- TPE 3** – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
- TPE 4** – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
- TPE 6** – Developing as a Professional Educator (6.1)

For this project, **the candidate will plan, teach, and evaluate a 20- to 45-minute mathematics lesson that is observed by the University Coach and digitally recorded and uploaded into Tk20**. Candidate will teach the lesson in mathematics and infuse English Language Development and English Language Arts standards. The written lesson plan will be submitted to the University Coach at least three (3) days prior to implementation. The lesson will be observed by the University Coach and/or subject-matter expert. To evaluate the planning and implementation of the lesson, the candidate will watch the lesson recording, select a segment that demonstrates subject-specific pedagogy and respond to questions about the lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual. More information can be found in the FAST Manual and will be discussed in CI 176.

CREDIT FOR EHD 178

To receive credit for EHD 178, candidates must satisfactorily meet all clinical practice expectations and earn a minimum score of “2” on each of the three sections of the SVP. *The candidate must pass all sections of the assessment before receiving credit for EHD 178.*

Syllabus for SPED 171: Initial Practicum in Mild/Moderate Disabilities

PREREQUISITES

Admission to the Education Specialist Credential program. Completion of all Phase 1 and prerequisite courses. Completion of all Phase 1 and prerequisite courses.

COURSE DESCRIPTION

SPED 171 is the second of three required supervised clinical practice experiences. Education Specialist candidates will take part in three full days per week, full semester [18 hours per week in classroom; 21 hours per week including ½ hour before and ½ hour after school time included] experience serving culturally and linguistically diverse identified children with mild/moderate disabilities, some of whom may also be identified as English learners. This clinical practice experience may take place in any of these settings: grade K- 12 classroom, adult transition program for students ages 18-22, inclusive settings, and/or co-teaching in a general education classroom. Candidates will spend time in the field experience completing writing and implementing lesson plans and instructional activities, providing appropriate accommodations to lessons, conducting assessments, developing curriculum and performing other professional duties of the special education teacher. Candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Candidates will take over some small group and individual student responsibilities from the Mentor Teacher for a period of four or more weeks during the semester.

Course Information	Instructor Name:
Units: 3 units	Office Number:
Time: 3 full days per week; arrival ½ hour before school starts & stay ½ hour after school ends	Email:
School Site:	Telephone:
Website: Tk20	Office hours by appointment

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS:

- [Education Specialist Clinical Practice Handbook](#) downloaded from the Office of Clinical Practice website
- download form the office of Clinical Practice website
- Active TK-20 account (can be purchased at [fresnostate.Tk20.com](https://fresnostate.tk20.com))
- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Internet access to Zoom is required for this course. Students will need to navigate Zoom for any sessions held online.
- California State University, Fresno e-mail account. The University provides free email accounts to all students. Students may sign up for email online at <https://idm.fresnostate.edu/signup/>

PROGRAM STANDARDS

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1; PS 3, 9, 13; MM 2, 3)

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

Monitoring Student Learning During Instruction (TPE 1, 2, 5; PS 3, 5, 10; MM 2, 3, 5)

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

Interpretation and Use of Assessments (TPE 1, 2, 5; PS 3, 5, 10; MM 2, 3, 5)

- Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
- Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the

general education classroom.

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

Making Content Accessible (TPE 4; PS 3, 6, 8, 13; MM 1, 2, 3, 5)

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

Student Engagement (TPE 1; PS 7, 12)

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

Developmentally Appropriate Teaching Practices (TPE 1; PS 11; MM 2)

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

Teaching English Learners (TPE 2, 3, 4; PS 2, 9, 10, 11, 12, 13)

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

Learning about Students (TPE 1, 5; PS 12, 13)

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

Instructional Planning (TPE 3; PS 3, 6, 11, 13, 14; MM 3, 4, 5)

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

Instructional Time (TPE 3, 4; PS 8, 9, 10, 11, 12, 13)

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

useful instructional activities.

Social Environment (TPE 4; PS 3, 4, 5, 10, 12)

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

Professional, Legal, and Ethical Obligations (PS 2, 4, 5, 6; 7, 8, 11, 12, 14)

- Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- Education Specialist candidates demonstrate knowledge of case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Professional Growth (TPE 6)

- Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
- Education Specialist candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems & applying new strategies.

Creating Healthy Learning Environments (PS 14)

- Education Specialist candidates know common, chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school.
- Education Specialist candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- Education Specialist candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.

- Education Specialist candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

PRIMARY LEARNING OUTCOMES

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

1. Apply knowledge of students' abilities and interests into instruction.
2. Deliver comprehensive lessons of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.
3. Pace instruction and re-teach content based on evidence gathered.
4. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
5. Use formal or informal methods to assess student's prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
6. Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the lesson outcomes (IEP).
7. Apply a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings
8. Use computer-based technology to facilitate the teaching and learning process in one or more lessons.
9. Reflect on and evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

Major Assignments

A checklist of these major assignments can be found on the Office of Clinical Practice website in the [***Clinical Practice Forms link***](#)

1. Candidate will participate and provide input for three triad meetings with University Coach and Mentor Teacher. The first triad meeting will be held the first week of the placement to review roles and expectations. The second triad meeting is a mid-term

evaluation, and the final triad meeting is a final evaluation of the candidate's skills and needed growth areas.

2. Candidate will complete the *Class Profile* form. Candidates will locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
3. Candidate will gradually assume responsibility for the routines, planning, and teaching of the morning instructional block on a daily basis by the last 3 weeks of the semester. This is documented by the University Coach and/or Mentor Teacher. Activities may include walking the students to the classroom, taking attendance, collecting and correcting homework, morning review, calendar, English language arts lessons, math lessons, etc.
4. Candidate will develop and teach a minimum of six formal lessons, with reflections, which will be observed by the University Coach. The lesson plans must be approved by the University Coach and/or Mentor Teacher before each lesson is taught, per specific clinical practice requirements.

The six formal lessons should cover the topics below. The lessons should be planned with the Mentor Teacher. Lesson plans are due to the University Coach and Mentor Teacher at least 3 days in advance, based on discussion with the University Coach.

- a. 2 Mathematics lessons
- b. 2 English Language Arts lessons
- c. 1 co-taught lesson, approved by the Mentor Teacher, on a content topic of choice [see description of strategies]
- d. 1 visual/performing arts lesson

Following each lesson, the Teacher Candidate will write a reflection on the lesson implementation.

5. Candidate will write weekly reflections on learning and post in Tk20.
6. Candidate will keep a weekly log of time spent in the classroom in Tk20.
7. Candidate will attend at all required meetings, professional development, school events and seminars.
8. As part of the final evaluation, each candidate will write a self-reflection on learning and identify at least two areas of professional growth to address in SPED 175.

CO-TEACHING REQUIREMENTS

The goal of co-teaching is for all students to get high-quality instruction. Co-teaching can support teachers in implementing IEP and 504 plan goals in a general education classroom. The following table outlines five co-teaching strategies. You are required to write and implement one co-taught lesson using one of the strategies below. The lesson may be co-taught with your Mentor Teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your University Coach.

<i>Strategy</i>	<i>What does it look like? When is it used? How do we plan?</i>	<i>Benefits</i>
Station Teaching	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> • The class is divided into three or more groups who work in multiple learning centers. • As the students rotate through the stations, the teachers teach the same material in different ways to each group. • Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work. • <i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. <p><i>When is it used?</i></p> <ul style="list-style-type: none"> • When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction <p><i>How do we plan?</i></p> <ul style="list-style-type: none"> • The co-teaching pair divides the instructional content into parts. • Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Allows teachers to use flexible grouping to tailor teaching to each groups’ needs • Lowers the student-teacher ratio • Resets student focus with each station rotation, increasing engagement • Provides time for students to engage with the content on their own as well as with teachers • Allows for more material to be covered in a shorter time frame • Provides a clear teaching responsibility for each adult in the room

Strategy	What does it look like? When is it used? How do we plan?	Benefits
Team Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> Both teachers teach at the front of the room and move about to check in with students (as needed). Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices. <p>When is it used?</p> <ul style="list-style-type: none"> When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher’s experience and perspective. <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. 	<ul style="list-style-type: none"> From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Provides both teachers with an active instructional role Introduces students to complementary teaching styles and personalities Allows for lessons to be presented by two different people with different teaching styles Models <u>multiple ways of presenting and engaging with information</u> Models for students what a successful collaborative working relationship can look like Provides more opportunities to pursue teachable moments that may arise
Parallel Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room. Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. <p>When is it used?</p> <ul style="list-style-type: none"> When teachers have equal content expertise and there’s a lot of information being covered in one lesson 	<ul style="list-style-type: none"> The greatest benefit to this approach is the reduction of student to teacher ratio. Provides both teachers with an active instructional role Gives students the chance to ask more questions during lesson time

<i>Strategy</i>	<i>What does it look like? When is it used? How do we plan?</i>	<i>Benefits</i>
	<p><i>How do we plan?</i></p> <ul style="list-style-type: none"> • The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. • Each teacher instructs on the same lesson but approaches it differently. 	
Supplemental Teaching	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> • This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, accelerated or remediated. • Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. <p><i>When is it used?</i></p> <ul style="list-style-type: none"> • When students need the lesson re-taught, extended, remediation, additional information or accelerated teaching. <p><i>How do we plan?</i></p> <ul style="list-style-type: none"> • The co-teaching pair co-plans the same lesson and then divides the instructional content. 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Lowers the student-teacher ratio and reduces the load of teaching a large class • Allows for small group instruction • Gives students the chance to ask more questions during lesson time
Alternative Teaching	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> • One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space. • One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. • The learning outcome is the same for all students, however, the avenue for getting there is different. 	<ul style="list-style-type: none"> • Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. • Provides both teachers with an active instructional role • Allows for a lower student-teacher ratio • Provides additional support to struggling students without specifically singling them out

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. <p>When is it used?</p> <ul style="list-style-type: none"> When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic. <p>How do we plan?</p> <ul style="list-style-type: none"> One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. 	<ul style="list-style-type: none"> Gives a chance to re-teach, review, and pre-teach Allows for intervention as well as enrichment opportunities Allows teachers use flexible groups

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

Revised from: Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant and Understood.Org

RECOMMENDED WEEK-BY-WEEK COURSE SCHEDULE

*Consult with your University Coach for scheduling observations

Week	Activity
Week 1	<ul style="list-style-type: none"> Triad/Meet with University Coach and Mentor Teacher
Week 2	<ul style="list-style-type: none"> Complete Class Profile Form Begin weekly reflections Set up time log and become familiar with school, classroom & Tk20
Week 3	<ul style="list-style-type: none"> Informal observation (University Coach) Weekly reflections completed Time Log current
Week 4-7	<ul style="list-style-type: none"> Formal Observations 1-3 (University Coach) Weekly reflections completed Time Log current

<i>Week</i>	<i>Activity</i>
Week 8-9	<ul style="list-style-type: none"> • Midterm Triad Meeting (3rd observation) • Document attendance at all required meetings, professional development, staff meetings, school events and seminars • Time Log approved by University Coach in consultation with Mentor Teacher
Week 9-11	<ul style="list-style-type: none"> • Formal Observations 4-5 (University Coach)
Week 13-16	<ul style="list-style-type: none"> • Solo takeover of the classroom for as much time as possible • Formal Observations 5-6 (University Coach) • Weekly reflections completed • Time Log current
Week 14-15	<ul style="list-style-type: none"> • Final Evaluation Assessment/Goal Setting Triad Meeting • Documentation of attendance at all required meetings, professional development, staff meetings, school events and seminars • Weekly reflections completed
Last Day of Instruction	<ul style="list-style-type: none"> • University Coach – clear red flags; ensure that all assignments and observations are completed in Tk20 • Time Logs verified

CREDIT FOR SPED 171

Candidates must receive a grade of 'A' or 'B' to pass SPED 171. If a grade of 'C' or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. Candidate keeps all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Syllabus for SPED 172: Initial Practicum in Moderate/Severe Disabilities

PREREQUISITES

Admission to the Education Specialist Credential program. Completion of all Phase 1 and prerequisite coursework.

COURSE DESCRIPTION

SPED 172 is the second of three required supervised clinical practice experiences in the program. Education Specialist candidates will take part in three full days per week, full semester [18 hours per week in classroom; 21 hours per week including ½ hour before and ½ hour after school time included] experience serving culturally and linguistically diverse identified children with moderate/severe disabilities, some of whom may also be identified as English learners. This clinical practice experience may take place in any of these settings: grade K-12 classroom, center-based instruction, special schools, adult transition program for students ages 18-22, inclusive settings, and/or co-teaching in a general education classroom. Candidates will spend time in the field experience completing writing and implementing lesson plans and instructional activities, providing appropriate accommodations to lessons, conducting assessments, developing curriculum and performing other professional duties of the special education teacher. Candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Candidates will take over some small group and individual student responsibilities from the Mentor Teacher for a period of four or more weeks during the semester.

Course Information	Instructor Name:
Units: 3 units	Office Number:
Time: 3 full days per week; arrival ½ hour before school starts & stay ½ hour after school ends	Email:
School Site:	Telephone:
Website: Tk20	Office hours by appointment

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS:

- Education Specialist Clinical Practice Handbook downloaded from the Office of Clinical Practice website
- Active TK-20 account (can be purchased at fresnostate.Tk20.com)

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Internet access to Zoom is required for this course. Students will need to navigate Zoom for any sessions held online.
- California State University, Fresno e-mail account. The University provides free email accounts to all students. Students may sign up for email online at <https://idm.fresnostate.edu/signup/>

PROGRAM STANDARDS

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1; PS 3, 9, 13; MS 2, 4)

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

Monitoring Student Learning During Instruction (TPE 1, 2, 5; PS 3, 5, 10; MS 4)

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

Interpretation and Use of Assessments (TPE 5; PS 5, 6, 13; MS 2, 4)

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

Making Content Accessible (TPE 4, PS 3, 6, 8, 13; MS 1, 2, 4)

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

Student Engagement (TPE 1; PS 7, 12; MS 1, 2, 4)

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

Developmentally Appropriate Teaching Practices (TPE 1; PS 11; MS 1, 2, 6)

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

Teaching English Learners (TPE 2, 3, 4; PS 2, 9, 10, 11, 12, 13; MS 2)

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

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

Learning about Students (TPE 1, 5; PS 12, 13; MS 1, 4)

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

Instructional Planning (TPE 3; PS 3, 6, 11, 13, 14; MS 1, 2, 4, 7, 8)

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

Instructional Time (TPE 3, 4; MS 3, 4)

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

Social Environment (TPE 4; PS 3, 4, 5, 10, 12; MS 3)

- Education Specialist candidates demonstrate the ability to use a variety of effective

strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

- Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
- Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (PS 2, 6; 7, 8, 11, 12, 14)

- Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

Professional Growth (TPE 6)

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

Creating Healthy Learning Environments (PS 14)

- Education Specialist candidates know common, chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school.
- Education Specialist candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- Education Specialist candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
- Education Specialist candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

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- c. 1 co-taught lesson, approved by the Mentor Teacher, on a content topic of choice [see description of strategies]
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The goal of co-teaching is for all students to get high-quality instruction. Co-teaching can support teachers in implementing IEP and 504 plan goals in a general education classroom. The following table outlines five co-teaching strategies. You are required to write and

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<i>Strategy</i>	<i>What does it look like? When is it used? How do we plan?</i>	<i>Benefits</i>
Station Teaching	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> • The class is divided into three or more groups who work in multiple learning centers. • As the students rotate through the stations, the teachers teach the same material in different ways to each group. • Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work. • <i>Example:</i> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. <p><i>When is it used?</i></p> <ul style="list-style-type: none"> • When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction <p><i>How do we plan?</i></p> <ul style="list-style-type: none"> • The co-teaching pair divides the instructional content into parts. • Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Allows teachers to use flexible grouping to tailor teaching to each groups’ needs • Lowers the student-teacher ratio • Resets student focus with each station rotation, increasing engagement • Provides time for students to engage with the content on their own as well as with teachers • Allows for more material to be covered in a shorter time frame • Provides a clear teaching responsibility for each adult in the room
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Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<p>prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.</p> <ul style="list-style-type: none"> • Example: Both instructors can share the reading of a story or text so that the students are hearing two voices. <p>When is it used?</p> <ul style="list-style-type: none"> • When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher’s experience and perspective. <p>How do we plan?</p> <ul style="list-style-type: none"> • The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Introduces students to complementary teaching styles and personalities • Allows for lessons to be presented by two different people with different teaching styles • Models <u>multiple ways of presenting and engaging with information</u> • Models for students what a successful collaborative working relationship can look like • Provides more opportunities to pursue teachable moments that may arise
Parallel Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> • The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room. • Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. • Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. <p>When is it used?</p> <ul style="list-style-type: none"> • When teachers have equal content expertise and there’s a lot of information being covered in one lesson <p>How do we plan?</p> <ul style="list-style-type: none"> • The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. • Each teacher instructs on the same lesson but approaches it differently. 	<ul style="list-style-type: none"> • The greatest benefit to this approach is the reduction of student to teacher ratio. • Provides both teachers with an active instructional role • Gives students the chance to ask more questions during lesson time

Strategy	What does it look like? When is it used? How do we plan?	Benefits
Supplemental Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, accelerated or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. <p>When is it used?</p> <ul style="list-style-type: none"> When students need the lesson re-taught, extended, remediation, additional information or accelerated teaching. <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content. 	<ul style="list-style-type: none"> Provides both teachers with an active instructional role Lowers the student-teacher ratio and reduces the load of teaching a large class Allows for small group instruction Gives students the chance to ask more questions during lesson time
Alternative Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space. One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. The learning outcome is the same for all students, however, the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. <p>When is it used?</p>	<ul style="list-style-type: none"> Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Provides both teachers with an active instructional role Allows for a lower student-teacher ratio Provides additional support to struggling students without specifically singling them out Gives a chance to re-teach, review, and pre-teach Allows for intervention as well as enrichment opportunities Allows teachers use flexible groups

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic. <p>How do we plan?</p> <ul style="list-style-type: none"> One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. 	

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

Revised from: Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant and Understood.Org

RECOMMENDED WEEK-BY-WEEK COURSE SCHEDULE

*Consult with your University Coach for scheduling observations

Week	Activity
Week 1	<ul style="list-style-type: none"> Triad/Meet with University Coach and Mentor Teacher
Week 2	<ul style="list-style-type: none"> Complete Class Profile Form Begin weekly reflections Set up time log and become familiar with school, classroom & Tk20
Week 3	<ul style="list-style-type: none"> Informal observation (University Coach) Weekly reflections completed Time Log current
Week 4-7	<ul style="list-style-type: none"> Formal Observations 1-3 (University Coach) Weekly reflections completed Time Log current
Week 8-9	<ul style="list-style-type: none"> Midterm Triad Meeting (3rd observation) Document attendance at all required meetings, professional development, staff meetings, school events and seminars Time Log approved by University Coach in consultation with Mentor Teacher
Week 9-11	<ul style="list-style-type: none"> Formal Observations 4-5 (University Coach)

<i>Week</i>	<i>Activity</i>
Week 13-16	<ul style="list-style-type: none"> • Solo takeover of the classroom for as much time as possible • Formal Observations 5-6 (University Coach) • Weekly reflections completed • Time Log current
Week 14-15	<ul style="list-style-type: none"> • Final Evaluation Assessment/Goal Setting Triad Meeting • Documentation of attendance at all required meetings, professional development, staff meetings, school events and seminars • Weekly reflections completed
Last Day of Instruction	<ul style="list-style-type: none"> • University Coach – clear red flags; ensure that all assignments and observations are completed in Tk20 • Time Logs verified

CREDIT FOR SPED 172

Candidates must receive a grade of ‘A’ or ‘B’ to pass SPED 172. If a grade of ‘C’ or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Syllabus for SPED 175: Final Practicum in Mild/Moderate Disabilities

PREREQUISITES

Admission to the Education Specialist Credential program. All required credential program coursework must be completed through Phase 2 for Education Specialist only Teacher Candidates or through Phase 3 for Dual Teacher Candidates. Concurrent enrollment or previous completion of SPED 246, SPED 219, and SPED 233 required, or Program Coordinator permission.

COURSE DESCRIPTION

SPED 175 is the last of three required supervised clinical practice experiences in the program. Education Specialist Candidates will take part in five full days per week, full semester experience [35 hours per week including ½ hour before and ½ hour after school time included] serving culturally and linguistically diverse identified children with mild/moderate disabilities, some of whom may also be identified as English learners. The clinical practice experience may take place in any of these settings: grade K- 12 classroom, adult transition program for students ages 18-22, inclusive settings, and/or co-teaching in a general education classroom. Candidates are required to demonstrate competency in planning, assessment and instructional tasks as well demonstrate use of consistent classroom management system and behavior management of individual students, while steadily increasing their classroom responsibilities. A minimum of four weeks of solo experiences which include sole responsibility for planning, assessing and instruction are required over the arc of the program. Candidates will conduct formal and informal assessments and collect the data to drive instruction and monitor ongoing progress towards goals/objectives.

Course Information	Instructor Name:
Units: 3 units	Office Number:
Time: 5 full days per week; arrival ½ hour before school starts & stay ½ hour after school ends	Email:
School Site:	Telephone:
Website: Tk20	Office hours by appointment

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS:

- Education Specialist Clinical Practice Handbook downloaded from the Office of Clinical Practice website
- Active TK-20 account (can be purchased at fresnostate.Tk20.com)

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Internet access to Zoom is required for this course. Students will need to navigate Zoom for any sessions held online.
- California State University, Fresno e-mail account. The University provides free email accounts to all students. Students may sign up for email online at <https://idm.fresnostate.edu/signup/>

PROGRAM STANDARDS

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1; PS 3, 9, 13; MM 2, 3)

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

Monitoring Student Learning During Instruction (TPE 1, 2, 5; PS 3, 5, 10; MM 2, 3, 5)

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

Interpretation and Use of Assessments (TPE 1, 2, 5; PS 3, 5, 10; MM 2, 3, 5)

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

Making Content Accessible (TPE 4; PS 3, 6, 8, 13; MM 1, 2, 3, 5)

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

Student Engagement (TPE 5; PS 7, 12)

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

Developmentally Appropriate Teaching Practices (TPE 1; PS 11; MM 2)

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

Teaching English Learners (TPE 2, 3, 4; PS 2, 9, 10, 11, 12, 13)

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

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

Learning about Students (TPE 1, 5; PS 12, 13)

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

Instructional Planning (TPE 3; PS 3, 6, 11, 13, 14; MM 3, 4, 5)

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

Instructional Time (TPE 3, 4; PS 8, 9, 10, 11, 12, 13)

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

Social Environment (TPE 4; PS 3, 4, 5, 10, 12)

- Education Specialist candidates demonstrate the ability to use a variety of effective

strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

- Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
- Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (PS 2, 4, 5, 6; 7, 8, 11, 12, 14)

- Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- Education Specialist candidates demonstrate knowledge of case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Professional Growth (TPE 6)

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

Creating Healthy Learning Environments (PS 14)

- Education Specialist candidates know common, chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school.
- Education Specialist candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- Education Specialist candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
- Education Specialist candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

PRIMARY LEARNING OUTCOMES

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

1. Exhibit ethical, professional and intellectual integrity
2. Maintain student records appropriately and honor confidentially
3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families
4. Accurately and critically reflect on and evaluate own teaching practice, and accept and consider constructive criticism and professional advice from others
5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to:
 - a. assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
 - b. assess outcomes of instruction
 - c. communicate student functioning to others
 - d. collaboratively develop the Individualized Education Program [IEP]
 - b. develop and implement evidence-based instructional strategies to meet the needs of the students
6. Apply program competencies in clinical practice that include students from culturally, ethnically, and linguistically diverse backgrounds
7. Create and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students, including non-verbal students
8. Plan, implement and manage daily classroom routines and efficacious research-based teaching to reflect maximum use of instructional time for the students and setting
9. Engage actively and responsibly in a variety of collaborative relationships, appropriate communication and problem solving with Mentor Teacher, other

school faculty and staff, related service delivery personnel, University Coach, and families

10. Guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment
11. Plan and implement series of well-sequenced lessons that utilize active participation and evidence-based instructional strategies to engage students in instruction that incorporates knowledge of students' cultural, ethnic and linguistic background and abilities
12. Utilize appropriate technology for instruction and assessment
13. Develop and consistently implement appropriate classroom management systems and behavioral supports that are positive, proactive and respectful
14. Use functional analysis to design and implement positive behavioral support plans
15. Use information about individual student strengths and interests to select appropriate instructional goals, strategies, and techniques
16. Develop the Individual Development Plan (IDP), a crucial tool that preliminary programs use to clearly identify any remaining program requirements that must be completed by the Teacher Candidate/program completer so that the employing district may continue to support the Teacher Candidate to meet the requirements for the preliminary and clear credentials. The portability of this document as candidates/completers carry it with them from preliminary program to induction program is one of its more important aspects.

Major Assignments

A checklist of these major assignments can be found on the Office of Clinical Practice website in the [Clinical Practice Forms link](#).

1. Candidate will complete the *Class Profile* form or, at the discretion of the University Coach, may have a face-face discussion regarding the students' profiles. Candidates will locate and apply information about students' current academic status, content- and standards-related learning needs and goals, formal and informal assessment data with explanation of the scores, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Candidate will develop and implement a minimum of six formal lessons, with reflections to be evaluated by the University Coach. Lesson will be written following the format of the lesson plan template. Write your lesson plans and have them approved by your University Coach and/or Mentor Teacher before each lesson is taught, per specific field work requirements. The six formal lessons should cover the topics below. The lessons should be planned with the Mentor Teacher. Lesson plans

are due to the University Coach and Mentor Teacher at least 3 days in advance, based on discussion with the University Coach. Observation requirements and lesson topics are outlined below. The lesson topics are listed below.

- a. 1 Mathematics Lesson
- b. 1 ELA Lesson
- c. 1 co-taught lesson
- d. 1 lesson that addresses study skills, vocational or pre-vocational needs
- e. 2 lessons from the following, each in a different area:
 - self-advocacy lesson
 - social skills lesson
 - IEP processing lesson
 - adaptive behavior lesson
 - transition lesson

Following each lesson, the Teacher Candidate will write a reflection on the lesson's strengths and challenges using the Tk20 template.

3. Candidate assumes full responsibility daily for the classroom for a block of four weeks [120 hours minimum] over the arc of the program. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record.
 - a. Solo teaching includes planning lessons with the Mentor Teacher, based on students in the classroom, delivering the lessons, monitoring students' progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and candidate self-reflection on own teaching practices.
 - b. A [block lesson plan template](#) will be submitted in advance to the University Coach and Mentor Teacher.
4. Candidate conducts or co-conducts a formal assessment of a student and reflects on the process in writing.
5. Candidate develops or co-develops a Behavior Intervention Plan for an identified student. Candidate reflects on the process in writing.
6. Candidate develops or co-develops a draft IEP for an identified student and attends or leads the IEP team meeting. Student Teacher Candidates provide evidence of attendance. Following the meeting, each candidate writes a reflection on the experience in TK-20.

7. Candidate develops and implements a data collection system that is used in the classroom two or more times per month to document student progress in lessons. Evidence of the data collection is provided. Candidate will write a reflection on the process.
8. Candidate develops or co-develops a Behavior Intervention Plan for an identified student and writes a reflection on the process.
9. Candidate shows evidence of a systematic communication system with parents or guardians.
10. Candidate writes weekly reflections on learning and posts in Tk20.
11. Candidate keeps a weekly log of time spent in the classroom in Tk20.
12. Candidate attends all required meetings, professional development, school events and seminars.
13. At the end of the semester and in collaboration with the University Coach and Mentor Teacher, candidate develops an Individual Development Plan (IDP) that documents areas of growth that will need to be addressed in the district Induction Program.

CO-TEACHING REQUIREMENTS

The goal of co-teaching is for all students to get high-quality instruction. Co-teaching can support teachers in implementing IEP and 504 plan goals in a general education classroom. The following table outlines five co-teaching strategies. You are required to write and implement one co-taught lesson using one of the strategies below. The lesson may be co-taught with your Mentor Teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your University Coach.

<i>Strategy</i>	<i>What does it look like? When is it used? How do we plan?</i>	<i>Benefits</i>
Station Teaching	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> • The class is divided into three or more groups who work in multiple learning centers. • As the students rotate through the stations, the teachers teach the same material in different ways to each group. 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Allows teachers to use flexible grouping to tailor teaching to each groups' needs • Lowers the student-teacher ratio

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. <p>When is it used?</p> <ul style="list-style-type: none"> When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. 	<ul style="list-style-type: none"> Resets student focus with each station rotation, increasing engagement Provides time for students to engage with the content on their own as well as with teachers Allows for more material to be covered in a shorter time frame Provides a clear teaching responsibility for each adult in the room
Team Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> Both teachers teach at the front of the room and move about to check in with students (as needed). Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices. <p>When is it used?</p> <ul style="list-style-type: none"> When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher’s experience and perspective. 	<ul style="list-style-type: none"> From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Provides both teachers with an active instructional role Introduces students to complementary teaching styles and personalities Allows for lessons to be presented by two different people with different teaching styles Models <u>multiple ways of presenting and engaging with information</u> Models for students what a successful collaborative working relationship can look like

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. 	<ul style="list-style-type: none"> Provides more opportunities to pursue teachable moments that may arise
Parallel Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room. Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. <p>When is it used?</p> <ul style="list-style-type: none"> When teachers have equal content expertise and there's a lot of information being covered in one lesson <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. Each teacher instructs on the same lesson but approaches it differently. 	<ul style="list-style-type: none"> The greatest benefit to this approach is the reduction of student to teacher ratio. Provides both teachers with an active instructional role Gives students the chance to ask more questions during lesson time
Supplemental Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, accelerated or remediated. Example: One teacher may work with students who need re-teaching of a concept 	<ul style="list-style-type: none"> Provides both teachers with an active instructional role Lowers the student-teacher ratio and reduces the load of teaching a large class Allows for small group instruction Gives students the chance to ask more questions during lesson time

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<p>while the other teacher works with the rest of the students on enrichment.</p> <p>When is it used?</p> <ul style="list-style-type: none"> When students need the lesson re-taught, extended, remediation, additional information or accelerated teaching. <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content. 	
Alternative Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space. One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. The learning outcome is the same for all students, however, the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. <p>When is it used?</p> <ul style="list-style-type: none"> When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic. <p>How do we plan?</p> <ul style="list-style-type: none"> One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. 	<ul style="list-style-type: none"> Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Provides both teachers with an active instructional role Allows for a lower student-teacher ratio Provides additional support to struggling students without specifically singling them out Gives a chance to re-teach, review, and pre-teach Allows for intervention as well as enrichment opportunities Allows teachers use flexible groups

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

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RECOMMENDED WEEK-BY-WEEK COURSE SCHEDULE

*Consult with your University Coach for scheduling observations

Week	Activity
Week 1	<ul style="list-style-type: none"> • Triad/Meet with University Coach and Mentor Teacher
Week 2	<ul style="list-style-type: none"> • Complete Class Profile Form • Begin weekly reflections • Set up time log and become familiar with school, classroom & Tk20
Week 3	<ul style="list-style-type: none"> • Informal observation (University Coach) • Weekly reflections completed • Time Log current
Week 4-7	<ul style="list-style-type: none"> • Formal Observations 1-3 (University Coach) • Weekly reflections completed • Time Log current
Week 8-9	<ul style="list-style-type: none"> • Midterm Triad Meeting (3rd observation) • Document attendance at all required meetings, professional development, staff meetings, school events and seminars • Time Log approved by University Coach in consultation with Mentor Teacher
Week 9-11	<ul style="list-style-type: none"> • Formal Observations 4-5 (University Coach) • Plan for solo takeover of the classroom
Week 13-16	<ul style="list-style-type: none"> • Solo takeover of the classroom for 4 weeks • Formal Observations 5-6 (University Coach) • Weekly reflections completed • Time Log current
Week 14-15	<ul style="list-style-type: none"> • Final Evaluation Assessment/Goal Setting Triad Meeting • Documentation of attendance at all required meetings, professional development, staff meetings, school events and seminars • Weekly reflections completed • Individual Development Plan [IDP] completed and uploaded to Tk20

<i>Week</i>	<i>Activity</i>
Last Day of Instruction	<ul style="list-style-type: none"> • University Coach – clear red flags; ensure that all assignments and observations are completed in Tk20 • Time Logs verified • All IDP emailed to OCP

CREDIT FOR SPED 175

Candidates must receive a grade of 'A' or 'B' to pass SPED 175. If a grade of 'C' or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Syllabus for SPED 176: Final Practicum in Moderate/Severe Disabilities

PREREQUISITES

Admission to the Education Specialist Credential Program. All required credential program coursework must be completed through Phase 2 for Education Specialist only Teacher Candidates or through Phase 3 for Dual Teacher Candidates. Concurrent enrollment or previous completion of SPED 247, SPED 219, and SPED 233 required, or Program Coordinator permission.

COURSE DESCRIPTION

SPED 176 is the last of three required supervised clinical practice experiences in the program. Education Specialist Candidates will take part in five full days per week, full semester experience [35 hours per week including ½ hour before and ½ hour after school time included] serving culturally and linguistically diverse identified children with moderate/severe disabilities, some of whom may also be identified as English learners. The clinical practice experience may take place in any of these settings: grade K- 12 classroom, adult transition program for students ages 18-22, center-based, special schools, inclusive settings, and/or co-teaching in a general education classroom. Candidates are required to demonstrate competency in planning, assessment and instructional tasks as well demonstrate use of consistent classroom management system and behavior management of individual students, while steadily increasing their classroom responsibilities. A minimum of four weeks of solo experiences which include sole responsibility for planning, assessing and instruction are required over the arc of the program. Candidates will conduct formal and informal assessments and collect the data to drive instruction and monitor ongoing progress towards goals/objectives.

Course Information	Instructor Name:
Units: 3 units	Office Number:
Time: 5 full days per week; arrival ½ hour before school starts & stay ½ hour after school ends	Email:
School Site:	Telephone:
Website: Tk20	Office hours by appointment

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

- Education Specialist Clinical Practice Handbook downloaded from the Office of Clinical Practice website

- Active TK-20 account (can be purchased at [fresnostate.Tk20.com](https://fresnostate.tk20.com))
- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Internet access to Zoom is required for this course. Students will need to navigate Zoom for any sessions held online.
- California State University, Fresno e-mail account. The University provides free email accounts to all students. Students may sign up for email online at <https://idm.fresnostate.edu/signup/>

PROGRAM STANDARDS

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1; PS 3, 9, 13; MS 2, 4)

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

Monitoring Student Learning During Instruction (TPE 1, 2, 5; PS 3, 5, 10; MS 4)

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

Interpretation and Use of Assessments (TPE 5; PS 5, 6, 13; MS 2, 4)

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

Making Content Accessible (TPE 4, PS 3, 6, 8, 13; MS 1, 2, 4)

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

Student Engagement (TPE 1; PS 7, 12; MS 1, 2, 4)

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

Developmentally Appropriate Teaching Practices ((TPE 1; PS 11; MS 1, 2, 6)

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

Teaching English Learners (TPE 2, 3, 4; PS 2, 9, 10, 11, 12, 13; MS 2)

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

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

Learning about Students (TPE 1, 5; PS 12, 13; MS 1, 4)

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

Instructional Planning (TPE 3; PS 3, 6, 11, 13, 14; MS 1, 2, 4, 7, 8)

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

Instructional Time (TPE 3, 4; MS 3, 4)

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

Social Environment (TPE 4; PS 3, 4, 5, 10, 12; MS 3)

- Education Specialist candidates demonstrate the ability to use a variety of effective

strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

- Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
- Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (PS 2, 6; 7, 8, 11, 12, 14)

- Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals

Professional Growth (TPE 6)

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

Creating Healthy Learning Environments (PS 14)

- Education Specialist candidates know common, chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school.
- Education Specialist candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- Education Specialist candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
- Education Specialist candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

PRIMARY LEARNING OUTCOMES

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

1. Exhibit ethical, professional and intellectual integrity
2. Maintain student records appropriately and honor confidentially
3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families
4. Accurately and critically reflect on and evaluate own teaching practice, and accept and consider constructive criticism and professional advice from others
5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to:
 - a. assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
 - b. assess outcomes of instruction
 - c. communicate student functioning to others
 - d. collaboratively develop the Individualized Education Program [IEP]
 - c. develop and implement evidence-based instructional strategies to meet the needs of the students
6. Apply program competencies in clinical practice that include students from culturally, ethnically, and linguistically diverse backgrounds
7. Create and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students, including non-verbal students
8. Plan, implement and manage daily classroom routines and efficacious research-based teaching to reflect maximum use of instructional time for the students and setting
9. Engage actively and responsibly in a variety of collaborative relationships, appropriate communication and problem solving with Mentor Teacher, other

school faculty and staff, related service delivery personnel, University Coach, and families

10. Guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment
11. Plan and implement series of well-sequenced lessons that utilize active participation and evidence-based instructional strategies to engage students in instruction that incorporates knowledge of students' cultural, ethnic and linguistic background and abilities
12. Utilize appropriate technology for instruction and assessment
13. Develop and consistently implement appropriate classroom management systems and behavioral supports that are positive, proactive and respectful
14. Use functional analysis to design and implement positive behavioral support plans
15. Use information about individual student strengths and interests to select appropriate instructional goals, strategies, and techniques
16. Develop the Individual Development Plan (IDP), a crucial tool that preliminary programs use to clearly identify any remaining program requirements that must be completed by the Teacher Candidate/program completer so that the employing district may continue to support the Teacher Candidate to meet the requirements for the preliminary and clear credentials. The portability of this document as candidates/completers carry it with them from preliminary program to induction program is one of its more important aspects.

Major Assignments

A checklist of these major assignments can be found on the Office of Clinical Practice website in the [Clinical Practice Forms link](#).

1. Candidate will complete the *Class Profile* form or, at the discretion of the University Coach, may have a face-face discussion regarding the students' profiles. Candidates will locate and apply information about students' current academic status, content- and standards-related learning needs and goals, formal and informal assessment data with explanation of the scores, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Candidate will develop and implement a minimum of six formal lessons, with reflections to be evaluated by the University Coach. Lesson will be written following the format of the lesson plan template. Write your lesson plans and have them approved by your University Coach and/or Mentor Teacher before each lesson is taught, per specific field work requirements. The six formal lessons should cover the topics below. The lessons should be planned with the Mentor Teacher. Lesson plans are due to the University Coach and Mentor Teacher at least 3 days in advance, based on

discussion with the University Coach. Observation requirements and lesson topics are outlined below. The lesson topics are listed below.

- a. 1 Mathematics Lesson
- b. 1 ELA Lesson
- c. 1 co-taught lesson
- d. 3 lessons from the following, each in a different area:
 - social skills lesson
 - self-advocacy lesson
 - communication lesson
 - vocational or pre-vocational lesson
 - adaptive behavior lesson
 - transition lesson

Following each lesson, the Teacher Candidate will write a reflection on the lesson's strengths and challenges.

3. Candidate assumes full responsibility daily for the classroom for a block of four weeks [120 hours minimum] over the arc of the program. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record.
 - a. Solo teaching includes planning lessons with the Mentor Teacher, based on students in the classroom, delivering the lessons, monitoring students' progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and candidate self-reflection on own teaching practices.
 - b. A [block lesson plan template](#) will be submitted in advance to the University Coach and Mentor Teacher.
4. Candidate conducts or co-conducts a formal assessment of a student and reflects on the process in writing.
5. Candidate develops or co-develops a Behavior Intervention Plan for an identified student. Candidate reflects on the process in writing.
6. Candidate develops or co-develops a draft IEP for an identified student and attends or leads the IEP team meeting. Student Teacher Candidates provide evidence of attendance. Following the meeting, each candidate writes a reflection on the experience in TK-20.
7. Candidate develops and implements a data collection system that is used in the classroom two or more times per month to document student progress in lessons.

Evidence of the data collection is provided. Candidate will write a reflection on the process.

8. Candidate develops or co-develops a Behavior Intervention Plan for an identified student and writes a reflection on the process.
9. Candidate shows evidence of a systematic communication system with parents or guardians.
10. Candidate writes weekly reflections on learning and posts in Tk20.
11. Candidate keeps a weekly log of time spent in the classroom in Tk20.
12. Candidate attends all required meetings, professional development, school events and seminars.
13. At the end of the semester and in collaboration with the University Coach and Mentor Teacher, candidate develops an Individual Development Plan (IDP) that documents areas of growth that will need to be addressed in the district Induction Program.

CO-TEACHING REQUIREMENTS

The goal of co-teaching is for all students to get high-quality instruction. Co-teaching can support teachers in implementing IEP and 504 plan goals in a general education classroom. The following table outlines five co-teaching strategies. You are required to write and implement one co-taught lesson using one of the strategies below. The lesson may be co-taught with your Mentor Teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your University Coach.

<i>Strategy</i>	<i>What does it look like? When is it used? How do we plan?</i>	<i>Benefits</i>
Station Teaching	<p><i>What does it look like?</i></p> <ul style="list-style-type: none"> • The class is divided into three or more groups who work in multiple learning centers. • As the students rotate through the stations, the teachers teach the same material in different ways to each group. • Different learning stations are set up in various areas of the classroom, one for each 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Allows teachers to use flexible grouping to tailor teaching to each groups' needs • Lowers the student-teacher ratio • Resets student focus with each station rotation, increasing engagement

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<p>teacher and at least one for independent student work.</p> <ul style="list-style-type: none"> • Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. <p>When is it used?</p> <ul style="list-style-type: none"> • When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction <p>How do we plan?</p> <ul style="list-style-type: none"> • The co-teaching pair divides the instructional content into parts. • Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. 	<ul style="list-style-type: none"> • Provides time for students to engage with the content on their own as well as with teachers • Allows for more material to be covered in a shorter time frame • Provides a clear teaching responsibility for each adult in the room
Team Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> • Both teachers teach at the front of the room and move about to check in with students (as needed). • Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. • Example: Both instructors can share the reading of a story or text so that the students are hearing two voices. <p>When is it used?</p> <ul style="list-style-type: none"> • When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher’s experience and perspective. <p>How do we plan?</p>	<ul style="list-style-type: none"> • From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. • Provides both teachers with an active instructional role • Introduces students to complementary teaching styles and personalities • Allows for lessons to be presented by two different people with different teaching styles • Models <u>multiple ways of presenting and engaging with information</u> • Models for students what a successful collaborative working relationship can look like • Provides more opportunities to pursue teachable moments that may arise

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. 	
Parallel Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room. Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. <p>When is it used?</p> <ul style="list-style-type: none"> When teachers have equal content expertise and there's a lot of information being covered in one lesson <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. Each teacher instructs on the same lesson but approaches it differently. 	<ul style="list-style-type: none"> The greatest benefit to this approach is the reduction of student to teacher ratio. Provides both teachers with an active instructional role Gives students the chance to ask more questions during lesson time
Supplemental Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, accelerated or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. 	<ul style="list-style-type: none"> Provides both teachers with an active instructional role Lowers the student-teacher ratio and reduces the load of teaching a large class Allows for small group instruction Gives students the chance to ask more questions during lesson time

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<p>When is it used?</p> <ul style="list-style-type: none"> When students need the lesson re-taught, extended, remediation, additional information or accelerated teaching. <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content. 	
Alternative Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space. One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. The learning outcome is the same for all students, however, the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. <p>When is it used?</p> <ul style="list-style-type: none"> When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic. <p>How do we plan?</p> <ul style="list-style-type: none"> One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. 	<ul style="list-style-type: none"> Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Provides both teachers with an active instructional role Allows for a lower student-teacher ratio Provides additional support to struggling students without specifically singling them out Gives a chance to re-teach, review, and pre-teach Allows for intervention as well as enrichment opportunities Allows teachers use flexible groups

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

RECOMMENDED WEEK-BY-WEEK COURSE SCHEDULE

*Consult with your University Coach for scheduling observations

Week	Activity
Week 1	<ul style="list-style-type: none"> • Triad/Meet with University Coach and Mentor Teacher
Week 2	<ul style="list-style-type: none"> • Complete Class Profile Form • Begin weekly reflections • Set up time log and become familiar with school, classroom & Tk20
Week 3	<ul style="list-style-type: none"> • Informal observation (University Coach) • Weekly reflections completed • Time Log current
Week 4-7	<ul style="list-style-type: none"> • Formal Observations 1-3 (University Coach) • Weekly reflections completed • Time Log current
Week 8-9	<ul style="list-style-type: none"> • Midterm Triad Meeting (3rd observation) • Document attendance at all required meetings, professional development, staff meetings, school events and seminars • Time Log approved by University Coach in consultation with Mentor Teacher
Week 9-11	<ul style="list-style-type: none"> • Formal Observations 4-5 (University Coach) • Plan for solo takeover of the classroom
Week 13-16	<ul style="list-style-type: none"> • Solo takeover of classroom for 4 weeks or more • Formal Observations 5-6 (University Coach) • Weekly reflections completed • Time Log current
Week 14-15	<ul style="list-style-type: none"> • Final Evaluation Assessment/Goal Setting Triad Meeting • Documentation of attendance at all required meetings, professional development, staff meetings, school events and seminars • Weekly reflections completed
Last Day of Instruction	<ul style="list-style-type: none"> • University Coach – clear red flags; ensure that all assignments and observations are completed in Tk20 • Time Logs verified

CREDIT FOR SPED 176

Candidates must receive a grade of 'A' or 'B' to pass SPED 176. If a grade of 'C' or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Syllabus for SPED 160F: Special Education Intern Clinical Practice

PREREQUISITE

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

COURSE DESCRIPTION

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

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

- Education Specialist Clinical Practice Handbook downloaded from the Office of Clinical Practice website
- Active TK-20 account (can be purchased at [fresnostate.Tk20.com](https://fresnostate.tk20.com))
- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Internet access to Zoom is required for this course. Students will need to navigate Zoom for any sessions held online.
- California State University, Fresno e-mail account. The University provides free email accounts to all students. Students may sign up for email online at <https://idm.fresnostate.edu/signup/>

PROGRAM STANDARDS

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1; PS 3, 7, 9, 13)

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

Monitoring Student Learning During Instruction (TPE 1, 2, 5; PS 3, 5, 10)

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

Interpretation and Use of Assessments (TPE 1, 2, 5; PS 3, 5, 10)

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

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

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

Student Engagement (TPE 5; PS 7, 12)

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

skills.

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

Developmentally Appropriate Teaching Practices (TPE 1; PS 11; MM 2)

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

Teaching English Learners (TPE 2, 3, 4; PS 2, 9, 10, 11, 12, 13)

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

Learning about Students (TPE 1, 5; PS 12, 13)

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

Instructional Planning (TPE 3; PS 3, 6, 7, 11, 13, 14)

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

Instructional Time (TPE 3, 4; PS 8, 9, 10, 11, 12, 13)

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

Social Environment (TPE 4; PS 3, 4, 5, 10, 12)

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

Professional, Legal, and Ethical Obligations (PS 2, 4, 5, 6; 7, 8, 11, 12, 14)

- Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals
- Education Specialist candidates demonstrate knowledge of case management practices

and strategies for students with mild/moderate disabilities and for those referred for special education services.

Professional Growth (TPE 6)

- Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
- Education Specialist candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems & applying new strategies.

Creating Healthy Learning Environments (PS 14)

- Education Specialist candidates know common, chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school.
- Education Specialist candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- Education Specialist candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
- Education Specialist candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

PRIMARY LEARNING OUTCOMES

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

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

1. Exhibit ethical, professional and intellectual integrity
2. Maintain student records appropriately and honor confidentially

3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families
4. Accurately and critically reflect on and evaluate own teaching practice, and accept and consider constructive criticism and professional advice from others
5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to:
 - a. assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
 - b. assess outcomes of instruction
 - c. communicate student functioning to others
 - d. collaboratively develop the Individualized Education Program [IEP]
 - d. develop and implement evidence-based instructional strategies to meet the needs of the students
6. Apply program competencies in clinical practice that include students from culturally, ethnically, and linguistically diverse backgrounds
7. Create and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students, including non-verbal students
8. Plan, implement and manage daily classroom routines and efficacious research-based teaching to reflect maximum use of instructional time for the students and setting
9. Engage actively and responsibly in a variety of collaborative relationships, appropriate communication and problem solving with Mentor Teacher, other school faculty and staff, related service delivery personnel, University Coach, and families
10. Guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment
11. Plan and implement series of well-sequenced lessons that utilize active participation and evidence-based instructional strategies to engage students in instruction that incorporates knowledge of students' cultural, ethnic and linguistic background and abilities
12. Utilize appropriate technology for instruction and assessment
13. Develop and consistently implement appropriate classroom management systems and behavioral supports that are positive, proactive and respectful
14. Use functional analysis to design and implement positive behavioral support plans

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

Major Assignments

A checklist of these major assignments can be found on the Office of Clinical Practice website in the [Clinical Practice Forms link](#).

1. Develop and implement six formal lessons, based on content standards, to address the needs of the students in your classroom. (TPE 1, 2, 3; Standards 2-9)
2. Develop appropriate rules and procedures for activities in the classroom. Complete a behavioral observation, collect baseline data on a pupil in their classroom, recommend and implement appropriate instructional interventions. (Standard 15, 23, 24) (TPE 2, 3, 5)
3. Obtain a psychoeducational assessment of an identified student and specify learning objectives with appropriate instructional objectives (Standard 17, 22, 23) (TPE 2,4).
4. Write IEPs with instructional objectives derived from the psychoeducational assessment and present them to the appropriate professional review team. (Standard 17, 22) (TPE 2)
5. Provide at least 2 lesson plans that address the goals and objectives written on a specific, student's IEP. A detailed evaluation of the effectiveness of the lessons is required. (Standard 17, 22, 23) (TPE 1, 2, 3, 4)
6. Document numerous ways that parents are involved in their classroom. Include examples of memos, letters, flyers, telephone logs, etc. (Standard 16) (TPE 6)
7. Candidate will participate in faculty meetings, activities and professional organizations. Include a faculty meeting agendas, in-service flyers, conference brochures, etc. Document collaboration with general education and other support providers. Include information packets, emails, letters, etc. (Standard 10, 16) (TPE 6)
8. Write a personal self-assessment of strengths and weaknesses, with recommendations for improvements and future professional development. (Standard 10, 16) (TPE 6)

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

RECOMMENDED WEEK-BY-WEEK COURSE SCHEDULE

*Consult with your University Coach for scheduling observations

<i>Week</i>	<i>Activity</i>
Week 1	<ul style="list-style-type: none"> • Triad/Meet with University Coach and Mentor Teacher
Week 2	<ul style="list-style-type: none"> • Begin weekly reflections • Set up time log and become familiar with school, classroom & Tk20
Week 3	<ul style="list-style-type: none"> • Informal observation (University Coach) • Weekly reflections completed • Time Log current
Week 4-7	<ul style="list-style-type: none"> • Formal Observations 1-3 (University Coach) • Weekly reflections completed • Time Log current
Week 8-9	<ul style="list-style-type: none"> • Midterm Triad Meeting (3rd observation) • Document attendance at all required meetings, professional development, staff meetings, school events and seminars • Time Log approved by University Coach in consultation with Mentor Teacher
Week 9-11	<ul style="list-style-type: none"> • Formal Observations 4-5 (University Coach)
Week 13-16	<ul style="list-style-type: none"> • Formal Observations 5-6 (University Coach) • Weekly reflections completed • Time Log current
Week 14-15	<ul style="list-style-type: none"> • Final Evaluation Assessment/Goal Setting Triad Meeting • Documentation of attendance at all required meetings, professional development, staff meetings, school events and seminars • Weekly reflections completed
Last Day of Instruction	<ul style="list-style-type: none"> • University Coach – clear red flags; ensure that all assignments and observations are completed in Tk20 • Time Logs verified

CREDIT FOR SPED 160F

Candidates must receive a grade of 'A' or 'B' to pass SPED 160F. If a grade of 'C' or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

Clinical Practice Rubrics

UNIVERSITY COACH FORMAL LESSON OBSERVATION NOTES

Credential Candidate Name

Type of Candidate

Student teacher Intern Residency

Observation #

Date of Observation:

Total time in observation:

Scripted Notes

Evidence of Strengths (as aligned to TPEs observed)

--

Actionable Feedback for Growth (as aligned to TPEs)

--

University Coach Signature

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Grade

--

CANDIDATE MID-SEMESTER AND FINAL EVALUATIONS

Complete this form during the Mid Semester and Final triad meetings. This form is to be filled out at the triad meeting with all parties present.

Date and Time*

Clinical Coach Comments: Teacher Candidate Strengths*

Clinical Coach Comments: Feedback for Growth*

Mentor Teacher Comments: Teacher Candidate Strengths*

Mentor Teacher Comments: Feedback for Growth*

Professional Competencies*

Competencies	Disagree	Agree	Strongly Agree
Teaching Candidate takes initiative. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates professionalism, including the responsible use of social media and other digital platforms and tools (TPE 6.6). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate accepts criticism and suggestions. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate is punctual and prepared. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate respects the attitudes and opinions of others. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates caring, support, acceptance, and fairness toward all students, families, and colleagues (TPE 6.2). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates effective classroom management strategies (TPE 2, 6.5)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate engages and supports all student in learning (TPE 1, 4). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching candidate demonstrates proficiency in subject matter, consistent with the California State Standards in the content area(s) of their credential(s) (TPE 3). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach: Please enter date you verified time log.* _____

Section to be completed by Coach

Positive Environment

Item 1: Caring Community

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 2: Inclusive Learning Environment

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 3: High Expectations

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 4: Positive Behavior Expectations

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 5: Reflection, Assessment, & Self-Assessment

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 6: Funds of Knowledge

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONAL DESIGN AND IMPLEMENTATION

Item 7: Student Motivation, Engagement, and Active Learning

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 8: Varied Strategies

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 9: Research-Based Instruction for Emergent Bilinguals

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Rigorous and Appropriate Content

Item 10: Critical & Creative Thinking

TPE 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Item 11: Subject Matter Knowledge

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Item 12: Content Accessibility

TPE 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Item 13: Interdisciplinary Integration

TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

TPE 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Reflection in Action

Item 14: Monitoring Student Learning & Adjusting Instruction

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Teacher Candidate Goals*

Teacher Candidate Signature:

Date:

University Coach's Signature

By entering my name in this field I acknowledge that I am providing my electronic signature*

Grade:

Resources

Special Education Teacher Code of Ethics

Preamble – Statement of Purpose

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

NASSET adheres to the idea that a commonly held set of principles can aid in the individual exercise of professional judgment. The Code of Ethics speaks to the core values of the profession. The following Six Principles adopted by the National Association of Special Education Teachers are not laws, but standards of ethical behavior and conduct.

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

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

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

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

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

- **3-A.** Special education teachers recognize that professional knowledge and development are the foundations of their practice.

- **3-B.** Special education teachers know their subject matter and respect the reciprocal nature of learning between themselves and the students with whom they work.
- **3-C.** Special education teachers engage in a variety of individual and collaborative learning experiences essential to develop professionally, drawing on and contributing to various forms of educational research to improve their own practice.
- **3-D.** Special education teachers practice within their areas of competence and develop and enhance their professional expertise.
- **3-E.** Special education teachers pursue knowledge of new developments and maintain competence in their respective fields through education, training, or supervised experience.

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

- **4-A.** Special education teachers encourage and support their colleagues to build and maintain high standards.
- **4-B.** Special education teachers respect fellow professionals and work to maintain a collegiality with the individuals in their respective professions.
- **4-C.** Special education teachers shall not maliciously injure the professional reputation or practice of colleagues.
- **4-D.** Special education teachers shall not make false or malicious statements regarding a colleague's competence, performance, or professional capabilities.

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

- **5-A.** Special education teachers cooperate with community agencies in using resources and building comprehensive services in support of students with special needs.
- **5-B.** Special education teachers partner with parents and guardians of students with special needs and other members of the community to enhance programs for children with special needs.
- **5-C.** Special education teachers understand how cultural diversity, family dynamics, gender, and community shape the lives of the individuals with whom they collaborate.
- **5-D.** Special education teachers understand that relationships between and among people are an important vehicle for change.
- **5-E.** Special education teachers respect the private nature of the special knowledge they have about their students and their families and use that knowledge only in the students' best interests.

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

- **6-A.** Special education teachers recognize the obligations of the trust placed in them.

- **6-B.** Special education teachers are confidantes, Mentors and advocates for growth and development.
- **6-C.** Special education teachers recognize that they are role models for children, youth, adults and the public.
- **6-D.** Special education teachers are continually aware of the mission, values, ethical principles, and ethical standards of the profession, and practice in a manner consistent with them.
- **6-E.** Special education teachers always seek to maintain the highest level of professionalism, integrity, and competence when working with children, youth, adults, parents and guardians, professionals and all other members of society.

*Adapted from: National Association of Special Education Teachers Code of Ethics
(<https://www.naset.org/index.php?id=2444>) Accessed 1 July 2019.*

Special Education Standards for Professional Practice from the Council for Exceptional Children

TEACHING AND ASSESSMENT

Special Education Professionals:

- 1.1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities
- 1.2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
- 1.3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.
- 1.4. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.
- 1.5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.
- 1.6. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.
- 1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.
- 1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
- 1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.
- 1.10. Do not engage in the corporal punishment of individuals with exceptionalities.

1.11. Report instances of unprofessional or unethical practice to the appropriate supervisor.

1.12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

PROFESSIONAL CREDENTIALS AND EMPLOYMENT

Special Education Professionals:

2.1. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment.

2.2. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential.

2.3. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed.

2.4. Provide notice consistent with local education agency policies and contracts when intending to leave employment.

2.5. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary.

2.6. Advocate for appropriate and supportive teaching and learning conditions.

2.7. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including assistants, does not result in denial of special education services.

2.8. Seek professional assistance in instances where personal problems interfere with job performance.

2.9. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency.

2.10. Objectively document and report inadequacies in resources to their supervisors and/or administrators and suggest appropriate corrective action(s).

2.11. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.

2.12. Resolve professional problems within the workplace using established procedures.

2.13. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment.

2.14. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect.

2.15. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program.

2.16. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.

2.17. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals

PROFESSIONAL DEVELOPMENT

Special Education Professionals:

3.1. Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.

3.2. Maintain current knowledge of procedures, policies, and laws relevant to practice.

3.3. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

3.4. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans.

3.5. Participate in systematic supervised field experiences for candidates in preparation programs.

3.6. Participate as Mentors to other special educators, as appropriate.

PROFESSIONAL COLLEAGUES

Special Education Professionals:

4.1. Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.

4.2. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.

4.3. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.

4.4. Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities.

4.5. Intervene professionally when a colleague's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

4.6. Do not engage in conflicts of interest.

PARAEDUCATORS

Special Education Professionals:

5.1. Assure that special education paraeducators have appropriate training for the tasks they are assigned.

5.2. Assign only tasks for which paraeducators have been appropriately prepared.

5.3. Provide ongoing information to paraeducators regarding their performance of assigned tasks.

5.4. Provide timely, supportive, and collegial communications to paraeducators regarding tasks and expectations.

5.5. Intervene professionally when a paraeducator's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

PARENTS AND FAMILIES

Special Education Professionals:

6.1. Use culturally appropriate communication with parents and families that is respectful and accurately understood.

6.2. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process.

6.3. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.

6.4. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.

6.5. Inform parents of relevant educational rights and safeguards.

6.6. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.

6.7. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

RESEARCH

Special Education Professionals:

7.1. Do not knowingly use research in ways that mislead others.

7.2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.

7.3. Protect the rights and welfare of participants in research.

7.4. Interpret and publish research results with accuracy.

7.5. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.

7.6. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities.

CASE MANAGEMENT

Special Education Professionals:

8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.

8.2. Follow appropriate procedural safeguards and assist the school in providing due process.

8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.

8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.

8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

NON-EDUCATIONAL SUPPORT

Special Education Professionals:

9.1. Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided, and the professional liability for assuming the task is disclosed.

9.2. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

The Special EDge newsletter

The *Special EDge* is a free publication of the California Department of Education's Special Education Division. It is designed to inform and support parents, educators, and other service providers on special education topics, focusing on research-based practices, legislation, technical support, and current resources in California. To subscribe via email to *The EDge* newsletter, send a "blank" message to join-edge-newsletter@mlist.cde.ca.gov and you will be notified when a new issue has been published.

Prioritized Skills

Fresno State has identified fourteen prioritized skills in which candidates are expected to develop competency over the course of the program. These prioritized skills are in line with the California Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) and incorporate our program frameworks of inquiry, Universal Design for Learning (UDL), culturally sustaining pedagogy (CSP), and developmentally

appropriate practices (DAP). Principles of inquiry, UDL, CSP, and DAP are embedded within and across the 14 prioritized skills as well as literacies development and pedagogical content knowledge (PCK). The TPEs specifically address the application of DAP, literacies development, and pedagogical content knowledge (PCK) through integrated standards.

DEVELOPMENTALLY APPROPRIATE PRACTICES

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

ENGLISH LANGUAGE DEVELOPMENT

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

SUBJECT-SPECIFIC PEDAGOGICAL SKILLS

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

From [Commission on Teacher Credentialing. \(2016\). California Teaching Performance Expectations \(version June 2016\). Sacramento, CA: Author.](#)

FRESNO STATE'S 14 PRIORITIZED SKILLS

Candidates will be able to:

1. Foster a caring community within the classroom where all students are respected.

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

Conflict Resolution Guide

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

ON YOUR OWN

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

TAKING ACTION

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

AFTER THE INTERACTION

1. On a later occasion, thank the individual for his/her time and willingness and let him/her know about the positive shift in your feelings resulting from the communication. "I just wanted to say thanks for our conversation the other day. I'm feeling so much better about _____."
2. In a productive puzzle-solving process, "homework" often emerges ...especially if each person is willing to do something. Do your homework and show the individual that you have done so.
3. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. **NEVER** seek a third party as a first step.