

Special Education Program Handbook

**Preliminary Credential
Intern Credential
in
Mild/Moderate Support Needs
Extensive Support Needs**

Early Childhood Special Education Added Authorization

Academic Year 2022/2023

**Special Education Program
Department of Advanced Educational Studies
California State University, Bakersfield**

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FORWARD

You are commended for seeking to enter the teaching profession. The role of the teacher in today's society is of great importance. You are choosing to enter a profession that can make a difference for both the individuals you affect and society at large.

The purpose of this handbook is to provide you with information necessary to obtain the Special Education (Preliminary) Credential and/or a master's degree in Special Education at California State University, Bakersfield. Each credential is designed to meet the unique needs of the local community as well as state standards.

Our professional credential programs are designed to provide candidates with the skills, knowledge, and attitudes that can ensure competence at the beginning of their careers and lay a solid foundation for life-long professional growth. We believe that good teachers must constantly reflect on their professional skills and endeavor to meet the changing needs of their students. Our goal is, therefore, to produce caring and reflective practitioners who are capable of meeting the educational challenges of the 21st century.

The program faculty is here to assist and advise you. Upon admission, you will be assigned a faculty advisor to help you with any questions or problems as you proceed through the Special Education Program. Please feel free to contact Special Education Program faculty.

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CHAPTER I. INTRODUCTION

The Special Education Program at California State University, Bakersfield provides exemplary credential and master's degree programs in mild/moderate support needs and extensive support needs. The program also offers an Early Childhood Special Education Added Authorization program. All programs are accredited by the California Commission on Teacher Credentialing (CCTC).

These programs are designed to provide candidates with the knowledge and competencies necessary for earning a Special Education credential or master's degree either in mild/moderate or extensive support needs.

The Preliminary Credential is valid for five years, and during this time the candidate must obtain a clear education specialist credential. CSUB does not offer a clear education specialist credential program.

To apply to the Special Education Program, each candidate must complete an application file as described in this Handbook. An information session is scheduled twice each semester, and candidates must attend the information session the semester before they intend to start the Special Education Program.

Special Education Program Philosophy and Mission Statement

Program Philosophy and Rationale:

The Special Education Credential Programs at California State University, Bakersfield (CSUB) are guided by the philosophy and based on the laws (PL94-142, PL101-457, PL105-17, and PL114-95) that all individuals in our society have the right to be educated in the least restrictive environment to fulfill their individual needs and become productive and/or participating members of society by developing their optimal potential.

The Special Education Programs are grounded in the School of Social Sciences and Education mission statement and motto, “*Enhancing Minds, Engaging Hearts, Enhancing Communities*”. The motto provides a conceptual framework for all professional education programs within the School. In particular, the mild/moderate and extensive support needs credential programs have been developed through the joint efforts of CSUB special education, general education program faculty, and local area practitioners who are committed to influencing the practice of teaching students with special needs.

Program Mission Statement

At CSUB, our primary mission is to prepare future special education teachers who can work effectively with students with mild/moderate or extensive support needs. Our students develop the instructional, interpersonal and management skills that are critical to success in this field. Graduates become effective teachers and caring, reflective, and decision-making professionals.

A common thread throughout the program is the philosophy that the education of all youth is the shared responsibility of general education classroom teachers, special education teachers (education specialists), parents, administrators, and related support personnel. Therefore, the program prepares personnel to work in schools emphasizing the skills necessary for successful school collaboration efforts.

Program Goals

The Special Education Credential Programs at CSUB integrate both theoretical models and classroom practices to address the reality of the students with mild/moderate or extensive support needs. The following goals were identified by the university's Special Education faculty members:

1. The program is unified by the common, overall goal of helping candidates become reflective practitioners who are able to draw upon a variety of skills and models and apply them effectively in many educational settings.
2. Candidates demonstrate knowledge of the ethical standards, professional practices and laws and regulations related to the provision of services to students with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.
3. Candidates demonstrate an appropriate level of competency working with students from diverse backgrounds by understanding and accepting the differences in culture, race, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners.
4. Candidates develop professional perspectives by examining educational policies and existing and emergent practices in relation to fundamental issues, philosophy and history of education, relevant legal requirements, and the status of special education services within society.
5. Candidates gain specific competencies in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with partner public school personnel and parents.
6. Candidates gain understanding of the characteristics and unique needs of students with mild/moderate and extensive support needs.

7. Candidates exhibit behaviors representing the high standards demanded of the teaching profession, including the need to participate in a learning community throughout their careers.
8. Candidates demonstrate appropriate skills in positive behavior support for students with disabilities.
9. Candidates demonstrate competencies in using or adapting instructional and assistive technology for their classroom teaching for students with disabilities.
10. Candidates demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with disabilities.

Special Education Preliminary Credential Program Model

The Special Education Program is committed to the education of competent “reflective teachers” focusing on careers in special education (mild/moderate or extensive support needs). These candidates should be cognizant of the problems and committed to meet the needs of exceptional learners. The quest of the program is to provide credential candidates with the necessary preparation to deliver educational services designed to assist exceptional individuals in reaching their optimal potential as productive members of society.

Special Education Program

Components, Coursework, and Competencies

MMSN and ESN Credential Candidates

Candidates enter the Specialist Credential Program in MMSN or ESN. These candidates have subject matter competence and meet candidate disposition expectations. Upon completion of all program requirements, candidates should progress toward becoming reflective, effective teachers who are sensitive to the diversity of students.

Reflective Teacher-Professional Educator

Because of his/her dedication, candidates completing all requirements for the MMSN or ESN credentials from the CSUB Special Education Program will become reflective teachers, prepared to educate students with disabilities, as described and presented via the competencies established by the Mission of the School of Social Sciences and Education, CCTC, CEC, and the CSUB Special Education Philosophy.

Program Competencies

- Characteristics of Exceptional Learners
- Implement Positive Behavior Supports
- Design/Implementation of Instructional Programs
- Selection/Use of Instructional Materials
- Management of the Learning Environments
- Implementation of Due Process Safeguards
- Work Effectively with Coworkers and Parents
- Use Data to Guide Instructional and Behavioral Planning
- Demonstrate Appropriate Professional Behavior Knowledge of Student Mobility, Sensory Health Care Needs
- Implement Effective Transition Services
- Effective Use of Instructional/Assistive Technology

These competencies are stressed throughout the program and assessed during the completion of individual coursework and fieldwork.

Program Elements

Educational Specialist Credential/Degree Program
Mild/Moderate (MMSN), Extensive Support Needs (ESN)

Prerequisite

EDSP 4100: Teaching Linguistically & Culturally Diverse Students
EDSP 4270: Establishing Foundations in Special Education
EDSP 4800: Early Field Experience in Diverse Classrooms

Phase I: Foundation Courses

EDSP 5610: Characteristics of Students with Mild to ESN
EDSP 5620: Collaboration and Transition in SPED

Phase II: Skill Development Courses

EDEL 5100: Language & Literacy for Diverse Learners
EDEL 5200: Math Methods and Assessment
EDSP 5630: Assessment of Students with Mild to ESN
EDSP 5640: Classroom Management & Positive Behavior Support
EDSP 5650/5660: C&I in MMSN/ESN
EDSP 5880/5810: Clinical Practice I & II

Phase III: Culmination/Field Experiences

EDSP 5820/5830: Final Clinical Practice
or EDSP 5880/5890: Intern Seminars/Supervision

CalTPA Courses

EDSP 5910 CalTPA Cycle 1
EDSP 5920 CalTPA Cycle 2

Program Design and Coursework Sequence

CSUB Special Education Preliminary credential programs are designed to reflect the standards established by the Commission on Teacher Credentialing (CTC) and to integrate the rationale of the University with the School of Social Sciences and Education theme. All required components of the specialist program such as subject matter competency, early field experiences, and student teaching, are congruent with the expectations set forth by the CTC. Specific objectives and learning opportunities to meet the standards are assigned to particular courses in the program.

1. Program Design

The Special Education Programs for the mild/moderate and extensive support needs credentials progress in the three developmental phases: (1) Foundation and Basic Understanding, (2) Skill Development, and (3) Culmination and Field Experiences.

Phase I: Foundations and Basic Understanding

During the first program phase, “Foundations and Basic Understanding,” special education credential candidates study how special education students relate to the entire spectrum of students enrolled in today’s classrooms. It is critical for credential candidates at this level to develop a basic understanding of: (a) characteristics of students with mild to extensive support needs; (b) research in learning theories and instructional practices both in general education and special education; (c) communication and collaboration issues, and (d) issues related to the curriculum and instructional adaptation for students with exceptionalities (TK-12).

Phase II: Skill Development

During the second phase of the program, credential candidates will acquire specific knowledge and skills through their coursework and field experience that will enable the candidate to teach and assess the needs of students with exceptionalities and manage classroom behavior. Field work in a variety of settings is integrated and required throughout Phase I and Phase II.

Phase III: Culmination and Field Experiences

In the third and final stage of the program, credential candidates utilize what they have learned and experienced during the final student teaching. Candidates will have ample opportunity to demonstrate their competence in assessment, curriculum planning/instruction, and classroom and behavior management strategies. Candidates will share their successes and/or concerns with other candidates and university field experience supervisors in seminars.

In addition to incorporating two courses from the Teacher Education credential program, the coursework in the Special Education credential program encompasses the major areas of special education core knowledge and skills including learner characteristics, assessment, diagnosis and evaluation, instructional management, behavior management, social interaction skills, communication and collaborative partnerships, transition processes and services, and

professional and ethical practices.

California State University, Bakersfield
Education Specialist in Mild/Moderate and Moderate/Severe Disabilities
Preliminary Credential

Development Phase	General Education	Special Education		ECSE-AA
		MMSN	ESN	
Prerequisites			EDSP 4100 EDSP 4270 EDSP 4800	
Phase I <i>Foundations</i>			EDSP 5610 EDSP 5620	EDSP 5710 EDSP 5720 EDSP 5730
Phase II <i>Skill Development</i>	EDEL 5100 EDEL 5200	EDSP 5630 EDSP 5640 EDSP 5650	EDSP 5630 EDSP 5640 EDSP 5660	
Phase III <i>Culmination/ Field Experiences</i>			EDSP 5820/5830 or EDSP 5880/5890	
CalTPA			EDSP 5910 EDSP 5920	

Special Education Preliminary Credential Course Numbers and Titles

- EDSP 4800 Early Field Experience in Diverse Classrooms
- EDSP 4270 Establishing Foundations in Special Education
- EDSP 4100 Teaching Linguistically and Culturally Diverse Students
- EDSP 5610 Characteristics and Needs of Students with Mild to ESN
- EDSP 5620 Collaboration and Transition in Special Education
- EDSP 5630 Assessment of Students with Mild to Extensive Support Needs
- EDSP 5640 Classroom Management & Positive Behavior Support
- EDSP 5650 Curriculum & Instruction for Children with MMSN
- EDSP 5660 Curriculum & Instruction for Children with ESN
- EDEL 5100 Language & Literacy for Diverse Learners
- EDEL 5200 Math Methods and Assessment
- EDSP 5800 Clinical Practice I
- EDSP 5810 Clinical Practice II
- EDSP 5820 Final Clinical Practice in MMSN

EDSP 5830 Final Clinical Practice in ESN

EDSP 5880 Intern Seminar/Supervision

EDSP 5890 Final Intern Seminar/Supervision

EDSP 5910 CalTPA Cycle 1: Learning About Students and Planning Instruction

EDSP 5920 CalTPA Cycle 2: Assessment-Driven Instruction

Early Childhood Special Education Added Authorization Course Numbers and Titles

The Early Childhood Special Education (ECSE) Added Authorization allows teacher candidates to teach young children ages birth to pre-kindergarten with disabilities. CSUB ECSE-AA program consists of three courses.

EDSP 5710: Young Children with Disabilities and Their Families

The purpose of this course is to provide program candidates with the knowledge of basic family theories and family systems as they are applied to intervention with infants, toddlers, and preschoolers who are at risk or have disabilities and their families. The course explores issues related to cultural, linguistic, and socio-economic diversity in order to increase students' awareness, understanding, and appreciation for family customs, lifestyles, values, and priorities. Legal and legislative mandates are reviewed. Students learn professional approaches and strategies for determining family needs and preferences, implementing family-centered approaches to services, and developing and sustaining family-professional partnerships and support. They also learn how to develop an Individualized Family Service Plan (IFSP). This course will provide candidates with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. This course is required for the Early Childhood Special Education Added Authorization program.

EDSP 5720: Assessment and Intervention/instructional Strategies: Birth through Pre-Kindergarten

This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for children (birth to 5 years of age). The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized, non-standardized, and alternative assessment techniques, instruments and procedures. Additionally, the candidate will develop skills in order to function as an active member of a transdisciplinary-based assessment team. The candidate will also acquire skills to design and implement intervention and evidence based/developmentally appropriate strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. This course is required for the Early Childhood Special Education Added Authorization program.

EDSP 5730 Field Experience in Early Intervention and Early Childhood Special Education

This field experience course is designed to provide foundational knowledge and practical experiences in two public or private education programs for infants and young children with disabilities from culturally and linguistically diverse backgrounds. These experiences are aligned with CEC/DEC standards and CTC ECSE-AA standards. Candidates are actively engaged in reflecting on the connections among research, professional standards, and community practices, as well as their own professional development as professional in EI/ECSE. Candidates are expected to demonstrate skills in the following areas: collaboration, coordination of services, and management of curriculum, assessment, instruction, behavior, and professional relations. As a course requirement, candidates complete observations and teach young children with disabilities through in-depth experiences with young children in small and whole groups. **Candidates are required to complete a minimum of 45 hours in home and preschool settings in small and whole groups.**

Preliminary Credential Program Admission Requirements and Procedures

All documents submitted to CSUB become the exclusive property of the university and will not be copied or returned.

1. Apply for admission to CSUB on a post-baccalaureate standing.
(<https://www.calstate.edu/apply>)
2. Attend the Information Session. Held twice each semester.
3. Submit a complete application packet to the Credentials Office by the due date. Required application materials include:
 - a. Special Education Application Form. Form must be completed and signed.
 - b. Three recommendation forms from those who know the candidate's potential/work performance for a special education teaching career.
 - c. Autobiography: Include your characteristics, intent, teaching experience and special motivation, 2-3 pages typed & double spaced.
 - d. Tuberculosis Clearance - Provide evidence of freedom from tuberculosis within the last four years.
 - e. Certificate of Clearance – Provide evidence of Fingerprint Clearance from the Commission on Teacher Credentialing.
 - f. Professional Liability Insurance: Purchase the insurance from Cashier's Office
 - g. CBEST: The candidate must have proof of passage
 - h. Subject matter competencies verification:
 - A valid California Teaching Credential, multiple subject or single subject
 - Passage of CSET for multiple subject or a core single subject area, exam scores are valid for 10 years
 - Approved waiver or degree
 - i. Special Education Program Plan Form: This form must be completed and signed by the candidate and the faculty advisor during the academic advising session and submitted as a part of the application materials. What?! This doesn't happen until they are accepted.
 - j. GPA Requirements: Candidate must have an overall GPA of 2.67 or 2.75 for the last 60 semester units. Candidates with an overall GPA of 2.5 can apply for exceptional admission.

- k. Mandatory Reporter Training: Complete a Child Abuse Mandated Reporter Training <http://mandatedreporterca.com/>.
 - l. \$30 program application fee - The credential fee must be accompanied by the Credential/Program Services request form.
4. Candidate Interview: Candidate will attend a group interview.
 5. Academic Advising: When the SPED selection committee conditionally admits a candidate after reviewing an application packet and completing the interview process, a letter will be sent to him/her with information as to who the faculty advisor is and their contact email and telephone number. The candidate is required to schedule an appointment with that advisor to have a Program Plan completed before enrolling in courses.
 6. Prerequisites must be met or may be waived with supporting verification documents:
 - a. EDSP 4100 (Teaching Linguistically and Culturally Diverse Students)
 - b. EDSP 4270 (Establishing Foundations in Special Education)
 - c. EDSP 4800 (Early Field Experience in Diverse Classrooms)
 7. Other requirements needed prior to issuance of any credential include:
 - a. Passage of RICA
 - b. U.S. Constitution
 - c. Health Education
 - d. CPR (Infant, Child, and Adult)
 - e. Passage of CalTPA Cycle 1 and Cycle 2.
 - f. Completion of Individual Development Plan (IDP)
 - g. Basic Skills Requirement
 - h. 100% Subject Matter Competency
 - i. Exit Survey

Intern Credential Program Admission Requirements

To be recommended for an Intern Credential, you must complete and submit all of the following requirements to the credential office. *Please make copies for your records prior to submitting your application. All documents submitted to CSUB become the exclusive property of the university and will not be copied or returned.*

- Admitted to CSU, Bakersfield.
- Admitted to and in good standing with the CSUB Credential Program.
- Verification of employment (copy of contract or letter of intent to employ) from a school district that has a current internship agreement with CSUB.
- Verification of Bachelor's Degree from an accredited College or University (degree must be posted on your transcript from graduating institution).
- Verification of 100% Subject Matter Competency
- Verification of CBEST or Basic Skills Requirement.
- U.S. Constitution: course ('C' or better posted to transcript) or exam (copy of certificate).

- Valid Certificate of Clearance, Emergency Permit, PIP or STSP posted on the CTC website.
- Completion of 120 hours of pre-service coursework; must include classroom management and planning; developmentally appropriate teaching practices; pedagogy and communication skills, including reading; and 45 hours in Teaching English Learners. You may contact our office to verify you have met these hours.
- Completion of all intern application forms.
- Advising: Intern advising must be completed prior to the issuance of your intern credential. Your program advisor will continue as your intern advisor.
- \$30 program application fee - The credential fee must be accompanied by the Credential/Program Services request form. *These fees do not cover the CTC application fee. Click here for current CTC application fees: [CTC Fees](#).*
- If your assignment is an Independent/Home Study setting you must provide a letter, on letterhead, from your school administrator verifying that the assignment will include a minimum of 30 hours/per semester of small group instruction.

Intern Credential Program Application Sequence

- Admission to the University and the SPED Credential Program
- Admission to Special Education Intern Credential Program (<https://www.csub.edu/sse/credentials/intern-credential-requirements>)
- Meet subject matter competency
- Secure a contract with a school district as an intern teacher.
- Complete Intern Credential Application Packet ([Intern Application Form](#)) (Page not found)

Early Childhood Special Education Added Authorization Admission Requirements

- Admission to the University and the SPED Credential Program
- Hold a valid preliminary credential.

Special Education Program Application/Admission Timelines

Candidates must submit the application packet *one semester prior to the semester* they wish to enroll and observe the following sample procedural timelines. Please contact the program admission advisor or program website (<https://www.csub.edu/specialed/>) for an application due date (Ms. Julia Bavier: 661-654-3193, Bakersfield; Ms. Jenny St. George: 661-952-5080, Antelope Valley).

Exceptional Admission Policy

No predictions, guarantees, or assurances can or should be made about, or to, students applying

under exceptional admission status. It is impossible to determine whether a student will be given exceptional admission status until the evaluation process is complete. The Exceptional Admission Application Form is available at the programs website (https://www.csub.edu/specialed/_files/SPED.exceptional.admit.app.pdf).

Candidates' Interview with Academic Advisors

When program applicants submit a completed application packet, each applicant will receive a date and a time for a small group interview. All applicants should attend an assigned interview session. During the interview session, candidates will be asked questions that elicit responses regarding their talents, interests that may be useful in teaching, background or preparation related to diversity, and education-related career goals. The interview form will allow for tabulation of interviewer opinions about interviewees on several rated topics. There will also be a section allowing the interviewer to make any observation deemed appropriate. Applicants will be rated on:

- a. the general impression of the applicant's health, vitality, poise, responsiveness; their many-sided interests, abilities, and experiences
- b. their speech and communication skills
- c. their personality and suitability to teaching, the traits of which may include: positivism, friendliness, enthusiasm, openness, responsiveness to others, a positive perspective and attitude toward youth and the teaching role and responsibility
- d. their philosophy of education and interest in teaching both general education and special education students
- e. their interest and commitment to an education career
- f. their receptivity to working with students from diverse backgrounds

Interviewers/advisors will rate the applicant on a scale of *outstanding, good, average, and poor* in regards to the applicant's professional aptitude, attitude, and receptivity to feedback, responsibility and professional appearance. During the interview, interviewers will also rate the applicant's speech and language proficiency in English and disposition. Dispositions for the Special Education Program are listed below.

- *Professional Collaboration*: Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- *Reflective Practitioner*: Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- *Ethical Professional*: Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

- *Student/Client Centered:* Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- *Professional Leader:* Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- *Professional Competence:* Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards-based instruction

Special Education Faculty Members Contact Information

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Waivers and/or Transfer Credit/Out-of-State Credential

If you hold an out-of-state credential, your first step is to contact the Commission on Teacher Credentialing. Candidates with special education credential coursework from other institutions may request substitutions by using the forms in the application and by submitting all necessary supporting documents by the due date or during your advisement session. Coursework taken elsewhere should have been completed within the past seven years. The program advisor will then review the requests and approve only those that have sufficient evidence that the coursework completed elsewhere is equivalent to the coursework offered at CSUB. Please present supporting evidence including an unofficial transcript, syllabus and course descriptions.

Requirements for Continuing in the Special Education Program

a. GPA

Candidates must maintain a minimum GPA of 3.0 in all required credential courses attempted after entry into the program. Candidates whose GPA falls below 3.0 will either be put on probation for one semester or be asked to drop from the program. If a candidate on probation fails to raise his/her/their GPA to over 3.0 in the subsequent semester, the candidate will be dismissed from the program. Any course in which the candidate earns a grade below a C must be repeated.

b. Advancement through the Program

Candidates whose performance is judged to be inadequate in any phase will be expected to improve or repeat the problem courses before advancing to the next phase. The special education program faculty will meet regularly to discuss candidates' dispositions and academic progress and make recommendations that will best assist candidates in acquiring the requisite professional skills and maintaining the integrity of the program.

c. *600 Hours of Clinical Practice*

Candidates are required to complete 600 hours of field experience across their credential program. They must be enrolled in a field experience course each semester they are enrolled in core special education credential courses. Candidates will receive a non-passing grade for all coursework when they do not complete the field experience requirements in a term.

d. *Final Clinical Practice Requirement*

Candidates who do not satisfy minimum requirements will not receive credit for their student teaching. They may be required to extend student teaching another semester, be placed on probation, or be dismissed from the program.

e. *Provision for Candidate Appeal*

Candidates may appeal an unsatisfactory performance evaluation for coursework to the instructor on record, and for student teaching to the University Supervisor, and then the Program Director. If resolution is not obtained, a written appeal may be made to the Department Chair, who will submit it to the Department Appeals Committee. Results are forwarded to the candidate by the Department Chair. If resolution is still not obtained, a written appeal may be made to the Dean of the School of Social Sciences and Education.

Candidates may further appeal a case through established university procedures that are available in the Student Services Office. A candidate who experiences other difficulties within the Special Education program should discuss the issues first with the academic advisor, and then with the Program Director if not resolved with the advisor. If the student wishes to pursue further the issues and/or difficulties, the student should then consult, in sequential order, with the Advanced Educational Studies Department Chair, Dean of the School of Social Sciences and Education, and, finally, the Associate Vice President for Academic Affairs.

f. *Time Limits for Coursework*

The California Administrative Code, Title 5, Education, states that all the requirements for a credential and master's degree be completed within a seven-year period. This time limit requirement means that no more than seven years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential or a master's degree is approved.

g. *Recommendation*

Mere completion of coursework, including student teaching, does not guarantee a credential. The candidate must be recommended for a credential based upon evaluations of their academic completion and dispositions. The University, through the School of Social Sciences and Education, makes the recommendation for issuance of a credential before a candidate's

application for the credential can be processed.

h. Application for the Credential

Completion of coursework, including student teaching, does not guarantee a credential. Candidates must be recommended for a credential based upon satisfactory completion of the Teacher Performance Assessments (TPA) in addition to satisfying all other Program and CCTC requirements and criteria. The University, through the special education program, makes the recommendation for issuance of a credential upon review of a candidate's file and application for the credential. The Preliminary Credential is valid for five (5) years. During this time, the candidate must complete a teacher induction program in order to satisfy the requirements for the Professional Clear Teaching Credential. CSUB does not offer a Clear Credential Special Education program. Please check with your school district about a Clear Education Specialist Credential program.

[Application and Checklist to apply for credential](#)

Contact the Credentials Office regarding fees, dates, etc. at 661-654-2110.

CHAPTER II. SPECIAL EDUCATION CLINICAL PRACTICE

Introduction

This portion of the handbook is designed to provide a brief description of the clinical practice components of the Special Education Program, and to provide administrators, district cooperating teachers, University Supervisors, and credential candidates with an understanding of the relationships and responsibilities of all those participating in the program. The Clinical Practice Handbook is located in Appendix A.

The Special Education credential program at CSUB provides integrated field experiences both in General Education and in Special Education throughout the credential program. All special education credential candidates are required to enroll in a clinical practice course in each term while they are in a special education credential program. As a culminating field experience, credential candidates are required to complete a full semester of student teaching with a cooperating teacher. If credential candidates are hired as an intern teacher, they will enroll in the intern seminar course every term until they complete the preliminary credential program. Interns must be an intern a minimum of two semesters and maximum of 4 semesters.

Clinical Practice Terminology

- *Final Student Teaching*: the period of guided and solo teaching when a teacher candidate takes increasing responsibility for the work within a given group of learners over a period of consecutive weeks.
- *Student Teacher*: the university student who has met the criteria for entering student teaching.
- *Mentor/Cooperating Teacher*: a credentialed teacher under whose direct supervision the candidate does their clinical practice hours for teaching experience.
- *University Supervisor*: a university faculty member who supervises teacher candidates in close collaboration with the Cooperating Teacher and Intern Mentor.
- *Intern Supervision*: a University Supervisor supervises interns in the Intern Program including seminars provided through EDSP 5880 and 5890.
- *Intern Teacher*: a university credential candidate who has met the criteria for and holds a valid intern credential, and participates in appropriate intern seminar classes (EDSP 5880 and 5890).
- *Intern Mentor*: is assigned by district. An Intern Mentor is a special education teacher on or near the intern's site who visits the intern's classroom providing constructive feedback and is available regularly to the intern for assistance and guidance.

Field Experience Categories and Information

There are three different types of clinical practice experiences in which credential candidates may participate: a) standard clinical practice, b) final student teaching, and/or c) intern teaching. Information about each type of clinical practice is provided in this section.

Whenever possible, credential candidates should complete field work requirements in diverse classrooms and student teaching experiences which include at least one placement in a diverse site with the following student populations: socioeconomically disadvantaged students, students who are English Language Learners, and students at risk.

Throughout clinical practice experiences, credential candidates are requested to reflect on their knowledge and skills to work with students of diverse backgrounds and needs. Their competency of working with diverse populations is evaluated through lesson plans, reflective journals, candidate competency evaluation forms, and classroom observations by Cooperating Teachers and University Supervisors.

Before or soon after beginning a field experience, credential candidates are encouraged to:

- Consult the district's school report and review the demographics of the school population.
- Visit the school/take a tour of the community before he/she begins field experience.
- Discuss with a Cooperating Teacher how the diversity of the student population in his/her field experience classroom impacts planning and teaching.
- Review and discuss best practices for working with diverse populations.

Clinical Practice Placement

The Special Education Field Placement Coordinator places credential candidates in school sites within our existing partnerships in the CSUB serving area. ***Under no circumstances should the credential candidates contact a school district.*** The coordinator does not handle requests for a specific school or a specific teacher in a specific district. The coordinator makes a request to the district and the district makes the final placement. Each semester, credential candidates fill out a Placement Request Form.

Every attempt is made to ensure that the credential candidate is given a variety of field experiences. Students will be placed in multiple settings during the credential program.

****See Appendix A for more information on clinical practice requirements.*

1. Final Student Teaching

Credential candidates who plan to complete a final student teaching course will need to submit a placement request form by the 10th week of the semester prior to their student teaching. If candidates do not submit a placement request form by the posted deadline, then candidates'

placement for the following semester may be delayed. See Appendix A for more information on Student Teaching Requirements.

2. Intern Teaching

The Special Education Intern Credential Program at CSUB follows the regulations for intern support adopted by California Commission on Teacher Credentialing (CTC) in Coded Correspondence 14-04. The new regulations increase the number of hours of both general and English Learner specific support and supervision that must be provided for Intern teachers.

3. EDSP 5880 and 5890: Intern Seminar and Supervision

- Taken each semester for up to four semesters, this seminar and supervision course is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers students with mild to extensive support needs.
- The seminar focuses on developing a community of learners in special education classrooms that includes: IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so that interns can learn from each other.
- Interns will be provided guidance from Intern Mentors and University Supervisors in their own classrooms. Supervision will focus on basic classroom management and instructional competencies.
- While enrolled in Intern Seminar, the intern performs a variety of activities that ensure they interact with a variety of service personnel including general education teachers, staff, and administration, as well as parents. For example, ways of interacting with parents may include: communicating with parents in person at back-to-school night, attending parent-teacher conferences and IEP meetings, and writing notes home to parents in order to communicate plans and/or concerns. In addition, interns assume all responsibilities as full-time teachers throughout the program.

Clinical Practice in a Private School Setting

Private school teachers who are employed as the Teacher of Record wishing to use their current teaching assignment as part of the clinical practice experience must get approval from the CSUB SPED program to complete clinical practice in a private school setting. The school must be accredited by WASC, the Western Association of Schools & Colleges, a 501(c) (3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. If the accredited private school placement is approved and within the geographic area served by CSUB, the teacher at the school may request to enroll in clinical practice courses and complete the required activities at the private school.

The private school is required to have a current Memorandum of Understanding (MOU) with CSUB. The school will ensure the candidate is supported by a qualified cooperating teacher within the candidate's credential area.

Traditional Student Teaching

The program selects district supervisors who hold a Clear Credential in the credential area for which they are providing supervision and have a minimum of three years of K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Cooperating Teachers should possess the following qualifications:

- A minimum of three years of successful teaching experience in special education
- A professional clear credential in the same area with the student teacher.
- Tenure in the district
- An on-going successful record of teaching excellence
- Current knowledge of subject matter methodology and “best practices”
- Willingness to share their expertise, materials, and classroom with a Student Teacher
- English Learner authorization/certification
- Appropriate special education teaching credential in either mild/moderate or extensive support needs.
- Strong interpersonal communication skills
- Enthusiasm about working with Student Teachers/early field experience students

The school should provide the following opportunities for teacher candidates:

- The school should provide opportunities for teacher candidates to work with at a minimum of 5 children with disabilities who have appropriate IEPs.
- The school should provide a full diversity of grades/ages, federal disability categories and the continuum of special education services for students with mild to extensive support needs. In the final clinical practice class, the teacher candidate should work toward assuming full responsibility for the provision of services in the specific credential authorization.
- The school should provide opportunities for the teacher candidate to work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The placement should provide opportunities to communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies.

- The school should provide opportunities for teacher candidates to use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
- The school should provide opportunities for teacher candidates to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.
- The school provides opportunities for teacher candidates to administer formal and informal assessment and develop state-approved IEPs to support a diverse group of children with disabilities.
- The school should provide the teacher candidate to sufficient experience to work with a diverse population including English learners. The teacher candidate should be able to implement effective instructional practices for ELD and content instruction for ELs in a final clinical practice placement.
- The school should provide opportunities for teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The school should provide opportunities for candidates to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.

TPA and TPE Requirements

California Teaching Performance Expectations (TPE)

Teacher Candidate progress is observed and evaluated throughout their clinical practice experiences based on the California Teaching Performance Expectations (TPE) for the Preliminary Education Specialist credential. Program coursework also prepares candidates with specific tasks that demonstrate that candidates meet California TPEs for new teachers.

[Preliminary Education Specialist Teaching Performance Expectations](#)

Candidates will demonstrate they are able to:

TPE 1: Engage and support all students in learning

TPE 2: Create and maintain an effective environment for student learning

TPE 3: Understand and organize subject matter for student learning

TPE 4: Plan instruction and design learning experiences for all students

TPE 5: Assess student learning

TPE 6: Develop as a professional education

Teacher Performance Assessment (TPA)

In addition to coursework and Clinical Practice assessments in your program, the CTC requires candidates to submit and pass an approved performance assessment prior to being recommended for a Preliminary Teaching Credential. Performance assessments are designed to be authentic exercises in which you demonstrate how you will plan, instruct, assess, and reflect on real lessons as a teacher. To meet the performance assessment requirement, the Special Education program relies on CalTPA, a national examination developed by the California Commission on Teacher Credentialing and administered by Pearson.

The CalTPA was designed to provide candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of a class of actual students, reflect on their practice, and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serves as the framing for the four steps of the CalTPA.

CalTPA Cycle 1

Instructional Cycle 1 represents a complete teaching cycle for one content-specific lesson that you will develop and teach within a school placement. Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate learning objective(s), determine what you expect your students to learn and how you will assess that learning, and develop content-specific activities and instructional strategies to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As you teach and video-record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and

emotional support through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

CalTPA Cycle 2

Instructional Cycle 2 represents a complete teaching cycle for a 3-5 purposefully connected series of lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal. To complete this cycle, you will analyze and reflect on the evidence you observed of student learning of content and development of academic language based on your learning goal(s) and objective(s) to either (a) create a re-teaching activity because students did not demonstrate the learning goal(s) and/or objective(s) of the instruction or (b) create a connecting activity to build on the instruction provided because students did demonstrate the learning goal(s) and/or objective(s) of the instruction. The re-teaching or connecting activity will provide evidence about how you used both informal and formal assessment results to plan further instruction to support and advance student learning.

Passage Policy

Failure to pass a cycle will result in NC for the course and the candidate will not be allowed to progress in the program until the cycle is passed. Candidates will need to earn a passing score on each cycle to apply for their credential. Candidates may take the TPA courses two times. If the candidate fails a second time the candidate will be required to take Remediation, a 1 unit course through Extended Education, the following semester where they work on revising their TPA for resubmission. Candidates may take each CalTPA cycle 3 times prior to program dismissal. Remediation will be available through Extended Education.

Candidates must pass the full TPA prior to applying for your preliminary credential.

Candidates should reference their TPA course syllabus for instructions regarding registration and submission of each task. Program faculty are available to support your work.

State level information about the CalTPA program can be found on the [California Educator Credentialing Assessments website \(http://www.ctcexams.nesinc.com\)](http://www.ctcexams.nesinc.com). The website includes assessment information, registration and registration support, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool.

CHAPTER III. CSUB Appeal Process for the Disposition Assessment

Dispositions are integrated and assessed within the program at various points. Candidates are introduced to the dispositions at the information session, in each core and field experience course. Candidates are evaluated by University Supervisors at the beginning (EDSP 4800), middle (EDSP 5800) and end (EDSP5820/5830) of the Preliminary ES Credential program. In addition, course instructors may complete candidate disposition rubrics for any students with whom they have concerns. The program will ensure that candidates understand program expectations regarding candidate dispositions.

An instructor or supervisor who observes a regular pattern of candidate behavior that demonstrates a failure to meet disposition standards completes an improvement plan that is placed in the candidate's file. The plan is shared with the candidate, allowing the candidate the opportunity to work on changing their attitude/behavior related to the identified disposition. The program director and the candidate will discuss any disposition improvement and progress the candidate has made before approving the student teaching application. Candidates who have not made progress toward the disposition standards are not allowed to student teach. A decision letter will be mailed to the candidate by program coordinators.

Procedure for Initiating Appeal

A candidate must initiate an appeal in writing using the Student Appeals Action Form within 21 calendar days from the mailing date of the decision letter from the program coordinator. This written appeal should be sent, care of the program coordinator, to the Student Appeals Committee, which shall review the appeal. Written notification of the Committee's recommendations is sent to the School Dean, whose decision may not be appealed.

Student Appeals Committee Membership

- Chair, appointed annually by the School Dean.
- Two members of the Professional Unit, elected by the constituency, and representing the following:
 - Initial Credentialing Program
 - Advanced Programs

Attendance at the Hearing

The candidate involved may be assisted by an advisor. The advisor may be another candidate, an administrator, or a faculty member. Witnesses may be called on behalf of the candidate who initiated the appeal process. The advisor does not speak on behalf of the candidate, testify (unless he or she has first-hand-knowledge of a fact), or question witnesses. The advisor generally consults and/or privately interacts with the candidate, unless the University grants the advisor permission to represent the candidate in a particular case. Resource persons or expert witnesses may be called at the request of the Committee.

Procedure

Preparation for the Hearing: All parties must be informed of the appeal in writing by the chair of the Student Appeals Committee (hereafter referred to as “chair”), normally within five class days after the receipt of the appeal application. Copies of documents and correspondence filed with respect to the appeal shall be provided to the relevant parties through the chair. Thereafter, neither new evidence nor new charges shall be introduced by the candidate before the Committee. The chair shall notify in writing the relevant parties of the exact time and place of the hearing at least seven calendar days before the beginning of the proceedings. Whereas the burden of proof rests upon the person bringing the appeal, the Student Appeals Committee may seek out pertinent witnesses and documentation.

Hearing Procedure: During the hearing, both the faculty member and the candidate shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

Recommendation of the Student Appeals Committee

The Student Appeals Committee shall deliberate in executive session and customarily render a recommendation by majority vote within five calendar days of the close of the hearing. The chair shall notify the School Dean and the candidate in writing within five days of the Committee's final recommendation.

Candidate Improvement Plan
Special Education Program
California State University, Bakersfield

The CSUB Educator Preparation Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing these competencies, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

Step 1: Improvement Plan

A University Supervisor, faculty member, or coordinator completes the **Candidate Improvement Plan** and requests approval from the Program Director and/or Coordinator. The faculty member meets with the candidate to review the areas of concern and to establish specific steps for improvement. This improvement plan is provided to the candidate (and other involved parties) in writing. A digital copy of the Improvement Plan is sent to the Program Director to be reviewed and forwarded to the Program Admissions Advisor. The Program Admissions Advisor will log the Improvement Plan in the Database. The signed copy of the Improvement Plan is given to the Program Admissions Advisor for inclusion in the candidate file.

At the end of the stated timeline, the faculty member will retrieve the plan from the candidate file and update the Decision “Improvement Plan met” or “additional time provided”. An updated copy will be sent to the candidate and the Admissions Advisor will maintain the paper copy and update the database.

Step 2: Decision to Dismiss

If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program.

Step 3: Grievance Process

If the candidate would like to appeal the decision, he or she may send a written request to the Educator Preparation Program Appeals Committee, which includes faculty members, a program director, and a department chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.

Candidate Improvement Plan

Candidate: _____ **Term/Year:** _____

Date: _____

University Supervisor/Instructor/Coordinator:

CSUB Candidate Dispositions

<input type="checkbox"/> Professional Collaboration	<input type="checkbox"/> Reflective Practitioner
<input type="checkbox"/> Ethical Professional	<input type="checkbox"/> Student/Client Centered
<input type="checkbox"/> Professional Leader	<input type="checkbox"/> Professional Competence

Area(s) of Concern (Please list specific areas of concern with Professional Expectations and Professional Dispositions):

Specific Improvement Actions with timeline for completion:

Once signed, please provide signed copies to the candidate, Program Director, and Program Admissions Advisor (for candidate's file).

Candidate: _____ Date: _____

Supervisor/Instructor: _____ Date: _____

Decision:

___ Improvement Plan met

___ Candidate has demonstrated growth and has additional time to further improve. Please indicate the amount of time allotted for this: _____

___ Candidate is removed from the program

Program Director Signature: _____ Date: _____

**Student Appeals Action Form
(To be initiated by the candidate)**

Name _____ Candidate ID# _____

Address _____ City _____ State/Zip _____

Phone/Email _____ Major _____

Signature _____ Date _____

DECISION BEING APPEALED: State ruling to which exception is desired. All relevant forms and documentation must accompany action form.

RATIONALE FOR APPEAL: State reason for why the ruling cited above should be overturned.

The following signatures should be obtained prior to filing the Student Appeals Action Form.

CANDIDATE'S ADVISOR:

Signature

Print name

DEPARTMENT CHAIR:

Signature

Print name

The following should be completed after the decision on the appeal.

DECISION OF THE DEAN: _____ Approval of appeal _____ Denial of appeal

Signature

Print name

CHAPTER IV. Other Helpful Information

How to Reach Program Faculty

Every faculty member maintains regularly scheduled office hours, and also responds to voice mail and email messages.

List of Program Faculty and Staff

Chair, Advanced Educational Studies: Dr. Yeunjoo Lee	(661) 654-3055
Director & Assistant Professor: Dr. Sarana Roberts	(661) 654-2527
Assistant Professor: Dr. John Mouanoutoua	(661) 953-3098
Coordinator & Full Time Lecturer: Mrs. Diane McNett (AV)	(661) 952-5089
Full Time Lecturer: Mr. Matthew Kabel	(661) 654-6214
Administrative Support Coordinator: Mr. Ryan Otawka	(661) 654-3055
Admission Advisor & Credential Evaluator: Mrs. Julia Bavier	(661) 654-3193
Admission Advisor & Credential Evaluator (AV): Ms. Jenny St. George	(661) 952-5080
Credential Analyst: Ms. Stephanie Prielipp	(661) 952-3074
School of Social Sciences and Education Dean's Office:	(661) 654-2210
Teacher Education Department Office: Dr. Bre Evans-Santiago, Chair	(661) 654-3958
Admission and Records	(661) 654-3036
Financial Aid Office	(661) 654-3016
Liberal Studies Office	(661) 654-3337

Appendix A
Clinical Practice Handbook
Section 1: Cooperating Teacher Information

The Cooperating Teacher is an important asset in helping prepare Teacher Candidates for their own classrooms. The Cooperating Teacher will work closely with the University Supervisor in helping the Student Teacher mature and develop in his/her knowledge and skills in classroom teaching.

Cooperating Teachers should possess the following qualifications:

- A minimum of three years of successful teaching experience in special education
- A professional clear credential
- Tenure in the district
- An on-going successful record of teaching excellence
- Current knowledge of subject matter methodology and “best practices”
- Willingness to share their expertise, materials, and classroom with a Student Teacher
- English Learner authorization/certification
- Appropriate special education teaching credential in either mild/moderate extensive support needs
- Strong interpersonal communication skills
- Enthusiasm about working with Student Teachers/early field experience students

Cooperating Teacher’s Responsibilities with Teacher Candidate’s Lesson Plans

- Approve the lesson plans a minimum of three days in advance (although one must be flexible, it is important for students to plan lessons).
- Review lesson plans and presentation of lessons and provide appropriate comments.
- Approve supplemental material and independent work being used as part of a lesson.
- Determine if it is necessary to assist the Teacher Candidate with the lesson.
- Provide constructive suggestions for each lesson - this will help the Teacher Candidate to grow in his or her knowledge and skills.
- Critique several lessons being taught during the semester on the forms provided.

Responsibilities of the Cooperating Teachers When Working with Teacher Candidates

- Make expectations clear from the beginning - unclear expectations lead to frustration on the part of the Cooperating Teacher and the Teacher Candidate.
- Discuss the daily routine and schedules.
- Serve as the liaison between the Teacher Candidate and school faculty (e.g., principal, school psychologist, and other related personnel).
- Introduce the Teacher Candidate to the school environment - make them feel welcome at the school site.
- Provide a workspace for the Teacher Candidate to keep materials and personal belongings.
- Inform the Teacher Candidate of school and district policies.

- Discuss guidelines for discipline, grading, classroom organization, special classes, paraeducators, etc.
- Provide copies of the teachers' edition for each subject area the Teacher Candidate will teach.
- Share your faculty handbook with the Teacher Candidate.
- Discuss emergency plans for earthquake and fire drills.
- Prepare the class for the Teacher Candidate's arrival and introduce him/her/them to the class.
- Inform the Teacher Candidates where to get supplies and materials needed for their teaching experience - also inform them if there is a resource center available for use.
- Encourage the Teacher Candidates to apply methods learned in university classes.
- Mentor them --conversations can be productive if the Cooperating Teacher and the Student Teacher respect each other professionally.
- Demonstrate and discuss lessons with the Teacher Candidate regarding specific focus areas
- Discuss and model appropriate strategies to use for English Language Learners.
- Observe and conference regularly, review the Teacher Candidate's daily and unit plans, and assess student work and progress with Student Teacher.
- Be willing to give constructive suggestions to the Teacher Candidate.
- Assist the Teacher Candidate in achieving classroom management.
- Set aside a time to discuss the daily events in the classroom.
- If requested, write a letter of recommendation for the Teacher Candidate placement file.
- Complete two periodic evaluation forms and final evaluation form.
- Provide the Teacher Candidate opportunities for attending IEP meetings.
- Have the Teacher Candidate participate in parent-teacher conferences.
- Provide opportunities for the Teacher Candidate to write IEP goals and objectives under supervision.
- Maintain confidentiality: The Teacher Candidate's performance should only be discussed with the Principal and the University Supervisor.
- Participate in the required evaluations.

Observations and Evaluation

Provide the Teacher Candidate with both positive feedback and suggestions for improvement. The observations are extremely important especially if the Teacher Candidate is experiencing difficulty. Thorough documentation is imperative.

Cooperating Teachers are asked to complete a *final evaluation* on the provided forms and participate in a final collaborative evaluation conference with the Teacher Candidate and the University Supervisor in a final student teaching course (EDSP 5820/5830).

Paraeducators and Teacher Candidate

Discuss the Teacher Candidate's responsibilities with the paraeducator. Many times, it is difficult for a paraeducator to sit back and watch the Teacher Candidate make mistakes. Although paraeducators know the classroom and wish to be helpful, they must let the Teacher Candidate take control so he or she may learn from mistakes.

If the Teacher Candidate is to provide work for the paraeducator working with students, please guide the Teacher Candidate in preparing the work. A Cooperating Teacher may need to serve as the liaison between the Teacher Candidate and the paraeducator.

How do I know when the Student Teacher is to assume full time teaching responsibilities?

The Phase-In schedule is suggested for all Student Teachers in a final student teaching course. This can be modified to meet each cooperating teacher's needs. However, the program may have to adjust the schedule for certain semesters due to the reduced time for final student teaching. Please discuss the schedule with the University Supervisor. Some adjustments to the schedule may be necessary.

Section 2: University Supervisor Information

The University Supervisor is a faculty member who supervises the Teacher Candidate in close cooperation with the district Cooperating Teacher. The University Supervisor will communicate regularly with the Teacher Candidate and will schedule and conduct observations of the Teacher Candidate. The University Supervisor will meet with the Cooperating Teacher prior to starting observations in the classroom. The University Supervisor welcomes contact with the Cooperating Teacher. University Supervisors are experienced teachers and administrators whose role as a liaison with the school district, with the Cooperating Teachers, and with the Teacher Candidate is key. University Supervisors assume the roles of consultant, counselor, resource person, and evaluator. The University Supervisor is the principal representative of the SPED program at CSUB with regard to student teaching assignments.

University Supervisor Qualifications and Responsibilities

The supervisor's primary goal is to *mentor/support* the Student Teacher/Intern Teachers achieve success to the best of his or her ability. They serve as a valuable resource for Student/Intern Teachers, pointing out what student/intern teachers need to do to improve, ensuring that student/intern teachers are doing the planning and "homework" necessary to prepare properly, and overseeing the academic aspects of the student/intern teacher's preparation and delivery. It is suggested that the University Supervisor reviews the other chapters of the handbook. Often, Student Teachers have questions, and whenever possible, refer them to the handbook or an advisor.

University Supervisors are selected and prepared for a supervisory role and must have the skills, knowledge, and dispositions of highly accomplished professionals to fulfill their responsibilities. University Supervisors have three main responsibilities. First, they assist and evaluate student/intern teachers. As part of the evaluation process, they conduct an initial visit, observe lessons, complete evaluation forms, grade assignments.

University Supervisors should meet the following criteria:

University Supervisor Qualifications

- Minimum of five years of K-12 public school teaching and/or clinical experience serving students in cross-cultural settings.
- A credential/certificate in Education or a related discipline.
- Record of teaching excellence
- Current knowledge of subject matter methodology and "best practices"
- Proficiency in basic technology.
- English Learner authorization/certification
- Strong interpersonal communication skills

University Supervisor Responsibilities

- Demonstrate thorough knowledge of public education and the various agencies involved in special education and be capable of developing productive working relationships with interns, Cooperating Teachers and all other persons involved in the teacher education process.
- Demonstrate superior knowledge of both the subject matter and methodology of teaching.
- Be willing to follow all procedures set forth by the SPED program and enter all required documentation/information in the electronic system by due dates.
- Review the Teacher Candidates' lesson plans and provide written responses if necessary. Initialize the lesson plans during each visit.
- Discuss the experiences the Teacher Candidates should have during the semester with the Cooperating Teacher.
- Assist the Teacher Candidates in self-reflection and evaluation of their teaching.
- Observe Teacher Candidates in their assignments.
- Each time the University Supervisor visits Teacher Candidates, review their journal and respond appropriately. Initial the journal.
- Establish effective communication with administrators regarding the student teaching program.
- Provide, upon request, a letter of reference for the Teacher Candidates' placement file.
- Fill out periodic evaluations of Teacher Candidates' performance and a final evaluation form.
- Sign the completed Candidate Competency Evaluation Form after the last meeting with the Teacher Candidates, if the Candidate is in student teaching or final intern seminar,
- Make the required number of visits for each Teacher Candidate and provide oral as well as written feedback.

Number of Visits and Observation Feedback

The University Supervisor will observe the Student Teacher a minimum of six times via synchronous and asynchronous modes during a semester. However, weekly visits are encouraged. Some of the visits should be scheduled visits and some should be unscheduled visits. The University Supervisor will fill out an observation form for each visit with the Teacher Candidates. A copy of observation feedback is given to the Teacher Candidate and another copy is given to the Cooperating Teacher after each observation. The observation/visitation form should include positive comments as well as suggestions for improvement. Do not ask Teacher Candidates to go against the Cooperating Teacher or school policies.

Observations and Final Evaluation

The University Supervisor must fill out classroom observation forms for each observation. The University Supervisor should attempt to confer with the Teacher Candidate following each visit. In a final student teaching course, it is suggested that the Cooperating Teacher, Student Teacher, and University Supervisor discuss the midterm evaluation in a three-way conference. This will give the Teacher Candidate a reference point from which to work for the remainder of the semester.

The midterm competency evaluation must be filled out during either the fifth or sixth week of the final student teaching semester. If the form is not filled out by this time, the University Supervisor should inform the Program Director of the reason.

Teacher Candidates are to sign forms only after they have been filled out. A signature by the Teacher Candidate only indicates they have seen the form, not that they agree with the form.

Seminars

University supervisors must participate in all seminars. Seminar topics include providing orientation information, mid-term reflections and sharing for all Teacher Candidates. It is suggested that seminars reflect on the observations the University Supervisors have made in the classrooms. Teacher Candidates will share their projects with peers and exchange ideas on teaching strategies and materials. At the final intern/student teaching seminar, Teacher Candidates will submit all required assignments including the portfolio to the University Supervisor. Also at the final seminar, the necessary forms for applying for the preliminary credential in special education will be provided and explained. Finally, the University Supervisors and Student Teachers will have exit interviews and sign the completed Candidate Competency Evaluation form for Student Teachers.

Individualized Development Plan (IDP)

All Interns and Final Clinical Practice candidates are required to complete and submit an Individualized Development Plan with their preliminary credential application. The candidate is required to provide their Induction Program with a copy of this plan. University Supervisors and Mentors will support the candidate with the completion of the document.

Inadequate Cooperating Teachers

If the University Supervisor observes the Cooperating Teacher is not adequately preparing Student Teachers, the Supervisor will notify the Director or the Coordinator of Special Education Programs immediately and a new placement will be made.

It is suggested that the University Supervisor reviews the other chapters of the handbook. Many times Student Teachers have questions, and whenever possible, refer them to the handbook or an advisor.

Emergency Permit Participating Teachers

The Emergency Permit Participating Teacher has a classroom of his or her own. Instead of working with a Cooperating Teacher, the University Supervisor will work closely with the principal, or the site supervisor. Observations will be the same as with the traditional Student Teacher. The University Supervisors will leave the top copy of an observation form with the principal, *or the site supervisor*.

The principal or the site supervisor will be asked to fill out evaluation forms, two periodic evaluations and a final evaluation for the Student Teachers. This will provide us with the feedback that is needed. If the principal expresses a concern regarding the Student Teacher, please discuss the concern with him/her and then make a decision as to whether or not they will need a “Needs to Improve” form.

The Emergency Permit Student Teacher must maintain the same quality as the traditional Student Teacher. They are not assured an automatic pass just because they are in their own classrooms. They can be failed just the same as the other Student Teachers. Careful documentation of the classroom experiences is needed.

Section 3: Program Forms and Templates

Subsequent pages include program forms and templates referenced in this document.

California State University, Bakersfield
MMSN Education Specialist Competency Evaluation Form

Candidate's Name:
 Candidate ID #:
 University Supervisor:

School:
 Year/Semester:
 Cooperating/Mentor Teacher:

Course: EDSP 5800 EDSP 5810 EDSP 5820 EDSP 5880 EDSP 5890

Rate candidate proficiency for each of the standards according to the following criteria:	
Rating	Meaning
T Target	Extensive indicators of candidate's ability to understand and apply elements consistent with the Teacher Performance Expectation (TPE). Substantial evidence of highly consistent application of the TPE demonstrated in candidate's work. Required no additional support from cooperating teacher and/or supervisor.
A Acceptable	Multiple indicators of candidate's ability to understand and apply elements consistent with the TPEs. Adequate evidence of consistent application of the TPEs demonstrated in candidate's work. Rarely required additional support from cooperating teacher and/or supervisor.
D Developing	Some indicators of candidate's ability to understand and apply elements consistent with the TPEs. Limited evidence of consistent application of the TPEs demonstrated in candidate's work. Required some additional support from cooperating teacher and/or supervisor.
U Unacceptable	Few to no indicators of candidate's ability to understand and apply elements consistent with the TPEs. Little evidence of application of the TPEs demonstrated in candidate's work. Cannot meet TPEs even with additional support from cooperating teacher/and or supervisor. Not enough evidence to make an assessment at this time.
N Not Observed	No opportunity to observe candidate in regard to this standard.

Credential Specific TPE Competencies/Ratings	N	U	D	A	T
TPE 1: Engaging and Supporting All Students in Learning					
1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. MM1.1					
2. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. [1.6] MM1.2					
3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. [1.6] MM1.3					
4. 4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). [1.4] MM1.4					
5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. [1.3]. MM1.5					
6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. [1.3] MM1.6					
7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. [1.1] MM1.7					

TPE 2: Creating and Maintaining Effective Environments for Student Learning					
1. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. [2.2] MM 2.1					
2. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. [2.3] MM 2.2					
3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations. MM 2.3					
4. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs. MM 2.4					
5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. [2.1/2.6] MM 2.5					
6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. [2.6] MM 2.6					
7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. [2.4] MM 2.7					
8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs. MM 2.8					
9. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs. MM 2.9\					
10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. [2.6] MM 2.10					
11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. MM 2.11					
TPE 3: Understanding and Organizing Subject Matter for Student Learning					

1. Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). [3.5] MM 3.1					
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. [3.2] MM3.2					
3. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e. g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e. g. attachment, temperament), and their implications for learning. MM 3.3					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students					
1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. [4.4] MM 4.1					
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. [4.3] MM 4.2					
3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. MM 4.3					
4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. [4.1] MM4.4					
5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues(e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech). MM 4.5					
6. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. [4.6] MM 4.6					
7. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. [4.5] MM 4.7					
TPE 5: Assessing Student Learning					
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative					

statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. [5.1/5.2] MM 5.1					
2. Candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. MM 5.2					
3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. MM 5.3					
4. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. [5.6] MM 5.4					
5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. MM 5.5					
6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. [5.2/5.4] MM 5.6					
TPE 6: Developing as a Professional Educator					
1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. [6.4] MM 6.1					
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. MM 6.2					
3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. [6.7] MM 6.3					
4. Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. MM 6.4					
5. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. MM 6.5					
6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. MM 6.6					
Comments					

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Reviewed by:

Candidate: _____ Date: _____

Mentor Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

**California State University, Bakersfield
ESN Education Specialist Competency Evaluation Form**

Candidate's Name:
Candidate ID #:
University Supervisor:

School:
Year/Semester:
Cooperating/Mentor Teacher:

Course: EDSP 5800 EDSP 5810 EDSP 5830 EDSP 5880 EDSP 5890

Rate candidate proficiency for each of the standards according to the following criteria:	
Rating	Meaning
T Target	Extensive indicators of candidate's ability to understand and apply elements consistent with the Teacher Performance Expectation (TPE). Substantial evidence of highly consistent application of the TPE demonstrated in candidate's work. Required no additional support from cooperating teacher and/or supervisor.
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N Not Observed	No opportunity to observe candidate in regard to this standard.

Credential Specific TPE Competencies/Ratings	N	U	D	A	T
TPE 1: Engaging and Supporting All Students in Learning					
1. Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary. EX1.1					
2. Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs EX1.2					
3. Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind. EX1.3					
4. Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. EX1.4 [1.1]					
5. In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs. EX1.5					
6. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. EX1.6					
7. Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. EX1.7[1.6]					

8. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or Universal TPEs (common trunk) Extensive Support Needs (ESN) TPEs vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. EX1.8 [1.6]					
9. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). EX1.9 [1.4]					
10. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. EX1.10 [1.3]					
11. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. EX1.11 [1.3]					
TPE 2: Creating and Maintaining Effective Environments for Student Learning					
1. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures. EX2.1					
2. Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician. EX2.2					
3. Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind. EX2.3					
4. Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs. EX2.4					
5. Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. EX2.5 [2.2]					
6. Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. EX2.6 [2.3]					
7. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations. EX2.7					

8. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. EX2.8 [2.1/2.6]					
9. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. EX2.9 [2.6]					
10. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. EX2.10 [2.4]					
11. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs. EX2.11					
12. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. EX2.12 [2.5]					
13. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. EX2.13 [2.6]					
14. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. EX2.14					
TPE 3: Understanding and Organizing Subject Matter for Student Learning					
1. Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. EX3.1 [1.6]					
2. Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities. EX3.2					
3. Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). EX3.3 [3.5]					
4. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. EX3.4[3.2]					
5. Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning EX3.5					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students					
1. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function. EX4.1					
2. Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development. EX4.2					

3. Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. EX4.3 [4.4]					
4. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. EX4.4 [4.3]					
5. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. EX4.5 [4.1]					
6. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech). EX4.6					
7. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. EX4.7 [4.6]					
8. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. EX4.8 [4.5]					
TPE 5: Assessing Student Learning					
1. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs. EX5.1					
2. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. EX5.2 [5.1/5.2]					
3. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. EX5.3					
4. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. EX5.4					
5. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences					

may be misunderstood or misidentified as manifestations of a disability. EX5.5 [5.6]					
6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. EX5.6					
7. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. EX5.7[5.2/5.4]					
TPE 6: Developing as a Professional Educator					
1. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs. EX6.1					
2. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. EX6.2 [6.4]					
3. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. EX6.3					
4. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. EX6.4 [6.7]					
5. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. EX6.5					
6. Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. EX6.6					
7. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. EX6.7					
Comments					

Reviewed by:

Candidate: _____ Date: _____

Mentor Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

California State University, Bakersfield
Early Childhood Special Education Competency Evaluation Form

Candidate's Name:
 Candidate ID #:
 University Supervisor:

School:
 Year/Semester:
 Cooperating/Mentor Teacher:

Course: EDSP 5730

Rate candidate proficiency for each of the standards according to the following criteria:	
Rating	Meaning
T Target	Extensive indicators of candidate's ability to understand and apply elements consistent with the Teacher Performance Expectation (TPE). Substantial evidence of highly consistent application of the TPE demonstrated in candidate's work. Required no additional support from cooperating teacher and/or supervisor.
A Acceptable	Multiple indicators of candidate's ability to understand and apply elements consistent with the TPEs. Adequate evidence of consistent application of the TPEs demonstrated in candidate's work. Rarely required additional support from cooperating teacher and/or supervisor.
D Developing	Some indicators of candidate's ability to understand and apply elements consistent with the TPEs. Limited evidence of consistent application of the TPEs demonstrated in candidate's work. Required some additional support from cooperating teacher and/or supervisor.
U Unacceptable	Few to no indicators of candidate's ability to understand and apply elements consistent with the TPEs. Little evidence of application of the TPEs demonstrated in candidate's work. Cannot meet TPEs even with additional support from cooperating teacher/and or supervisor. Not enough evidence to make an assessment at this time.
N Not Observed	No opportunity to observe candidate in regard to this standard.

Competencies/Ratings	N	U	D	A	T
1. Demonstrate comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with: <ul style="list-style-type: none"> • developmental delays • specific learning disabilities • mild/moderate intellectual disabilities • traumatic brain injury • other health impairment • autism spectrum disorders • moderate/severe intellectual disabilities • emotional disturbance • low incidence and multiple disabilities 					
2. Demonstrate skills required to engage families as collaborative partners, and apply relationship-based, culturally and linguistically appropriate, family-centered practices.					
3. Demonstrate knowledge and skills to sensitively elicit family concerns, priorities, and resources in relation to their child.					
4. Assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community.					
5. Demonstrate skills to implement routines-based interventions and assist families with embedding educational activities into daily life.					
6. Utilize multiple sources of developmentally appropriate and standards based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths, and needs within the context of the family's concerns and priorities.					

7. Designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities.					
8. Implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners.					
9. Utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports.					
10. Demonstrate skill in working with young children individually and in small and whole group settings.					
Comments					

Reviewed by:

Candidate: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Supervisor: _____ Date: _____

LESSON PLAN

California State University, Bakersfield Special Education Program

Date:	Time:
Teacher:	School and School District:
Grade:	
Setting (e.g., RSP, SDC, ED, etc.):	
Subject Area:	

Standards (Content Standards and ELD Standards):									
Lesson Objectives									
Student Prerequisite Skills:									
Paraprofessional Responsibilities:									
Method(s) of Instruction:									
<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Explicit Direct Instruction</td> <td><input type="checkbox"/> Cooperative Learning</td> <td><input type="checkbox"/> Role Play</td> </tr> <tr> <td><input type="checkbox"/> Direct Instruction</td> <td><input type="checkbox"/> Simulation</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Discrete Trial</td> <td><input type="checkbox"/> Inductive Thinking</td> <td></td> </tr> </table>	<input type="checkbox"/> Explicit Direct Instruction	<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Role Play	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Simulation	<input type="checkbox"/> Other _____	<input type="checkbox"/> Discrete Trial	<input type="checkbox"/> Inductive Thinking	
<input type="checkbox"/> Explicit Direct Instruction	<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Role Play							
<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Simulation	<input type="checkbox"/> Other _____							
<input type="checkbox"/> Discrete Trial	<input type="checkbox"/> Inductive Thinking								
Adaptions (accommodation and modification)									
<p>Visual:</p> <p>Auditory:</p> <p>Kinesthetic:</p> <p>Technology:</p> <p>English Language Learners:</p>									

What instructional strategies will support student learning through multiple modalities? (How is Universal Design for Learning incorporated in this lesson?)
Introduction/Anticipatory Set/Motivational Strategy/Building Background:
Specific Procedures (information/input, modeling, guided practice, independent practice, cooperative activity, etc.):
Academic Language: (How will this be addressed in the lesson?)
Lesson Closure:
Lesson Evaluation (How will you know students met the learning objective? Include formative and summative assessment strategies including strategies for student self-assessment):
Formative:
Summative:

Lesson Plan Rubric

Component	Target	Acceptable	Developing	Unacceptable
<i>Descriptive Information</i>	The lesson plan provides all required information in an accurate manner.	The lesson plan provides most of the required information in an acceptable manner.	The lesson plan provides some of the required information.	The lesson plan provides no descriptive information.
<i>Lesson Objectives</i>	Lesson objectives align with the Common Core State Standards and are clear, concise, observable, and measurable.	Lesson objectives align with the Common Core State Standards and somewhat clear, concise, observable, and measurable manner.	Lesson objectives somewhat align with the Common Core State Standards and do not provide clear statement that is concise, observable, and/or measurable.	Lesson objectives do not align with the Common Core State Standards and are not clear, concise, observable, and measurable.
<i>Accommodations and Modifications</i>	UDL and various appropriate adaptation techniques and skills are listed and clearly described to accommodate students with diverse needs to facilitate their success to meet the lesson objectives.	Appropriate adaptation techniques and skills are listed to accommodate students with diverse needs.	Some of adaptation techniques and skills are listed are vague to accommodate students with diverse needs.	Adaptation techniques and skills are not listed or do not appropriately accommodate and serve students with diverse needs.
<i>Introduction/Anticipatory Set/Motivational Strategy/Building Background</i>	An engaging process for lesson introduction is specifically described, including a strong motivational device and connection to prior learning. Lesson demonstrates how objectives, standards and/or essential questions are clearly stated to students.	A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.	The lesson was introduced by stating the instructional objective or focus.	A process for lesson introduction is limited or missing.
<i>Specific Procedures</i>	The lesson includes step by step procedures that incorporate strategies that will proficiently accommodate students with a wide range of academic and behavioral functioning including EL.	The lesson incorporates strategies that will adequately accommodate students with different levels of academic and behavioral functioning including EL.	The lesson incorporates strategies that may accommodate students with different levels of academic and behavioral functioning.	The lesson does not incorporate strategies that will accommodate students with different levels of academic and behavioral functioning.
<i>Lesson closure</i>	Lesson objectives are clearly addressed, and student participation is encouraged. The closure ties to real-life and/or future learning.	Lesson objectives are addressed, and student participation is encouraged.	Lesson objectives are somewhat addressed, and student participation is limited.	No connection to objectives is addressed. There is no student involvement.

<i>Lesson Evaluations</i>	Assessment procedures are thoroughly described, clear and reflect the lesson objectives. The lesson evaluations include both summative and formative assessments, as well as how students will assess their own learning.	Assessment procedures are clear and reflective of most of the lesson objectives. Assessment includes both summative and formative assessments.	Assessment procedures are vague and reflect some of the lesson not made available to students.	Assessment procedures are vague and not consistent with the lesson objectives.
<i>Overall Effectiveness</i>	The lesson is thorough: a substitute could walk in and teach the lesson in its entirety.	The lesson is complete: someone familiar with the content could walk in and teach the lesson.	The lesson plan is vague: a substitute would need many more details to teach the lesson.	Necessary components of the lesson plan are missing.