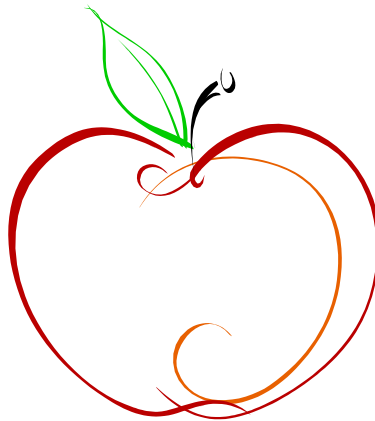# SACRAMENTO STATE

Moderate/Severe & Moderate/Severe-Multiple Subject Specialist Credential Program

Student Teaching/Internship Handbook
for
Student Teachers/Interns, Cooperating Teachers, Administrators, and University Faculty

Department of Special Education, Rehabilitation, School Psychology, & Deaf Studies
In Collaboration with the Teacher Preparation and Credentials Office (TPAC)
2011-2012

WELCOME

Dear MM Specialist Credential Teacher Candidates,

Congratulations on becoming a member of the CSUS College of Education, Department of Special Education, Mild Moderate Specialist Credential Program. These are very exciting and challenging times for those preparing to teach in California's schools. We are committed to helping prepare you to become a knowledgeable and skilled new teacher who is committed to equity, social justice, and maximizing learning for ALL students.

This handbook provides the most current descriptions and policies of our program. Although these descriptions and policies are currently accurate, they are subject to change by law and/or by faculty. Faculty take tremendous pride in the rigor and quality of our program, and we are committed to providing you with the experiences essential to your development as a competent and confident beginning teacher.

Student teachers/interns-please PRINT this handbook for your mentor/cooperating teachers. We want them to know that the College of Education faculty greatly appreciate the time and expertise that public school teachers and administrators expend in preparing our student teachers, and their future teachers. Please keep this handbook for reference throughout the credential program. We welcome your suggestions for revisions and additions to this handbook.

Again, CONGRATULATIONS AND BEST WISHES for success throughout the program.

Dr. Bruce Ostertag, Chair
Department of Special Education, Rehabilitation, School Psychology, & Deaf Studies
College of Education

TEACHER PREPARATION and CREDENTIALS (TPAC)

The Teacher Preparation and Credentials Office (TPAC**),** provides essential services to credential candidates, mentor/collaborating teachers, faculty and administrators involved with the Teacher Preparation Program. Specific functions of the TPAC include: advising and counseling for program and credential applicants; screening and selecting program applicants; monitoring of candidates' progress through the program; collaborating with university and community organizations for recruitment and advising of potential program candidates; collecting, analyzing, and reporting data; serving as a resource to faculty and administrators; and analyzing candidates records/transcripts to determine recommendation for credentials and supplementary authorizations.

Additionally, the TPAC office serves as the second *formal* level of due process for candidates who have complaints or have been unable to resolve issues related to the <u>field component</u> of the teaching credential program. Prior to meeting with the TPAC LEAD PROGRAM ADVISOR, candidates must have attempted to resolve the problem with their respective Program Coordinator and Department. Additionally, a Credential Appeals Committee (CAC) meets every semester to act on candidates' appeals to continue in the program when they have not met the criteria defined in the <u>Student Teacher Handbook</u>. Grade appeals are handled at the department level.

Teacher Preparation Program Office – Eureka Hall 216, (916) 278-6403

Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m.

Credential Analysts' Office – Eureka Hall 209, (916) 278-4567

Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m.

PERSONNEL:

- Kathe Goodwin, Lead Program Advisor
- Ashley Ciraulo-Stuart, Program Advisor
- Naomi Robinson, Administrative Support Assistant

<u>**Credential Analysts' Office**</u>

- Carol Lucido, Lead Credential Analyst
- Elizabeth Christian, Credential Analyst

APPROVED PROGRAMS FOR PROFESSIONAL TEACHER PREPARATION AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO

The Sacramento State College of Education offers California Commission on Teacher Credentialing (CCTC) approved professional education programs leading to a Multiple Subject Credential, Single Subject Credential, or Education Specialist Credential. All program options embed the *English Language Authorization* (ELA) requirement through which candidates gain the foundational knowledge and skills needed to teach students from diverse linguistic backgrounds. With effective planning, undergraduates may begin taking credential courses in a blended program in the following major options: Single Subject Math, and Single Subject Physical Education. In these options it may be possible for candidates to qualify for a preliminary teaching credential concurrently with a baccalaureate degree or within one additional semester. All programs are designed to provide experiences with various grade levels in *public schools,* with students from different linguistic, cultural and socioeconomic groups, and with school-community services.

During any given semester, up to 700 students are enrolled in our credential programs. Such a large program might result in huge sections of faceless teacher candidates and faculty. However, faculty have developed a structure in which the large numbers of candidates are divided into smaller units called "centers" (Multiple Subject), "clusters" (Single Subject), or "cohorts (Special Education). A group or *cohort* is accepted into each program and typically progresses through the credential program together. Each program offers a community of support in which concern for individual candidate and their development is emphasized, and a sense of community is developed. Each cohort, center or cluster has a coordinator(s) who is responsible for overseeing program operations including placement of student teachers in the schools. Working closely with a faculty advisor, candidates in the Mild Moderate Specialist Credential program have the option of progressing at a pace different from their cohort.

Specialist Credential Programs: Credentials offered through the Department of Special Education include: Moderate/Severe Specialist, Mild/Moderate Specialist, and Early Childhood Special Education. These programs are offered every Fall and Spring semester. In addition to the three specialized credential options, candidates *may be eligible* for an Internship Credential in Special Education *if they are employed* in a district with which the department has an internship agreement <u>and</u> *if all CCTC-required 120-hour pre-service requirements are met*. For additional information on any specialized credential in special education and the policies governing internships, contact your special education program coordinator or the Special Education Department Office at (916) 278-6622.

While there may be some variance in the design of the field experience, the sequence of coursework, and/or titles of courses, all program options address a common core of requirements that meet the standards for Teacher Preparation Programs and licensure established under SB 2042. For questions about specific aspects of the different program options, please call the Teacher Preparation and Credentials office at (916) 278-6403.

About the Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies

The Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies offers professional programs in the areas of Special Education, Vocational Rehabilitation Counseling, School Psychology, and Deaf Studies. Offered are professional programs leading to specialist credentials for teachers of pupils with mild through severe needs (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education Specialist Credentials). Professional preparation programs leading to Master's Degrees include a Master of Science in Counseling with a Vocational Rehabilitation Counseling option (in cooperation with the Department of Counselor Education), a Master of Science in Counseling with a School Psychology option (also in cooperation with Counselor Education), and a Master of Arts in Education with an option in Special Education.

Special Education Mission/Philosophy

Our mission is to prepare highly qualified individuals from diverse backgrounds to provide appropriate educational services to individuals with disabilities, birth to adulthood, and their families.

Special Education Program Philosophy Statement

To support this mission, we believe that teachers of students with disabilities should:

- Demonstrate respect and support for the diversity and dignity of all persons, regardless of age, race, ethnicity, language, socioeconomic status, religion, gender, national origin, abilities, family composition, and sexual orientation.

- Facilitate collaboration among general educators, special educators, families, related services personnel, and community agencies to educate students in inclusive settings.

- Utilize innovative and evidence-based practices for assessment and evaluation, program planning, curriculum, educational interventions, positive behavioral supports and transition aimed at the development of life-long learners.

- Be active participants in innovative and evidence-based practices and should be supported in developing skills for self-reflection, critical analysis, and dissemination of information on effective practices.

- Demonstrate the core values of student advocacy, teacher advocacy, cultural competence, and family-centered, transdisciplinary collaboration.

- Be effective agents of systems change and promoters of social justice in their schools, programs, communities, and professional disciplines.

- Facilitate the development of self-determination and self-advocacy in all students and their families with the goal of achieving meaningful life outcomes.

- Demonstrate a high standard of ethics in all of their professional activities.

GOALS OF THE MODERATE/SEVERE SPECIALIST CREDENTIAL PROGRAM

Sacramento State recognizes that it has a major responsibility to California and the nation to encourage men and women who have high ethical and intellectual standards to enter the teaching profession. To that end, the university values and seeks teacher candidates who demonstrate a commitment to equity, problem solving and lifelong learning which are essential for professional competency. We believe that the core competence required of all educators upon entry to the profession is the capacity to help all children and young adults to participate successfully in our democratic and diverse society as thoughtful, knowledgeable, and ethical individuals who can make their own lives and the lives of others better. A solid academic background forms the foundations for those planning to enter the Special Education Teaching Credential Programs. On the basis of this foundation, the Department of Special Education provides specialized graduate level professional preparation in teaching. Goals of the credential program include the following:

1. Candidates will identify [students'] individual differences in ability, language, and experiences, and use understanding of these differences to support their achievement.

2. Candidates will demonstrate knowledge of the learning process, the diagnosis of learning problems and strengths, and the process of evaluating their students' achievement.

3. Candidates will identify social, cognitive and affective needs of students and plan and implement appropriate lessons to meet those needs.

4. Candidates will teach lessons that utilize a range of strategies, e.g., inquiry, discovery, problem solving, inductive reasoning, that address the varying needs of the students

5. Candidates will study various models of and strategies for classroom management and be able to identify and use elements that promote an equitable, productive and positive learning environment for all students.

6. Candidates will evidence effective communication skills, both written and oral, to stimulate optimal student learning.

7. Candidates will demonstrate effective interpersonal skills including conflict resolution and problem solving.

8. Candidates will evidence desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.

9. Candidates will explore and draw on community and family resources to enhance their students' learning.

10. Candidates will demonstrate knowledge of the role of the teacher in the profession and in the community.

The Approved Moderate/Severe and Moderate/Severe - Multiple Subject Specialist Credential Programs

The Moderate/Severe (M/S) program is designed to provide experience with more than one ability level, with different linguistic and cultural groups, with students who have a variety of disabling conditions, and with opportunities for involvement in school-community services. Each semester includes integrated course work and field experiences. The Moderate/Severe and Multiple Subject- Moderate/Severe Specialist Credential program pathways take between 4-6 semesters to complete, with integrated general and special education coursework in each phase.

Please note that because of California Commission on Teacher Credential (CCTC) modifications to the statewide special education standards, the Sac State educational specialist programs reflects these changes starting in Fall 2011.

Please check online for any and all programmatic changes: http://edweb.csus.edu/eds

Moderate/Severe Educational Specialist Credential Program Design Pathways

The preliminary Moderate/Severe Specialist credential program at CSUS focuses on the state standards developed by the California Teacher Credentialing Commission. Candidates entering with no previous credential follow a 3 to 4 semester sequence, and candidates entering with a multiple subject or secondary credential typically follow a 1+ year sequence. University coursework is tied closely to a series of community-based field experiences and district/university supervised student teaching in schools that serve with a diverse student population.

Traditional Moderate/Severe Credential Program (hold no other credential): A post BA 3 to 4-semester credential program for candidates in non-teaching or teaching positions interested in flexible scheduling.

Intern Moderate/Severe Credential Program (hold no other credential): A post BA 3 to 4-semester program designed for teachers who are eligible for an internship credential and are hired by a school district.

Moderate/Severe Preliminary Credential Program (hold multiple subject credential): Candidates who already hold a multiple subject credential follow a sequence of approximately 24 units of coursework, 5-7 units of supervised student teaching, and a 1-unit student teaching seminar.

Moderate/Severe Specialist Credential Student Teaching Overview Supervisors

This handbook provides a general overview of the Preliminary Credential coursework and student teaching requirements of candidates in the Moderate/Severe Credential program. Candidates have the opportunity to experience most teaching situations and problems in a public school setting. Training includes skill sequences, positive behavioral social-emotional supports, assessment/diagnostic techniques, and developmental/remedial instructional techniques in the areas of language and communication, reading, writing, handwriting, spelling, specialized strategies, technology, and social and family living skills.

Student Teaching Phase Options

Fieldwork and Student Teaching
Progression of Work in Field Experiences

In all field experience courses, candidates advance from observation and participation to full time student teaching by consent of the university supervisor. If at any time, candidates have questions about their progress or performance, they are required to express these to their cooperating/mentor teacher and university supervisor. In the event the student teacher would like more input or advice, be sure to provide this assistance and document the meeting and the suggestions that you have provided. You are their guide. If there is a need, consider an interim three-way conference with the student teacher and cooperating teacher. It is best to keep a record of these conferences, and all lists of suggestions for improvement you provide to a student teacher.

Beginning with a structured program of observation and participation, candidates move into field placements and by the final semester of student teaching, are responsible for all aspects of the cycle of teaching. The specific nature of the field placement varies in accordance with the length of the program, the discipline(s), and the structure and schedule of the public school. All field placements take place in schools and in classrooms serving socio-economically, culturally and linguistically diverse students and their families.

Coursework and fieldwork are closely integrated so that the specialized knowledge, and skills required to teach within the specific discipline are reflected in the field practice including specific pedagogy and research related to English Language Acquisition, differentiated and sheltered instruction, and literacy. University faculty and supervisors along with school-based educators provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

Phase I Field Experience (EDS 414)

The initial phase of student teaching typically occurs in either the second or third semester in the credential program. This semester is designed for candidates who are prepared (educationally and emotionally) for a rigorous schedule of classes and student teaching.

The first semester of fieldwork may begin prior to the CSUS schedule with candidates attending an early orientation and being assigned to field placement beginning with public school's scheduled pre-service days. The schedule of time at the school site for the first phase (EDS 414) is five mornings per week, half days (until approximately 12:00 noon). The focus of the preliminary student teaching experience is on one-to-one, small group, and some large group instruction in the areas of (but not limited to) classroom organization and management, language and literacy, and specialized strategies. Their student teaching placement will need to provide them the opportunity to support, create, and demonstrate competency in these areas as well as opportunities to assess student learning. Any requirements for specific course assignments will be shared with the cooperating teacher before any implementation.

For approximately the first six weeks of school, candidates engage in targeted observation, participation and small group instruction in classes within and across curriculum areas. Within the 15 weeks and upon the agreement of the cooperating teacher and university supervisor, the candidate may engage in whole group instruction for at least one period/subject with the support and presence of the host teacher.

Phase II or Intern Option (EDS 415 or EDS 421):

The final phase finds student teachers teaching full time Monday through Friday, for approximately 15-16 weeks. *Phase II* student teachers are placed in a special education field assignment (elementary, middle, or high school). **Both student teaching/interning involves a minimum 2-week solo teaching period.**

During all student teaching phases, candidates will be evaluated regularly by the university-based or school - based supervisor; completing a formal mid-term and final evaluation each semester.

Information for Student Teachers

Your field experiences are intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and cooperating teacher are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom.

- Familiarize yourself with your Sac State Specialist Credential program. Carefully reading of this Handbook will help you to do so.

- Meet with your supervisor and cooperating teacher to establish a schedule of assignments and observations. Be sure to provide your supervisor and cooperating teacher your current address and phone number. Be sure to discuss any questions or concerns you have about the time, date, duration and content of their formal observations. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as "Back to School Night" and "Open House."

- Be sure to advise your cooperating teacher and university supervisor if and when an absence is unavoidable. If you are scheduled to teach that day, let your cooperating teacher know what you were planning to cover and provide the plans. You will likely have to make up the missed day(s) to complete student teaching (four sick days are usually awarded). **Please review the absence policy in this handbook.**

- Keep up to date and accurate lesson plans while you are student teaching. Be sure to confer with your cooperating teacher on topics and curriculum that will be covered.

- Keep your teaching plan book up-to-date and follow the guide of your cooperating teacher's plan book. Remember, they must be complete enough for someone else to step in and teach.

- Develop and teach appropriate lessons as required by your university faculty and program design.

- Become familiar with the California Frameworks and Grade Level/District Continuums and Curriculum Guides.

- Be professional at all times. Maintain good rapport and appropriate professional interactions and relationships with all building staff, faculty, administration, students, and parents.

- When attending IEP, SST, and parent conference meetings, listen attentively. Do not offer your own opinions unless asked for one by those in charge. Never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.

- When you are student teaching full-time (EDS 414, EDS 415/421), *adhere to your cooperating teacher's contract hours*. Except when school events conflict with evening credential courses, be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions such as "Back to School Night" or "Open House."

- **NOTE: Special Requirement:** If a student's university supervisor and cooperating teacher determine that a student needs more time in a general or special education field experience in order to demonstrate competencies, the student may be expected to extend the field experience for an agreed-upon period.

Key Points for Student Teachers

- **Please, do not make any placement arrangements or changes on your own!** This is the very specific duty of the Student Teaching Placement Coordinator. It may appear that you are helping, but keep in mind we have over 60 placements to make in our area districts, and we have worked hard to make our contacts with the best schools and teachers in these districts. If you have special needs, communicate these first to your university supervisor who will then contact the Student Teaching Placement Coordinator.

- If you are experiencing any sort of difficulty in your placement, share this with your supervisor immediately. Your supervisor is there to serve as your advocate and liaison between you, the cooperating teacher, and the school site.

- **Always be professional in dress, demeanor, and attitude.** Jeans, T-shirts, etc. are not permitted except for site fun-Fridays, or spirit days.

- You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.

- Follow the school calendar, daily schedule and cooperating teachers' contract hours.

- Arrive at least ½ hour before students arrive to allow for joint planning, setting up your lesson, etc.

- Student teachers should identify specific or regular times every week to plan with their cooperating teacher and go over lessons they will be teaching, e.g., prep periods, after school, etc

- Check email frequently and respond in a timely manner. Keep communication lines between university supervisor and cooperating teacher fluid.

- Cell phones should not be used (including texting) in the classroom during school hours unless there is an emergency.

- Refrain from speaking negatively about previous experiences, cooperating teacher, principal, or school/district.

- Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.

- If you are a Phase II student teacher and will be taking over full-time for two weeks, it may be beneficial to teach the two weeks **prior** to your last week to ensure a smooth transition for your cooperating teacher.

- Student teachers should carefully review the student teacher evaluation form in advance as well as provide a copy for their cooperating teacher early in the semester. Having a clear understanding of the expected competencies will inform student teachers' growth, goal setting and self-evaluation.

- Enjoy your field experience. It will be short time in the long range of your teaching career. This is a challenging time and we are working hard to ensure that it is a positive and growing experience for you.

Observation Guidelines for Student Teacher

Throughout student teaching you should observe closely how students and adults function, behave and interact in the school environment. Many factors influence the individual and group behavior of teachers, students, administrators, or volunteers, among them their perceptions of role and duties, social and peer pressures, time and schedules, and physical characteristics of the classroom, school plant, and facilities.

By focusing your attention on the many elements of the school setting selectively over time you will develop a deeper understanding of this complex organizational system called "school." With this understanding you will be better able to perform leadership roles with your learners and teaching peers which result in individual success and an emotionally healthy climate for learning.

In the beginning, focus your observations on your cooperating teacher, what s/he does, how the classroom is set up, what the students are like, and similar things as suggested by the questions provided in this handbook. These questions are appropriate starting points for your inquiry; you and your cooperating teacher or University supervisor should collaborate to determine other foci for your later observations.

Position yourself on a diagonal so you will have a good view of the classroom. Do not try to correct papers or make lesson plans while observing. After reviewing the suggested observation questions, decide what you will observe and concentrate your senses in that area. Record or make notes for your observations, using observation forms, commercial or self-prepared, or anecdotal notes. You should use a three-column format on standard notebook paper, similar to the following:

Observation Guidelines for Student Teacher - The Beginning of the Class Period:

- How and where do students spend their time before class begins?
- What is their manner when they enter the classroom?
- How does the teacher interact with students before class begins?
- Does the teacher have a set procedure for bringing the class to order—gaining their attention?
- How is attendance taken? How are tardy students handled?
- What are procedures for flag salute? Answering office summons? Giving instructions? Dismissing class for recess?
- What is the attitude and response of the students toward the lesson or the day's work?
- What equipment, books, or supplies are students expected to bring to class each day?
- How are student homework, worksheets, and other learning materials collected or distributed?
- How and when are individual/group assignments announced? Are they written on the chalkboard?
- Does the teacher review assignments (or late work due) with the class?

The lesson:

- Are the objectives made clear? Do students know specifically what is expected in behavior and achievement?
- What major method or teaching strategy is used? Do teaching methods vary from lesson to lesson or from student to student?
- Does the teacher use any of the following instructional models: direct instruction, Madeline Hunter model, data managed instruction, learning strategies, discovery or inquiry learning, problem-solving, cooperative learning, peer-tutoring, and/or language experience? What other special approaches are used?
- Of the talking done in the classroom—questions, answers, examples, rationales, descriptions, comparisons, etc.—what percentage is contributed by the teacher, by students as a group, by certain individuals?
- What kinds of questions does the teacher ask? Do the students understand them? Is it clear whether the student is expected to answer with facts or with personal opinion? Are questions asked which build concepts and develop thinking skills rather than those that emphasize recall of minor details or facts in isolation?
- Did the teacher use all of the instructional time available? Were students attentive and productive until the very end of the period?
- What techniques did the teacher use to help resolve specific problems?

Student Characteristics:

- What are the ability and achievement levels of students in the class?
- How has the teacher adapted instruction and assignments to meet individual student needs?
- Does the teacher follow the organization or sequence of the texts or workbooks? Are units planned which reorder concepts for individuals or small groups? Does the teacher prepare/use supplemental materials that reflect the many levels of student performance?
- Is there a variety teaching methods, strategies and daily activities to help compensate for the range of student abilities and interests?
- Are special accommodations in time, length and difficulty levels of homework, library, or in-class assignments differentiated for individuals or groups on the basis of need?

Management and Discipline:

- How does the teacher manage the group?
- How does the teacher manage individuals?
- What are the rules of the classroom? Are they posted?
- How does the teacher convey information about rules to students?
- How are reinforcement strategies used in the classroom?

Lesson Plans and Procedures
What is the weekly plan?

The weekly plan, sometimes called the block plan, should contain as a minimum, the specific (1) topic/objectives, (2) activities, (3) materials, and (4) assignments for each teaching period, Monday thru Friday. Keep this plan up-to-date.

How do I write daily lesson plans?

If problems occur in student teaching, most can be traced to careless or inadequate planning. To avoid unnecessary problems, the student teacher is advised to plan thoroughly for each lesson. Lesson planning should help the student teacher organize his/her thoughts and also enable the Cooperating Teacher to know the materials, strategies, and activities that the student teacher intends to use. The University Supervisor and Cooperating Teacher advise the student teacher on appropriate/required formats for lesson plans. Most lesson plans include, as a minimum, the following information:

a. Objectives: (What should the pupils be able to do as a result of the lesson (stated in behavioral terms).
b. Materials to be Used: (list)
c. Procedures:
- Introduction to the lesson/key questions
- Body of the lesson/key questions
- Conclusion of the lesson/key questions
- Follow-up activities (as appropriate)

d. Evaluation: Plans for determining if objectives have been achieved.

Lesson plans should be kept in an orderly notebook, readily available in a designated place for the University Supervisor and the Cooperating Teacher.

You should file your lesson plans in some large systematic way for future reference, such as a large 3-hole notebook. In this you can also include records of your observations of your Cooperating Teacher, seating charts, grades, and records for your students, notes from your Cooperating Teacher and University Supervisor, records of your class visits, conferences and evaluations, useful teaching or bulletin board ideas, schedules and memos and other items. Be sure to organize the notebook into sections so you can make quick and easy use of it.

What procedure will the Cooperating Teacher follow when my plans are poorly done or not ready in advance of teaching the lesson(s)?

All plans must be acceptable before you will be able to teach. In many instances you may only have to make minor modifications on the original (or none at all). At other times, you will need to edit or rewrite the entire lesson, following suggestions made by the Cooperating Teacher or University Supervisor. You will not be allowed to teach if your plans are not ready. Not having your lessons ready places a severe burden on your Cooperating Teacher because alternative lessons, often hastily prepared, will have to be implemented; this is extremely unfair to the students. *Such failure to produce on your part will be considered a gross form of unprofessional conduct and may result in your removal from student teaching.*

When and how will I be allowed to shorten my lesson plans?

You will be allowed to use brief plans only after you have shown your ability to teach successfully. Your University Supervisor and/or your Cooperating Teacher will determine this. You may simply abbreviate details in the standard "Daily Lesson Plan" form, or use 8 1/2" x 11" which will fit in your notebook. More extensive lesson plan samples will be provided in your seminar classes.

Madelyn Hunter Traditional Lesson Plan

Dr. Madelyn Hunter was an internationally recognized educator who devoted much of her career to an analysis of what makes instruction effective. She identified instructional principles in the areas of motivation, reinforcement, transfer, rate and degree of learning and retention, which can be used effectively by teachers to promote learning. Dr. Hunter's research showed effective teachers have a methodology when planning and presenting a lesson. Dr. Hunter found that no matter what the teacher's style, grade level, subject matter or economic background, a properly taught lesson contained eight elements that enhanced and maximized learning. The elements referred to as lesson design have stood the test of time. They still used today in most teacher training programs and as reference for judging teacher effectiveness in many school districts.

Madelyn Hunter Traditional Lesson Plan Format
Eight + *(Differentiated Instruction)* Step Design:

1) Purpose/Objective - The purpose of today's lesson, why the students need to learn it. What they will be able to "do", and how they will show learning is made clear by the teacher.

2) Anticipatory Set (focus) - A short activity or prompt that focuses the students' attention before the actual lesson begins. This is used when students enter the room or in a transition. A handout given to students at the door, review question written on the board, "two problems" on the overhead are examples of AS.

3) Input - The vocabulary, skills, and concepts the teacher will impart to the students - the "stuff" the students need to know in order to be successfully placed in the sequence of the lesson.

4) Modeling (show) - The teacher shows in graphic form or demonstrates what the finished product looks like - *a picture is worth a thousand words.*

5) Teaching/Guided Practice (follow me) - The teacher leads the students through the steps necessary to perform the skills using the trimodal approach - *hear/see/do.*

6) Checking For Understanding (CFU) - The teacher uses a variety of questioning strategies to determine "Got it yet?" and to pace the lesson - move forward-back up?

7) Independent Practice - The teacher instructs students to practice on their own based on #3-#6.

8) Closure - A review or wrap-up of the lesson - "Tell me/show me what you have learned today".

+) Differentiated Instruction-
Are there varying levels of English language proficiency? If so, what scaffolding and/or context cues may be needed (e.g. visual aids, graphs, hands-on activities)?

Briefly describe any students with unique learning needs who should be kept in mind as the lesson is designed. Consider these students' learning characteristics from a Multiple Intelligence perspective as you plan your lesson.

Detailed Explanation of 8+M. Hunter's Lesson Plan Design

The above outline is generally referred to at the Madeline Hunter Method; it is only a small part of her "method." A fuller explanation of the meaning of the terms follows below.

Before the lesson is prepared, the student teacher should have a clear idea of what the teaching **objectives** are. What, specifically, should the student be able to do, understand, and care about as a result of the instruction? Bloom's *Taxonomy of Educational Objectives* gives an idea of the terms used in instructional objectives.

The student teacher needs to know what **standards** of performance are to be expected and when students will be held accountable for what is expected. The students should be informed about the standards of performance. **Standards:** an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. This helps to put students into a receptive frame of mind. They help to:

- focus student attention on the lesson
- create an organizing framework for the ideas, principles, or information that is to follow (the teaching strategy called "advance organizers")
- extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced

Teaching/presentation: includes Input, Modeling, and Checking for Understanding.

Input: The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Modeling: Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

Checking for Understanding: Determination of whether students have "got it" before proceeding. It is essential that students practice *doing it right* so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.

Questioning strategies: asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. *Bloom's Taxonomy of Educational Objectives* provides a structure for questioning that is hierarchical and cumulative. Bloom's Taxonomy provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the student is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: **knowledge, comprehension, application, analysis, synthesis, and evaluation.**

Guided practice: An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. [Fred Jones' "praise, prompt, and leave" is suggested as a strategy to be used in guided practice.]

Closure: Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Closure is used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:

- **to cue** students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
- **to help organize** student learning,
- **to help form** a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
- **to reinforce** the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

Independent practice: Once students have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be homework or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. **Not providing opportunities for independent practice significantly affects the students' ability to apply something learned.**

Summary: You told them what you were going to tell them with **set**, you tell them with **presentation**, you demonstrate what you want them to do with **modeling**, you see if they understand what you've told them with **checking for understanding**, and you tell them what you've told them by tying it all together with **closure.**

Lesson Plan Checklist

Name:_____

Grade: _____

Subject:_____

 # Students: _____

_____1. General Information: your name, grade, and topic or skill for the lesson.

_____2. Objective/Purpose: a) _____ Behavioral Objective, written in behavioral terms, including what
    you want he students to do as a result of your teaching, the conditions necessary, and how you
    will evaluate their learning; b) _____ Purpose, how you will tell the students about the purpose of
    the lesson.

_____3. Anticipatory Set, an activity that actively gets the students ready for the lesson: What you are going
    to have the students do so you know they are ready for your teaching and their learning.

_____4. Lesson Development: a) _____ Input, what will you say?; b) _____ Model, how will you model
    what you want the students to do or learn?; c) _____ Checking for understanding, how will you
    actively check the students' understanding of your teaching?

_____5. Practice: a) _____ Guided Practice, how do you plan to actively involve the students in practicing
    the skills you have introduced and modeled in your lesson?; b) _____ Independent Practice, how
    do you plan to provide opportunities for independently practicing the skills you have introduced?

_____6. The End: how you will plan to summarize or end the lesson.

_____7. Materials: references or copies of materials.

_____8. The Cheese Stands Alone! Can another teacher use this lesson plan to teach this lesson?

Comments:

_____

_____

_____

_____

_____

_____

THE COOPERATING/MENTOR TEACHER

Selection

The procedure for selecting cooperating/mentor teachers involves school district administrators, school principals and/or vice principals, mentor teachers themselves and the university faculty. While the criteria for selecting mentor teachers may vary from school to school and district to district, assignments are based in general on the following criteria:

1. A willingness to meet regularly with the student teacher to plan lessons and to provide feedback on the observed lessons;

2. A commitment to modeling for the candidate effective teaching strategies (in different content/subject areas) and effective classroom management that emphasizes positive, proactive strategies, which promote self, directed student behavior;

3. Sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor);

4. Skill in communicating about expectations, rationales for decisions, and evaluations of teaching;

5. A desire to grow professionally through the exchange of ideas with the student teacher;

6. Hold the appropriate specialist credential and have *at least three years of teaching experience.*

General Role and Responsibilities of the Cooperating Teacher

The role of the cooperating/mentor teacher is to serve as model, guide, and instructor for the student teacher. While the primary responsibility is always to the pupils in the classroom, the cooperating/mentor teacher will want to be aware that the student teacher is someone who is growing in competence and thus needs ongoing assistance and support while gradually assuming an increasing amount of responsibility. Though student teachers will make mistakes and need the benefit of constructive feedback, cooperating/mentor teachers will want to avoid making the criticism publicly in a way that impairs the relationship between student teacher and pupils.

During Phase I the cooperating/mentor teacher should be present in the classroom at all times when the CSUS candidate is there. During Phase II the cooperating/mentor teacher should be either in the classroom or within reasonable proximity (i.e., on the school site). The cooperating/mentor teacher can help the student teacher "get off to a good start" by preparing the pupils and their parents for the arrival of the student teacher. Additional suggestions are usually given to each cooperating/mentor teacher by supervisors in the form of a checklist at the beginning of each semester.

Information for Cooperating Teachers

As a Cooperating/mentor teacher you are one of the student teacher's most important resources during the field experience. You are that student' professional coach and mentor. As such, you will need to provide regular feedback, constructive and positive feedback and positive suggestions so that your student teacher may improve and grow into the professional we all want him/her to be. Your active involvement is critical to a successful field experience.

Cooperating Teacher Responsibilities

- Please read this Handbook to familiarize you with our program.
- Provide a supportive environment by preparing the class for the student teacher's arrival, and introduce the student teacher to other faculty and team members.
- Share ideas with the student teacher about goals, unit and lesson planning, sheltering instruction, classroom management, effective discipline programs.
- Share resource and reference materials that have been effective for your class.
- Allow the student teacher to apply; what he/she is learning in University coursework; allow the use of different teaching strategies
- Assist the student in both long-term and short-term planning of lessons and units.
- Assist the student teacher in planning a schedule for gradual assumption of teaching responsibilities (during Phase II).
- Observe as many lessons as possible with written or verbal feedback. If possible, use of a video camera can allow the student teacher to self-evaluate their performances.
- Give the student teacher opportunities to ask questions, observe you teach, model instructions and to review the grade level curriculum continuums and state frameworks.
- Maintain ongoing communication with the University Supervisor and assist in solving field-related challenges, or individual needs.
- Complete required forms provided by the supervisor for the middle and end of the semester. Communicate with the supervisor to arrange a final exit interview with the student teacher and the supervisors so that the Competency Evaluation Form can be finalized and signed off by all participants.
- If you have concerns about the progress of your student teacher, you may request an additional observation from another university supervisor. Speak as soon as possible to your assigned university supervisor about this possibility.

Supporting Your Student Teacher

- Provide the student teacher with information easing adjustment to the school and classroom. **(orienting)**
- Help the student teacher locate resource materials, equipment, and curriculum. **(supportive)**
- Provide opportunities for the student teacher to observe the students and how they learn. **(inducting**)
- Structure responsibilities that gradually ease the student teacher into full time teaching. **(inducting)**
- Help the student teacher develop skills in planning and evaluating learning experiences. **(guiding)**
- Work with the student teacher in developing lesson delivery skills. **(guiding)**
- Work with the student teacher in developing classroom management skills **(guiding)**
- Observe the student teacher and provide specific, constructive feedback. **(reflective)**
- Critique the student teacher's work in a sensitive yet straightforward way. **(reflective)**
- Conference regularly and frequently with the student teacher. **(cooperative)**
- Encourage the student teacher to explore and take risks. **(supportive)**
- Demonstrate sensitivity to the emotional needs of the student teacher during the stressful period of student teaching. **(supportive)**
- Familiarize student teacher to district and school programs (e.g., RSP, GATE, Special Ed., Chapter 1, Reading Recovery, etc.). **(orienting)**
- Provide curriculum frameworks and guidelines. **(orienting)**
- Inform student teacher of district and school testing programs and their place in the curriculum. **(orienting)**
- Build and maintain trust. **(supportive)**
- Help parents understand the valuable role the student teacher plays in the classroom, and the classroom plays in the development of the student teacher as a professional. **(supportive)**

Suggestions When Your Student Teacher Observes You Teaching

- Choose situations carefully to maximize student teacher learning.

- Share your goals with the student teacher in advance (if possible).

- Encourage the student teacher to revisit your specific goals to see how they played out, or take a moment to share your goals with him/her as you debrief.

- Focus your student teacher's observations on specific aspects of the teaching day—e.g., the morning meeting and transition to the first curriculum activity, the reading and discussion of a story, etc.

- Focus your student teacher's observations on a few children and have him/her "track" these students' experience with the lesson.

Debriefing Together (Cooperating Teacher Lesson)

- Invite the student teacher to tell you what he/she saw and ask you questions about why you did what you did.

- If the student teacher misses things that you did that you think are important, point these out to him/her.

- Perhaps the student teacher would have done something quite different from what you did—what might he/she have tried, and why?

- Help your student teacher make arrangements to observe other classrooms in the school to gain exposure to a variety of teaching styles and approaches.

When You Observe The Student Teacher

- Choose situations carefully to maximize student teacher learning.

- Focus your observations on specific aspects of the teaching day or specific aspects of her practice—e.g., how he/she gives directions, how he/she gets children to shift from one activity to the next, how he/she facilitates discussion, and so on.

- Ask the student teacher in advance about his/her broad goals or specific goals, or ask if there were anything particular he or she would like you to look for.

- Where possible, map your observations onto his/her goals for the day or activity.

Debriefing Together (Student Teacher Lesson)

- Ask the student teacher about his/her goals and how he's/she's feeling about the way things went—e.g., How are you feeling about the lesson or activity? What went well? What was challenging?

- Tell the student teacher what you saw and ask questions about why he/she chose to do things one way or another.

- Ask the student teacher what he/she thinks he/she could have done or might do differently next time.

- Share you own suggestions for next time with the student teacher: Next time, you might want to try (alternative).

- If you are experiencing any sort of difficulty with your student teacher do not hesitate to share this with the university supervisor. The supervisor is there to serve as liaison between you and the University and you and the student teacher. It is critical that if any problems arise, they may be dealt with in a collaborative and timely fashion (see Section 6: Resolution of Problems).

- When assisting your student teacher in assuming classroom and teaching responsibilities it may be helpful to allow them take over one subject at a time, adding a new subject each week.

- If you are working with a Phase II or III student teacher who is expected to take full-time responsibility for a minimum of two weeks, **it is highly recommended that this experience occur prior to the final week of student teaching.**

- The evaluation forms included in this handbook are most crucial to the student teachers as these forms go into their placement files. The University appreciates your timely completion of these forms.

- Please assist your student teacher in arranging to observe an SST and an IEP meeting. This is field experience requirement in Phase III student teaching.

- Please introduce your student teacher to your building bilingual and Title I support personnel as well as any related services personnel.

- If your student teacher is having difficulties and you wish additional input, discuss the possibility of an additional observation by the university supervisor and/or another university supervisor.

Cooperating Teacher Absences

In the event that a cooperating/mentor teacher is absent from school, the student teacher does not serve as a substitute, unless the student teacher has an emergency permit **AND** (in some cases) has received prior approval from the university supervisor and the cooperating teacher. Although a student teacher is encouraged to assist the with extracurricular responsibilities he/she cannot replace the teacher in these duties.

The University Supervisor

The university supervisor usually is a faculty member who regularly observes the student teacher and works with the cooperating/mentor teacher in planning and directing the student teaching experience. All student teachers seeking a mild moderate and/or mild/moderate/multiple subject credentials have supervisors assigned from the Department of Special Education, College of Education.

Selection of university supervisors is based on their skills in working with beginning teachers, competence in appropriate subject areas and/or grade levels, and prior teaching experience.

The three keys to being a successful university supervisor are *communication, communication, and communication*. It is necessary to guide and counsel the student teacher by offering suggestion and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the cooperating/master teacher ensuring the establishment of the best possible classroom/university working relationship.

Role and Responsibilities of the University Supervisor

- Familiarize yourself with the Sac State Specialist Credential Preparation program. Please read this Handbook to familiarize you with our program.

- Become familiar with the credentials we are offering; Concurrent Multiple Subject & Preliminary Moderate/Severe.

- Act as liaison between student teachers, cooperating teachers, school administrators and the university. This is very important to a successful placement.

- As soon as possible after your have received your assignments, contact the administrators, cooperating teachers and student teachers to arrange for introductions.

- Work with the MS Student Teaching Program Coordinator to adjust assignments, when necessary, to ensure that your student teachers have the best possible learning situations. All changes must be done in collaboration with Student Teaching Program Coordinator.

- Formally observe the student teachers for the minimum number of required observations (usually 5 observations). It may be necessary and beneficial to perform more observations than the minimum required.

- Record observation data during each observation and provide both written and/or oral feedback to the student teacher as soon as possible.

- Keep observation hours recorded on Visitation Form. This form and your observation/participation forms will be turned in to MS Student Teaching Program Coordinator who will, in turn, turn them in to the TPAC office by end of the semester.

- Maintain ongoing communication with the principal and cooperating teacher and assist in solving field-related problems.

- Facilitate student teachers assumption of classroom responsibilities. (See suggested timeline and the

suggested Observation/Participation Activities under Cooperating Teacher Responsibilities).

- Encourage student teachers to discuss successes and/or concerns in their seminars provided by their seminar instructor. If further topics need to be explored, provide small group sessions at your site.

Additional Key Points

- Professionalism should always be encouraged. Student teachers need to know that they are in a very sensitive position and that confidentiality is vital.

- Your student teacher should provide you with the bell and subject schedule for their class. This information will be useful in arranging observations and post-conference meetings.

- Obtain a district calendar and school campus map.

- Arrange observations when your students are teaching a lesson, either whole or small group. Be certain to observe teaching of varied subjects and encourage a variety of teaching strategies.

- Be aware that your student teacher will have emotional as well as professional needs. It will be necessary to strengthen morale as they learn to cope with the realities of teaching.

- Student teachers who are having difficulty may need more than the minimum number of observations. It may be necessary to issue an early warning. Please contact the Student Teaching Program Coordinator should you need guidance.

- Create your own organization of student teacher information (e.g., file). Each of your student teacher files should contain their name, phone number, email address, address, cooperating teacher's name, principal's name, school site and room number.

- Ask your student teacher to discuss the schedule of observations with the Cooperating Teacher to be sure that the date and time are convenient and appropriate. Follow-up observations are usually best planned during an observation post-conference and/or by email.

The Evaluation of Student Teaching/Internship

The evaluation of student teaching/internship is a continuous process that facilitates the mastery of competencies in teaching and assists the student teacher/intern in developing techniques of self-evaluation.

During the semester, frequent observations by the cooperating teacher should serve constructive and informational ends. In the post-observation conference, the student teacher and cooperating teacher (intern and University supervisor) will want to explore both the successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for improvement are used in planning future lessons. Experience suggests that it is better to focus on two or three points per lesson.

The University supervisor will leave written observation notes and suggestions with the student teacher/intern if s/he cannot meet with the student teacher/intern immediately following the observation. Because of schedule conflicts, it is sometimes necessary for the student teacher/intern and the University supervisor to delay their conference after the observation. Student teachers/interns who are having difficulty need to be informed of the areas of weakness and given specific suggestions for improvement. If it becomes apparent that the student teacher/intern is not making satisfactory progress, additional observations and conferences need to be held. Copies of all these written observations and evaluations should be provided to the student teacher/intern with a duplicate given to the program coordinator.

The cooperating teacher and University supervisor require two formal evaluations during each semester of student teaching/internship. Usually midterm and final conferences will be scheduled by the University supervisor to discuss these evaluations with the student teacher/intern. The midterm conference should serve as a benchmark for planning the remainder of the semester. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the student teacher/intern for that phase. The University supervisor, after consultation with the student teacher/ intern and cooperating teacher, then assigns a grade of Credit (CR) or No Credit (NC).
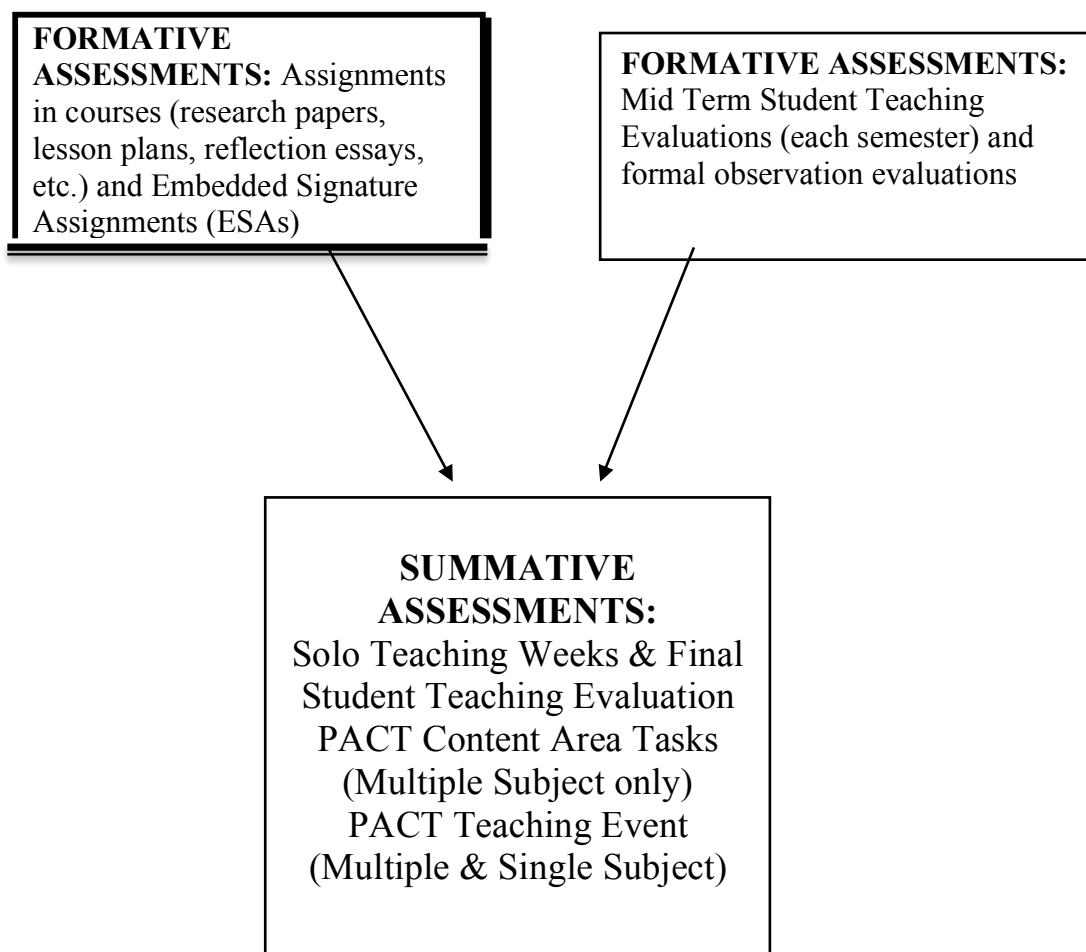
THE EVALUATION OF THE MULTIPLE SUBJECT CANDIDATE (EDS 420B)

Candidates are monitored carefully throughout their credential program to ensure that they are making adequate progress toward meeting the Teaching Performance Expectations (TPEs) established by the state and other program outcomes identified by program faculty members. Evaluation of candidate development occurs through the use of formative assessments (those done at key transition points which are used to provide feedback to candidates and program faculty) and summative assessments (those that culminate the program and are used to determine whether a candidate can be recommended for a credential).

The graphic below provides an illustration of the assessment system that we use in determining candidate development and performance. While each program has distinct assessment tools, this graphic offers a conceptual view of how the system works and what each component is.

Figure 1: Assessment System for CSUS Teacher Preparation Programs

FORMATIVE ASSESSMENTS: Assignments in courses (research papers, lesson plans, reflection essays, etc.) and Embedded Signature Assignments (ESAs)

FORMATIVE ASSESSMENTS: Mid Term Student Teaching Evaluations (each semester) and formal observation evaluations

SUMMATIVE ASSESSMENTS:
Solo Teaching Weeks & Final
Student Teaching Evaluation
PACT Content Area Tasks
(Multiple Subject only)
PACT Teaching Event
(Multiple & Single Subject)

Overall, as indicated in Figure 1, a comprehensive set of artifacts and evidence that you produce are assessed and aggregated to produce a final decision about your attainment of the TPEs and your suitability for a credential recommendation. There are many opportunities for you to demonstrate what you know and can do as a candidate; correspondingly, you will be evaluated at many points as you complete the program requirements.

While this may seem like a large number of assessments, this kind of continuous assessment provides you with multiple opportunities to understand how your performance is meeting standards and where you can make specific improvements. Moreover, our instructors are conscientious in providing you with clear and timely feedback, especially at key transition points, so that you have a good sense of your rate of progress towards your credential. Finally, if you struggle at any point, there are many resources available to assist you (see *Candidate PACT Handbook* for more information).

Formative Assessments: At the end of each semester, your program coordinator in conjunction with the program faculty and the TPAC staff check your progress in the program. This monitoring takes place by verifying that your grade point average is above a 3.0, you have received no grades below a "C," and have not received an "Incomplete," or "No Credit." Additionally, your progress in all student teaching phases will take place---making certain that you have passed the midterm and final student teaching evaluations for the semester and on embedded signature assignments (these will be fully explained by the instructors who assign them).

Summative Assessments: Our program uses two primary summative assessments: the Performance Assessment for California Teachers and the evaluation of final semester student teaching. We provide a brief description of the PACT process below – candidates are strongly encouraged to read the materials in the *Candidate PACT Handbook* as well. A full explanation of the evaluation of student teaching also follows.

Performance Assessment for California Teachers (PACT)
In 1998 the Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) through the first two years of professional practice (through induction programs like BTSA). Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the Commission on Teacher Credentialing, have sought to bring coherence to pre-service and in-service teacher preparation and development in our state. One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of 13 candidate outcomes that are meant to guide program content and experiences. The TPEs map directly on to the California Standards for the Teaching Profession (CSTPs), which outline 6 domains of performance for in-service teachers. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. Districts and schools are creating similar tools for measuring CSTP attainment for in-service teachers.

The PACT was designed and has been pilot-tested and refined by a consortium of 33 teacher preparation programs throughout the state. The consortium includes both private universities (such as Stanford University) and public universities (including 13 CSU campuses like ours) as well as school districts that offer state-funded intern programs. The PACT meets the assessment standards (19-21) of SB2042 and is designed as an authentic, <u>summative</u> performance assessment, administered to candidates in the final stage of their teacher preparation program.

If you are a *Multiple Subject candidate,* you will complete 3 PACT Content Area Tasks (CATs) and a PACT Teaching Event. If you are a *Single Subject candidate,* the PACT Teaching Event constitutes the primary product that you will develop. The Teaching Event and the Content Area Tasks are designed so that you can display your knowledge of your students, your curriculum and content, effective instructional strategies, appropriate assessment tools, and reflection strategies.

In accordance with sound psychometric principles prohibiting the use of a single assessment for high-stakes purposes, the Teaching Event scores are used in conjunction with multiple sources of information, including course grades, student teaching evaluations, and information from embedded signature assessments (ESAs) (as portrayed in Figure 1), to determine whether a teacher candidate should be recommended for a preliminary teaching credential. A candidate who has not successfully completed other credential requirements will not be awarded a preliminary credential on the sole basis of having completed and passed the PACT Teaching Event. In other words, passing the PACT Teaching Event alone is insufficient to demonstrate one's qualifications to become a teacher of record. Program instructors and coordinators amass evidence from the PACT along with other program assessments, like student teaching evaluations and embedded signature assignments, to make final determinations about candidate competence and candidate attainment of the TPEs. This body of evidence is examined in the recommendation for a preliminary teaching credential.

Individual candidates' Teaching Event and CATs scores, like other licensing test scores and academic records, are confidential and will not be released without the prior consent of individual teachers to employers or induction programs. Schools and districts are prohibited from using Teaching Event scores for hiring purposes or for determining pay differentials. The scores may be released by programs to the PACT Consortium for the purpose of assessment validation, research/evaluation, and regular activities involved in implementation of the assessment system, but may not be released to outside agencies other than the CCTC without prior consent of individual teachers. Scores may not be released to BTSA (induction) programs without the prior consent of individual teachers. Should a program release PACT Teaching Event scores to an outside agency with the prior consent of individual teachers, the program must inform the agency that the assessment is valid only for determining the pedagogical competence for initial teaching credentials in California.

KEY POINTS:

- A Teaching Performance Assessment (TPA) is a new requirement for candidates seeking a preliminary multiple subject or single subject credential. Teacher preparation programs throughout California submitted formal proposals to the CCTC indicating which TPA they would use and how it would be implemented on their campuses.
- Sacramento State University selected the Performance Assessment for California Teachers (PACT).
- For Single Subject candidates, the PACT has one main element: the Teaching Event. The Teaching Event is completed in the final semester of the program.
- For Multiple Subject candidates, the PACT includes the Teaching Event, completed in the final semester of the program, and 3 Content Area Tasks (CATs), which are completed throughout the program.
- Scores on PACT elements become part of a larger set of evidence used to determine whether a candidate can be recommended for a credential.
- The candidate's PACT scores are kept confidential by the institution.

The Teaching Event: An Overview

Standards 19-21 of SB2042 require teacher preparation programs to implement an assessment system in which the performance of candidates in classroom settings is evaluated and measured. The main assessment tool of PACT, the Teaching Event, draws from artifacts created while student teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The Teaching Event is also designed to focus the candidate's thinking about and actions related to student learning, with special attention to subject-specific pedagogy and the teaching of English Learners and students with special needs.

The Teaching Event uses a portfolio assessment design. You will incorporate the following main elements into your Teaching Event:

- Instructional Context
- Planning
- Instruction (including a video clip)
- Assessment
- Reflection
- Academic Language

The tasks are integrated so that candidates can make connections between these different teaching tasks, recognizing that teaching is not enacted as a series of unconnected events but rather as a complex set of events and actions that gain meaning through analysis and reflection. Each task is scored using one or more rubrics that describe specific levels of performance for dimensions of the task. Faculty members who have been trained in the PACT assessment process are assigned to score Teaching Events and Content Area Tasks (CATs).

Below is an abbreviated description of each Teaching Event task. More elaborate descriptions, prompts and guidelines can be found in the *Candidate PACT Handbook* (accessible on the College of Education website in the "Becoming a teacher" section) and on the PACT website: www.pacttpa.org. In addition, instructors and supervisors throughout your program will instruct you on specific tasks as well as the Teaching Event as a whole. You will have an initial introduction to the whole Teaching Event during a core course in your initial semester of the program. Then individual tasks (especially through embedded signature assignments and/or CATs) will be introduced in specific courses. During your final semester of the program, you will have at least one course in which the instructor supports you with developing the entire Teaching Event.

THE FIVE TASKS OF THE PACT TEACHING EVENT

TASK 1: CONTEXT	TASK 2: PLANNING AND ASSESSMENT	TASK 3: INSTRUCTION	TASK 4: ASSESSMENT	TASK 5: REFLECTION
• Relevant information about school, community, and class • Profile of students as learners • Context Commentary	• Daily lesson plans for learning segment • Handouts, overheads, etc. •Planning Commentary	• Video Clip(s) • Teaching Commentary	• Analysis of two assessments, illustrated by 3 work samples • Next steps in instruction based on assessments results and analysis • Assessment Commentary	• Daily reflections (from Task 2) • Reflective Commentary (include theory and research related to teaching and learning)
ACADEMIC LANGUAGE				

KEY POINTS

- The Teaching Event is composed of five different tasks, each of which has its own set of prompts and all of which you must integrate together into a coherent portrait of your thinking and performance as a novice teacher. Attention to students' academic language development is overlaid through tasks 2 through 5.

- The courses you take in the teacher preparation program and student teaching each play a different role in preparing you to complete the Teaching Event. There is also one course in the final semester of the program where you will receive explicit support as you prepare the Teaching Event.
- You complete the Teaching Event as part of your final semester of the multiple subject phase of student teaching (EDS 420B).

PACT Content Area Tasks (CATs): FOR MULTIPLE SUBJECT ONLY CANDIDATES

Multiple subject candidates complete a full Teaching Event in the following content area:

- EDS candidates complete a Teaching Event in literacy instruction and curriculum.

Because multiple subject candidates are seeking a *multiple* subject credential, the components of the PACT assessment for these candidates focuses on each of the core content areas of the K-8 California Content Standards. Therefore, multiple subject candidates complete a full Teaching Event in one content area (as identified above), and they also complete three PACT Content Area Tasks (CATs) as follows:

- EDS candidates complete:
  - CAT 1 in Math methods with a focus on planning instruction;
  - CAT 2 in Social Studies methods with a focus on planning instruction and,
  - CAT 3 in Science methods with a focus on assessing pupil learning.

The instructors in whose course the CAT is assigned will provide explicit guidelines for the CATs.
Like the Teaching Event, the structure, content and scoring of the CATs are governed by the principles and guidelines established by the PACT Consortium and approved by the California Commission on Teacher Credentialing. Thus, while your performance on a particular CAT will be factored into your grade for the course in which it is assigned, the CAT also constitutes an element in the overall PACT score that you will receive for a recommendation for a teaching credential. Thus, the CATs represent summative assessments of your abilities as a teacher in specific content pedagogy required for the multiple subject credential.

KEY POINTS

- The PACT assessment process for Mild/Moderate-Multiple Subject candidates includes the Teaching Event and 3 Content Area Tasks (CATs). The CATs assess your abilities to appropriately teach and assess pupil learning in the various content areas that make up the K-8 core curriculum.
- CATs are associated with particular courses. These course instructors will provide guidance and support as you complete the CATs.
- CATs are distinct from other assignments in your courses, however, as your performance on the CATs is reported as part of your overall performance in the PACT assessment process. Ultimately, your scores on the CATs will be part of the overall review conducted to determine whether you should be recommended for a preliminary credential.

Passing the Teaching Event/Scoring the Teaching Event

Faculty members who have been trained to score in the PACT assessment system score the PACT Teaching Event. Each Teaching Event and each CAT is scored using valid and reliable rubrics. For the Teaching Event, 12 rubrics are used. CATs are scored using a subset of these 12 rubrics, depending on the content and pedagogical foci of the CAT.

The Commission on Teacher Credentialing has established the passing standard for the Teaching Event. It is:

- If candidates fail the Teaching Event because they fail more than one task, or have more than 2 "1"s across tasks, an entirely new Teaching Event must be re-taught and re-submitted.

- Any Teaching Event that has been failed will automatically receive an anonymous second reading. The lead trainer in this content area will also review the evidence associated with the scores.
- If the second assessor's score is also a non-pass, the candidate will fail. If the second assessor's score is a pass, an outside arbiter, e.g., an assessor from outside the program or from another institution of higher education in the PACT Consortium will assess the disputed Teaching Event and that decision will stand.

We do, however, anticipate situations in which candidates fail the Teaching Event because they failed only one task of the Teaching Event. These candidates will have the opportunity to resubmit specific individual tasks for a higher score. With the exception of the reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. The chart below shows what would need to be resubmitted for each task that is failed. This standard is in effect for all of our programs.

Task failed in full Teaching Event submission	Components to be resubmitted
Planning	Instructional context task; new series of lesson plans and instructional materials on a new topic; planning commentary
Instruction	Instructional context task; new video clips; new lesson plans for the lessons from which the video clips are drawn; instruction commentary, and, possibly new or revised "assessment" and "reflection."
Assessment	Instructional context task; assessment commentary; possibly new instruction task and new student work samples
Reflection	Revision of reflection commentary for previously taught teaching event; daily reflections cannot be revised.
Academic Language	Instructional context task; new planning task + new instruction task (see above for components to be resubmitted)

Though there may be some variation, we anticipate that the timeline for submitting Teaching Events and for the scoring process will be as follows:

- Candidates must submit their video clips edited and uploaded on TaskStream by week 6.
- Candidates must submit their Teaching Event at the end of the 11th week of instruction during their EDS 420B semester of student teaching.
- Teaching Events will be scored (with 10% randomly selected for double scoring) during the week following submission.
- In week 13, candidates will be issued a written score report with an overall score, subtask scores and commentaries. Rubric language will supplement the score report so that candidates can fully understand the level of performance that their score reflects.
- Should a candidate fail a task or the entire Teaching Event, the written score report will instruct them to meet with the appropriate faculty member to review the score report and the rubric ratings and commentary and to develop a written remediation plan, including timeline. (Note: because of the differences between our program structures, the 'appropriate faculty member' may be the center/cluster coordinator, the supervisor and/or the liaison. The specific faculty member that will initiate, develop and monitor the remediation plan will be specified in writing for the candidate.)
- The remediation plan will contain specific steps identifying the task(s) that must be re-submitted. Two weeks after they have submitted their remediated task(s) they will receive a revised score report.
- Implementation of the remediation plan will delay candidate progress toward program completion.

In addition to the process described above which applies to all candidates submitting a full Teaching Event, Multiple Subject candidates will follow the process below for their CATs:

- Each instructor assigning a CAT in his/her course will clearly identify the due date for the CAT.
- CATs will be scored by the instructor assigning the CAT--10% of CATs will be randomly selected for double scoring.
- Any CAT that receives a failing score on one or more rubrics will be double scored. If the double scoring also yields a failing score, the candidate will be scheduled to meet with the course instructor to develop a written remediation plan that outlines the specific steps and timeline for resubmitting the CAT. Candidates will have no more than two weeks to resubmit their remediated CAT (unless circumstances dictate otherwise). The remediated CAT will be scored during the week in which it was submitted and a score report provided to the candidate shortly thereafter. The instructors to whom the CATs were submitted will monitor the remediation process for Multiple Subject CATs.
- If the double scoring results in a pass, an outside "arbiter" will conduct a third scoring and his/her assessment will constitute the final score for that CAT.
- The remediation process may delay the assignment of a course grade and/or result in the delay of the final assessment of a candidate's application for a preliminary credential.

Candidates will be allowed to submit a CAT and/or Teaching Event a maximum of two times (that includes the first time and, if required, a second time under a remediation plan). Candidates have the right to appeal the scoring process of the Teaching Event or CAT. See "Appeal Process" in this Handbook.

Faculty members who have received state-approved training and meet the calibration standards verified annually score teaching Events and CATs. Scorers use state-approved rubrics to score each candidate product. Scores are archived with program coordinators. Scores for the Teaching Event and CATs are also submitted to the Teacher Preparation and Credentials Office for use in the comprehensive analysis of a candidate's recommendation for a credential. Every two years, individual candidate scores (using anonymous user identification numbers) from our programs are submitted to the PACT Consortium for statistical analysis to evaluate the reliability and validity of our scoring process.

KEY POINTS
- 12 rubrics are used to assess your Teaching Event and a subset of these rubrics is used to assess the CATs.
- Faculty members are assigned to anonymously assess your Teaching Event. They have been formally trained and annually calibrated.
- There are specific passing standards for the Teaching Event and the CATs. If you do not pass the Teaching Event or a CAT, you will be informed in writing of what you must do to remediate the situation.
- Remediation will result in a delay in progress in the credential program.
- You do have the right to appeal the scoring process of the Teaching Event or CAT.

Student Teaching Experience – Initial Phase I: EDS 414

As the Phase I student teacher begins the experience she/he should have one or two days to become acquainted with the school and the students within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the schedule day.

Week One

- Introduction of student teacher to students.
- Orientation to school and classroom: student teacher should learn schedule, class rules, and behavior management systems. It is time for the cooperating teacher, student teacher, and students to get acquainted.
- The student teacher works under the direction of the cooperating teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University supervisor will observe and confer with the student and cooperating teacher regarding program guidelines and expectations. When the student is observing, she/he will be responsible for taking notes on the operation of the class.

Weeks Two and Three

- Perform classroom duties & provide instructional assistance as requested by the cooperating teacher.
- Initial Interactions: The emphasis during this week should focus on preparing the student teacher to start functioning as an instructional team member. Steps toward this goal will made as the student teacher begins assisting the cooperating teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the student teacher may assist individuals or small groups as they are completing assignments.
- Using plans of cooperating teacher and working directly under the teacher's supervision, begins assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.
- A great deal of cooperative planning should precede this step, since the student teacher will be carrying out the plans of the cooperating teacher.

Weeks Four and Five

- Continue as Weeks Two and Three, assisting the cooperating teacher during instruction
- Beginning Planning and Implementation by the Student Teacher: Now the student teacher can repeat some of the same activities of last week, but also use some of his/her own lesson plans. The cooperating teacher must have the opportunity to review plans for each day and approve each segment of the proposed plans and activities.

Weeks Six and Seven

- Sharing instructional responsibility. The student teacher continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the judgment of the cooperating teacher.

Weeks Eight and Nine

- During these weeks the student teacher should continue as noted during Weeks Four–Eight, with the student teacher gradually assuming responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the morning instruction.
- Some student teachers will be ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the cooperating teacher should be concerned about using this process, if the student teacher demonstrates the competencies.

Weeks Ten through Twelve

- These weeks represent a gradual extension and expansion of supporting the teaching and learning environment.
- By the end of this period, the student teacher should be responsible for about 70% of the morning (approximately three hours).

Weeks Thirteen and Fourteen

- These weeks represent a time for the student teacher to engage in large (whole group) instruction. This will allow the Phase I student teacher to practice both their instructional delivery and classroom management skills. The student teacher can "take over" for 50–70% of morning activities, if appropriate.

Final Week

- During the final week, the student teacher should continue to support the learning environment as the cooperating teacher transitions back to the role of the primary instructor. This is also a time for the student teacher to observe and visit other exemplary teachers on the school campus.

Student Teaching/Internship Experience – Final Phase II: EDS 415/ EDS 421

As the final Phase II student teacher begins the experience she/he should have one or two days to become acquainted with the schools within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the scheduled day.

Week One

- Introduction of student teacher to students.
- Orientation to school and classroom: student teacher should learn schedule, class rules, and behavior management systems. It is time for the cooperating teacher, student teacher, and students to get acquainted.
- The student teacher works under the direction of the cooperating teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University supervisor will observe and confer with the student and cooperating teacher regarding program guidelines and expectations. When the student is observing, she/he will be responsible for taking notes on the operation of the class.

Weeks Two and Three

- Perform general classroom duties and provide instructional assistance as requested by the cooperating teacher.
- Initial Interactions: The emphasis during this week should focus on preparing the student teacher to start functioning as an instructional team member. Steps toward this goal will made as the student teacher begins assisting the cooperating teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the student teacher may assist individuals or small groups as they are completing assignments.
- Using plans of cooperating teacher and working directly under the teacher's supervision, begin assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.
- A great deal of cooperative planning should precede this step, since the student teacher will be carrying out the plans of the cooperating teacher. In addition, the student teacher will develop a general unit of motivational strategies that could be used to increase student performance levels.

Weeks Four and Five

- Continue as Weeks Two and Three, adding a third subject area, assisting the cooperating teacher during instruction and throughout the school day.
- Beginning Planning and Implementation by the Student Teacher: Now the student teacher will repeat some of the same activities of last week, but using his/her own plans. The cooperating teacher must have the opportunity to review plans for each day and approve each segment of the plans and activities. The student teacher should begin to assume primary responsibility for both planning and instruction.

Weeks Six and Seven

- Sharing instructional responsibility: The student teacher continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the judgment of the cooperating teacher.

Weeks Eight and Nine

- During these weeks the student teacher should continue as noted during Weeks Five and Six, with the student teacher gradually assuming more responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the instruction by the end of the last two weeks.
- Some student teachers will ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the cooperating teacher should be concerned about using this process, if the student teacher demonstrates the competencies.

Weeks Ten through Twelve

- These weeks represent a gradual extension and expansion of all training, but especially that of the previous four weeks. At this point the student teacher should assume responsibility for scheduling use of any other personnel in the program (under the direct guidance of the cooperating teacher) and also ensuring that students get to appointments at their assigned times, go to inclusion classes, etc.
- By the end of this period, the student teacher should be responsible for 80–90% of the instructional day.

Weeks Thirteen and Fourteen

- To the degree possible, the student teacher should be the primary instructor and manager for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. In the final two weeks, the student teacher should experience management of the program without the cooperating teacher's presence.

Final Week

- During the final week(s) of student teaching, the student teacher should transition back into the role of the team/support teacher. He/she can support the daily activities as directed by the cooperating teacher. This is also a time for the student teacher to observe other exemplary teachers on the school campus.

The Evaluation of Student Teaching

Supervision Role

The evaluation of student teaching is a continuous process that facilitates the development of competencies in teaching and assists the candidate in developing techniques of self- evaluation. University faculty and school-based personnel play a paramount role in the candidate's professional development in the field. It is the responsibility of the university supervisor, in collaboration (when applicable) with the cooperating teacher or district mentor, for verifying that candidates have met competencies.

Supervision Responsibilities

Candidates will receive frequent informal feedback from their cooperating teacher. Such feedback is based on informal observations of the candidate's work in the classroom (e.g., one-on-one, small group, during transitions, with whole class, etc.) and should serve constructive and informational purposes. Many cooperating teachers may choose to offer more formal forms of feedback and communication of the candidate's strengths, areas for improvement, and areas of growth. These make take the form of notes after an

informal observation, an interactive journal, critiques of lesson plans, and so on. The University Supervisor is required to conduct a minimum of five (5) observation/visitations for each candidate over the semester or equivalent of a semester. This requirement assumes that the candidate is making satisfactory progress *and* continues student teaching through the end of the semester.

The University Supervisor also completes a mid-term and a final evaluation of the candidate. The cooperating teacher also completes these evaluations, though it is the university supervisor that makes the final recommendation about the candidate's grade in student teaching.

Mid-term, final evaluations, and grading

Two (2) formal evaluations are required of the cooperating teacher and university supervisor during each semester of student teaching; a mid-term and final. A mid-term and final evaluation is also required of the candidate. Typically, the university supervisor schedules mid-term and final evaluation conferences. The mid term evaluation is typically completed at approximately the 7th week of the semester and the final evaluation occurs during the 14th or 15th week of the semester. The mid-term evaluation form and conference should serve as a critical benchmark for providing specific feedback to the candidate and informing any special arrangements if the candidate is experiencing difficulty in meeting competencies. If there is concern that a student teacher is not meeting competencies in a timely fashion an action plan, specifically identifying the timeline(s) for meeting the competencies needs to be developed. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the candidate for that phase. **Early in the semester, the university supervisor should distribute and review these evaluation forms with the candidate and cooperating teacher so that all parties have a concrete sense of performance goals for the semester.**

The university supervisor, after consultation with the candidate and cooperating teacher, recommend a grade of either credit (CR) or no credit (NC). If a grade of no credit is being considered, it is critical that the MM Student Teaching Program Coordinator be informed of the reasons for recommending a grade of NC and the steps that were taken to support the candidates progress in meeting all required competencies.

Note: All evaluation forms can be completed electronically. **EDS 420B evaluations must be uploaded to TaskStream.** The Student Teaching Program Coordinator will provide more information on how to obtain access to TaskStream. Additionally, University supervisors are responsible for assigning grades through an "on-line" system via My SacState. The MS Student Teaching Program Coordinator can assist any supervisor who may need support in submitting grades "on-line."

If the candidate receives a no credit grade, it must then be determined by the coordinator and supervisor whether the candidate will be recommended to repeat or not repeat that student teaching phase. If it is recommended that the candidate repeat student teaching, the MM coordinator will make arrangements for the following semester. If it is recommended that the candidate *not* repeat student teaching, then the candidate has the right to engage in the Credential Appeals process (See "Appeal Process" in handbook). All evaluations are placed in the candidate's credential file (housed in the Teacher Preparation and Credentials office [TPAC], Eureka 216) at the end of the semester.

Note: Student progress in both coursework and public school fieldwork is reviewed each semester by faculty and school personnel who participate in the recommendation of candidates' continuation to the next phase of the program.

Difficulties in student teaching as they relate to the evaluation process

Candidates who are having difficulty need to be informed in writing of the areas of weakness and given specific suggestions and a timeline for improvement. Copies of all written observations and other documentation related to student teaching should be provided to the candidate with a duplicate given to the supervisor and MM Student Teaching Program Coordinator. The original should be placed in the candidates file located in Eureka Hall 216. If it becomes apparent that the candidate is not making satisfactory progress, additional observations and conferences may need to be conducted, sometimes involving other university faculty and/or public school personnel. Three specific difficulties are described below.

Termination of student teaching prior to the end of the semester

Depending on the individual circumstances, student teaching may need to be terminated **prior to** the end of the semester. Termination of student teaching may include either removal from the placement altogether (with a grade of NC being assigned) or removal from regular student teaching duties, but approval to remain in the classroom to observe and participate in a limited fashion (generally also with a grade of NC being assigned). Sacramento State University candidates are guests at the school site. Therefore, if a site level administrator (usually the principal) asks that a candidate be removed from the school site, they will be removed.

Possible reasons why a candidate's placement might be terminated prior to the end of the semester include the following

- Violation of any article of the university student conduct code (http://www.csus.edu/admbus/umanual/UMS16150.htm).
- Any action by the candidate that is deemed by the cooperating teacher and/or university supervisor to be a threat to the safety and well being of children/ adolescents at the school site.
- Disruptive or unprofessional behavior including such actions as:
  - Repeated rejection of the authority of the cooperating teacher, school administrators, or university supervisor; violations of student or teacher confidentiality; continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences cause by medical issues), tardiness, lack of preparation, lack of effort, etc.;
  - Breakdown in communication and mentoring relationship between the cooperating teacher and candidate and/or university supervisor and candidate due to candidate rejection of constructive criticism, inability to implement suggestions in a timely and consistent manner and/or unprofessional behavior.
  - Slow progress towards competencies such that the classroom environment is compromised, coupled with breakdown in mentoring relationship, or disruptive/ unprofessional behavior.
  - More information about Sacramento State University's policy on disruptive behavior can be found at: http://www.csus.edu/admbus/umanual/UMD03250.htm.

NOTE: In some cases, progress toward meeting student teaching competencies in a specific semester is such that, in the professional opinion of the cooperating teacher and University Supervisor, the candidate will not be able to successfully complete the required "solo" teaching event, and in fact, attempting the solo will lead to classroom disruption and interrupted learning by the K-12 students. In these cases, if the candidate/cooperating teacher relationship is intact and positive, the recommendation may be to suspend taking on new teaching duties, defer attempting the solo period, but continue observation and participation in the classroom so that the candidate can continue to make progress. A grade of No Credit will be assigned and the course must be repeated.

Reassignment of Candidates

Candidates in the EDS 414 or EDS 415 student teaching phases will not be reassigned to another school after six (6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to six weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the University Supervisor and MM Student Teaching Program Coordinator.

Candidates in the final Multiple Subject EDS 420B student teaching phase will not be reassigned to another school after two (2) weeks of the semester have elapsed, except under unusual and compelling circumstances. This is due to the PACT requirements/teaching events timelines. Prior to two weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the University Supervisor and MM Student Teaching Program Coordinator.

A No Credit Grade in Student Teaching

A "No Credit" in any student teaching course means a student may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the instructor of record and the coordinator. Details of the discontinuation process are available from the Lead Program Advisor of the Teacher Preparation and Credentials (TPAC) office, Eureka Hall 216. (Incomplete grades are not typically given for student teaching)

Final Considerations

The faculty in the Department of Special Education are deeply committed to the success of our teacher candidates. We are all excited by our collaborative work in this program and look forward to observing your growth and triumphs as you prepare for the most important career of all -- teaching! Please do keep in mind some of the "golden rules" of professionalism.

- First, if you are experiencing difficulty, address your concern to the person most directly related to this difficulty first. Though these conversations can be uncomfortable to initiate, your ability to do so in a professional and straightforward manner will serve you well in myriad settings throughout your career.
- Student teaching issues should be addressed with cooperating teachers/university supervisors first.
- If a 'good faith effort' with the person most directly involved does not result in a satisfactory resolution, then you may begin to involve others in the 'chain of command.' The MM Student Teaching Program Coordinator would be consulted after good faith efforts to engage these individuals does not produce satisfactory results.
- The Department Chair and/or Lead Advisor of Teacher Preparation and Credentials should not be consulted until all options have been exhausted -- first with the cooperating teachers/university supervisors and then with MM Student Teaching Program Coordinator.
- Difficulties should NOT be discussed with anyone but the parties mentioned above (and in the order mentioned).
- Care should be taken as to when and where these conversations are initiated (e.g., the privacy of the classroom is more appropriate than in the teachers' lounge; the 5 minute walk from recess is less conducive to productive dialogue than a before or after school appointment).
- Self-reflection is critical -- be sure to identify areas where you can make improvements and adjustments, in addition to any requests that you may consider making of other parties.

POLICIES & PROCEDURES REGARDING CONTINUATION IN THE CREDENTIAL PROGRAM

1. <u>Minimum GPA</u>
    It is necessary to maintain a 3.0 grade point average in professional education courses and a "C" or better in each of those courses.

2. <u>Grades of "D", "F", or "No Credit"</u>
    If a student receives a "D", "F" or "NC" in a professional education course, he/she must withdraw from the program.

3. <u>An Incomplete Grade</u>
    An incomplete grade (I) received in a professional education program course must be completed **prior to beginning the next phase. It is the responsibility of the candidate to request the Incomplete from the instructor, to file the Petition for "I" grade in the appropriate department office and provide a copy of the petition to the TPAC, EUR-216. The Incomplete must be completed no later than one week before the start of the next semester.**

4. <u>A No Credit Grade in Student Teaching</u>
    A "No Credit" in Phase I or Phase II student teaching means a candidate may not continue with any portion of the Specialist Credential Program unless recommended for continuation by the instructor of record and the Student Teaching and/or Program coordinator. Details of the "Student Teaching Discontinuation Process" are available from the Lead Advisor of Teacher Preparation and Credentials (TPAC).

5. <u>Grade Appeals</u>
    If a candidate feels he/she can show that the assigned grade for the course was not based on their graded performance in the course, they may appeal the grade. In such a case they will need to provide evidence that the instructor assigned the grade "arbitrarily, capriciously and/or because of prejudice." The process for grade appeals can be found at the URL address http://www.csus.edu/admbus/umanual/UMS16295.htm .

6. <u>Withdrawal from Individual Courses in the Program</u>
    If a candidate finds it necessary to withdraw from any individual course in the program he/she should contact the instructor and refer to the instructions in the current class schedule. The TPAC Office should be informed immediately. Withdrawing from a professional preparation course is likely to extend the time in the program and, possibly, delay the credential candidate's entry into the next phase.

7. <u>Withdrawal From and Re-entry to the Program</u>
    If for some reason a candidate needs to withdraw from the program during or at the end of a semester, he/she should fill out the "Statement of Intent to Delay or Withdraw from the Professional Education Program" form (located in Eureka Hall 216). **The opportunity to return to the program will be on a space available basis.** The initial step to re-enter the program is to fill out *by the ninth week of the semester* the "Request to Re-enter Phase Program Approval Form." If one's application for re-entry exceeds <u>two (2) continuous semesters</u> of absences, the applicant must meet all current admission and program requirements and present an in-person appeal to the Credential Appeals Committee.

8. **Request to Change from the Moderate/Severe Program to the Mild/Moderate or Early Childhood 'Specialist Credential Program**

   After admission to the Moderate/Severe Program, transfer requests may be considered only under *very special* circumstances, and will be handled on a case-by-case basis. In general, requests for transferring are extremely difficult to accommodate since the requirements may be unique to a particular center in terms of course configuration with the program and field experience guidelines and expectations. A candidate may initiate a written request to his/her current center coordinator, specifying the reasons the transfer is being requested. The director of TPAC and the center coordinator will make the final decision involved. Specific steps of the procedure are available in TPAC in Eureka 216.

9. **Substituting During Student Teaching Assignment**

   Student teachers may substitute for their cooperating teacher in case of his/her absence for a **reasonable number** of days in the semester, provided the student holds an emergency permit AND prior approval has been given by the university supervisor and the cooperating teacher. Candidates who hold a 30-day substitute permit may be allowed to substitute and count that time as student teaching only under the following conditions:

   a. Prior positive recommendations must be given by the University Supervisor and Student Teaching Program Coordinator to insure that the student teacher has demonstrated throughout the program an <u>outstanding level of competence</u> in all coursework and fieldwork leading up to the final semester. If for any reason the Supervisor or Student Teaching Program Coordinator believes that substituting will put in jeopardy the student teacher's progress toward meeting the competencies required of a Phase I or II student teacher, they may deny the request.
   b. Substituting must be done for the cooperating teacher(s) in the classroom in which the ST has been assigned. In other words, student teachers cannot leave their assigned student teaching placement to substitute for another teacher on campus.
   c. Substituting must not exceed four weeks unless the student teacher is hired to serve in a long-term position.
   d. The district/school site must agree to provide extra support on site to the substitute/student teacher by assigning a school site mentor in the same subject/credential area who will meet regularly with the student teacher to provide feedback and support.
   e. Student teacher must meet all other basic requirements (as required already by law – e.g. subject matter competency, CBEST, etc).
   f. The line of communication for requesting that a student teacher be hired as a long-term substitute will be between the classroom teacher, School Administrator and the CSUS Student Teaching Program Coordinator. The ST Program Coordinator is responsible for notifying TPAC office about each student teacher that is approved to substitute, including information about when subbing will occur, and verifying that site-level support is in place.

10. **Interning During Student Teaching (EDS 421)**

    The Teacher Preparation Program encourages districts to employ fully credentialed candidates from CSUS or other institutions. However, if there are insufficient numbers of credentialed teachers, and depending on the districts' needs, partial to full-time internships may be available for some Moderate/Severe student teachers. Student teachers who may be eligible for consideration for an internship during Phase II (only) are those student teachers deemed "excellent" based on their Phase I Student Teaching and who have met the CCTC-required 120 of pre-service instruction. Internships may involve a single student teacher or a pair of student teachers who share a beginning teacher's salary. An internship is viable only when both the university and the public school can provide strong support to the intern. Student teachers do not seek their own internships; internships are <u>offered</u> to student teachers. Students offered an internship by a principal or district should notify their supervisor and center coordinator. The center coordinator, in consultation with the student's supervisor and mentor teacher, will make the determination about the student's level of competency necessary to move into an internship position.

11. **Student Teaching and Field Experiences During Emergencies—From the Office of General Counsel for California State Universities**

    "It shall be the policy of this university that whenever normal operational procedures in a public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes all contractual obligations between the university and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency." Interpretation: includes sanctioned and unsanctioned job action.

    "Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the university cannot accept any sort of liability. Should a university staff member or student decide to enter such a situation, such entrance is entirely at the individual's personal initiative and risk." Interpretation: Any student who crosses a picket line does so at his/her own risk; CSUS will not accept any liability. "Consequently, student emergency situations shall be completely disregarded by university instructors in their assignment of grades or the making of evaluations." Interpretation: Student teaching during the period of the strike will be completely disregarded in faculty evaluations and final grades.

    "During the course of such an emergency, it shall be incumbent upon the university instructor to provide appropriate alternative instructional experiences for students whose university assignments require involvement in agency operation." Interpretation: If the strike lasts more than two (2) weeks, CSUS will provide alternative instructional experiences.

    If a strike occurs, the student is required to notify the school office of his/her intended absence and then should contact Eureka Hall 216 for instructions.

    All credential candidates are strongly urged to join the Student California Teachers' Association (SCTA). Membership in the SCTA provides a one million dollar liability insurance policy. This will provide legal coverage when candidates are working in schools to fulfill a program requirement since neither CSUS nor districts provide protection in the event student teachers are involved in litigation/lawsuit. Note: Candidates are not covered by the policy if they are working in a school on their own time, e.g. subbing. To find out more about benefits and join SCTA go online at http://www.cta.org/SCTA/Join/Join.htm. You may also contact Tito Gomez, nativecree@yahoo.com, or Cristal Padilla, cristal.padilla@gmail.com, Northern Regional Vice Presidents of the SCTA, (916) 266-7796.

12. **Academic Honesty, Integrity, Cheating, and Plagiarism**

    Students enrolled in the credential program will be held to high standards for student conduct in all aspects of their field and coursework consistent with CSUS policy and procedures regarding academic honesty, integrity, cheating and plagiarism.
    (http://library.csus.edu/content2.asp?pageID=175)

13. **Privacy Act**

    Based upon the Family Educational Rights and Privacy Act (FERPA) of 1974, teacher candidates have access to inspect and review records kept on file in the TPAC. Candidates sign a release form authorizing certain individuals access to their files. Beyond the candidates and those individuals designated by the candidates only certain other university, state and federal officials are authorized by the FERPA to review these files. Candidates may make an appointment with the Director of Teacher Preparation and Credentials to review all materials in their files.

Candidates' credential files *do not* leave the TPAC office. Those desiring copies of documents in their files should make copies prior to submitting them to the Teacher Preparation Programs Office, Eureka Hall 216.

ANY OF THE ABOVE POLICIES MAY BE APPEALED BY PETITIONING THE CREDENTIAL APPEALS COMMITTEE. For further information about the appeal process or clarification of these policies, contact the Teacher Preparation Program Office at (916) 278-6403.

NON-APPEALABLE POLICIES

1. **Satisfying Subject Matter Competency by Examination**
   Students in Moderate/Severe and/or Mild/Moderate/Multiple Subject Credential program must provide evidence that they have passed the California Subject Examination for Teachers (CSET) prior to their full time student teaching (EDS 420B, EDS 414, EDS 421) semesters of the program.

2. **Basic Skills Requirement (BSR)**
   Exams taken to meet the BSR (i.e., CBEST, CSET Writing Skills, etc.) must be passed and verification provided to the TPAC office <u>prior</u> to the final semester of student teaching. Candidates, who do not pass tests prior to the final semester, <u>will not</u> be allowed to continue in the credential program.

3. **Certificate of Clearance (COC)**
   Candidates will not be allowed to begin the credential program unless they have been issued a COC by the CA Commission on Teacher Credentialing (CCTC).

APPEAL PROCESS

A candidate has the right to address an appeal to the Credential Appeals Committee (CAC) about policies related to status and continuation in the Teacher Preparation Program. Most appeals are made solely "in writing," while some may be more appropriate to an "in-person" appeal accompanied by the written appeal. Candidates going through the appeal process are responsible for contacting the Teacher Preparation Program office on the day that their appeal is acted upon to find out the decision of the appeal committee. A letter will also be mailed to the appellant stating the outcome of his/her appeal.

The voting members of the CAC are faculty members from the College of Education and other colleges involved in basic credential programs. The committee meets regularly at the beginning and the close of each semester. Appeals petitions and information about the appeal process is available in Eureka Hall 216.

> **It is the candidate's responsibility to obtain and submit (by the posted deadline) a Credential Appeal Petition to the Teacher Preparation Program Office.**

NOTE: The Lead Advisor of TPAC is available to talk with credential candidates who have concerns about the program and their progress. Prior to meeting with the Lead Advisor of TPAC, candidates should have met first with their supervisor and/or center coordinator to resolve issues. Phone (916) 278-6403 for an appointment.

RICA: Reading Instruction Competence Assessment

On October 1, 1998, passage of the RICA became a requirement for the Multiple Subject and Specialist Teaching Credentials. Affected candidates must take and pass **EITHER** the *RICA Written Examination* **OR** the *RICA Video Performance Assessment*. Passage of **either one** of these two RICA assessments satisfies the new credential requirement. Information about this testing will be given in your two program reading courses <u>after</u> which you will be well prepared for passing the RICA.

TPA/PACT *(For Candidates Seeking a Multiple Subject Credential)*: Per SB1209 and SB2042, all candidates seeking a preliminary multiple subject credential must successfully pass a Teaching Performance Assessment (TPA). The state has authorized three options for the TPA: (a) the CalTPA; (b) the Performance Assessment for California Teachers (PACT); and, (c) the Fresno Assessment for Student Teachers (FAST), approved only for use by CSU Fresno. **Our programs have opted to use the PACT. Additional information about the PACT is in the "Evaluation of Candidate Development" section of this handbook.** Specific and detailed information about PACT and the ways in which it is implemented in our programs can be found in the *Candidate PACT Handbook*, posted on our webpage at www.edweb.csus.edu under the "Become a Teacher" section.

STRONG RECOMMENDATIONS

1. **Public School Attendance and Emergency Absences**
   During student teaching, student teachers are expected to arrive prior to class time and, when possible, remain after class for conferences with the cooperating teacher and/or university supervisor. Student teachers should always let the school's main office know when they are in the building. (Some schools have a sign-in procedure.) In the event of absence, it is the responsibility of the student teacher to inform the school office AND cooperating teacher (and university supervisor, when applicable) in sufficient time for instruction to be continued effectively. **ILLNESS AND EMERGENCIES ARE THE ONLY ACCEPTABLE EXCUSES FOR ABSENCE.** Student teachers are only permitted four "sick or emergency days" during the student teaching semester. *Absences of more than 4 days may result in the student teacher being awarded a grade of No Credit.* With permission from the University Supervisor, Cooperating Teacher, and Student Teaching Program Coordinator, a student teacher may be permitted to make up absences that exceed 4 days during "finals week" of the university semester. *If unannounced or unexcused absences occur, the cooperating teacher should notify the university supervisor immediately.*

2. **Dress Code**
   The university does not have a dress code, but many public schools do. Whether the code is written or unwritten, student teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at that school. *Consider your student teaching experience as if it is a 15-week job interview.*

3. **Outside Work Commitments**
   No formal policy governs a student teacher's commitments outside the Credential Program. However, a student teacher's future employment depends, in large part, on success during the program, especially in student teaching. Experience has shown that student teachers should plan ahead to make the student teaching semesters as free from other obligations as possible. Heavy time requirements for employment and extra classes should be avoided, if at all possible.

FINANCIAL AID

State and federal loans, grants, and scholarships for education students are available through the university's Financial Aid Office. In addition, the College of Education has scholarships for students already enrolled in Teacher Preparation Programs. Applications and further information can be obtained through the TPAC website at www.edweb.csus.edu or in room 209 Eureka Hall.

POLICIES FOR SERVING STUDENTS WITH DISABILITIES

California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

California State University
College of Education
Moderate/Severe Disabilities Specialist Credential

EDS 414 and EDS 415 Evaluation Tool

Student Teacher:_____ Semester_____ Circle: 414 or 415

University Supervisor_____ Mentor Teacher_____

School/District/County_____
Program and/or grade levels:_____

When utilizing this tool, first read what is in the fourth column labeled "Proficient." This is the skill that the student is working to develop. Columns 1 through 3 are ways for you to indicate how close you feel the student is to being proficient.

By the end of EDS 414, students should be at the level of "developing proficiency" in all areas. There can only be exceptions in situations where the opportunities are not available due to the types of students, ages of students, etc. If there is no opportunity to address that set of competencies because of the current placement, then a plan should be made for the final semester to get adequate opportunities. At the end of EDS 414, the supervisor and mentor teacher will determine if the student can pass on to EDS 415. Then, the student will meet with the moderate/severe credential program advisors and develop an individualized plan for EDS 415.

By the end of EDS 415, all areas must be at a proficient level.
At the beginning of the semester the student will meet with the mentor teacher and supervisor to discuss ways to meet the competencies in each area. It is the student's responsibility to make sure that the supervisor and mentor teacher have the opportunity to observe each area. During the 7th or 8th week a midterm evaluation will be done and areas of need identified. During finals week, the final evaluation will be done.

Please fill out each item in the evaluation for both the midterm and the final, noting whether you have based your score on the following criteria. You can indicate more than one type in the box.
O = observed   A = assignment   I = interview or discussion
If there was no opportunity or you did not observe, indicate N.O.

Indicate the following:
Midterm date:_____   Final date:_____

Area 1: Collaboration, Communication, and Professional Commitment

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
1.	* Is not yet aware of his/her own needs or is resistant to change.	* Sees the need for these skills, but is having difficulty	* Is developing these skills but needs more practice.	+ Develops rapport with faculty & staff; collaborates well with the team
2.	* Student is not interested in the program beyond his/her requirements.	* Is still focused on assignments alone, not seeing the big picture.	* Is developing an understanding of the students needs and beginning to jump in.	+ Demonstrates care and interest in students beyond assignments. Demonstrates high ethical standards
3.	* Has not grasped these concepts and is not able to articulate areas of need.	* Understands the concepts but needs more information and examples.	* Developing an understanding, still expresses doubts or lacks some skills	+ Demonstrates enthusiasm and commitment to inclusive lifestyles for all students
4.	* is resistant to feedback and has trouble self-reflecting.	* Having difficulty using feedback consistently but tries.	* Is beginning to show positive self-reflection and using feedback.	+ Self- reflects and problem solves; utilizes feedback constructively
5.	* Does not seem to grasp the seriousness of lack of skill in this area.	* Having difficulty with follow through and initiating , timelines.	* Could improve in this area by following through more readily & meeting timelines.	+ Demonstrates ability to initiate, commit, follow-through, meet timelines, and take responsibility.

Comments on #1-5: Indicate whether based on: O   A   I   Or, if   N.O.

Area 2: IEP development, program development, ecological assessment, self-determination, and self-advocacy.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
6.	* Does not demonstrate an understanding and/or is resistant.	* Beginning to understand these concepts and participate in them.	* Understands these concepts, needs more practice to be proficient.	Successfully utilizes family-centered, collaborative, ecological assessment
7.	* Does not yet demonstrate these concepts.	* Does not yet fully grasp these concepts but is working on it.	* Beginning to show these skills, needs more practice.	Priorities reflect self-determination, meaningful skills, and membership.
8.	* Does not understand or is resistant to this idea.	* Still working on these concepts.	* Needs more practice in this area.	Effectively includes students with disabilities in their own IEP development.
9.	* Skills are not yet emerging.	* Beginning to demonstrate this.	* Needs more practice.	Writes meaningful IEP documents and measurable goals.
10.	* Does not understand these concepts.	* Beginning to demonstrate this.	* Needs more practice	Determines a schedule of instruction to meet IEP goals for each child.

Comments on #6-10: Indicate whether based on: O   A   I   Or, if   N.O.

Area 3: General Education Curriculum and Instruction in General Ed Classrooms

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
11.	* Struggles in this area. Has difficulty using feedback.	* Needs more work in this area; opportunities and feedback needed.	* Has had some success in gen ed classes, needs more practice.	Collaborates with gen ed teachers to plan effective lessons in core curriculum for heterogeneous groups
12.	* Struggles in this area. Has difficulty using feedback	* Needs more work in this area; opportunities and feedback needed.	* Has had some experiences with large and/or small groups, needs more practice.	Successfully implements instruction in a variety of formats and groupings
13.	* Struggles and/or forgets to facilitate cooperation and partnering.	* Needs more work in this area. Still having difficulty.	* Is beginning to facilitate cooperation and partnering .	Creates opportunities for learners to cooperate and partner
14.	* Does not demonstrate an understanding of what it means to be responsive in teaching.	* Is not yet able to balance the needs of the whole and the individual.	* Is beginning to demonstrate responsiveness. Needs more practice.	Demonstrates responsiveness and flexibility in instructional delivery.
15.	* Is not able to use feedback to make changes in this area.	* Needs more work in this area; struggles to engage all students in positive ways.	* Shows beginning skills in positive engagement and management.	Positively engages and manages student involvement.
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 4: Access; modifications; adaptations for students with moderate/severe disabilities in the core curriculum in general education classes.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
16.	* Does not understand and is resistant to these principles.	* Is beginning to understand but not yet able to articulate these principles and struggles to understand modified outcomes.	* Understands these principles, but needs more practice and modeling .	Demonstrates enthusiasm for and an understanding of the principles of including all students, regardless of the severity of their disabilities, in the gen. curriculum/activities
17.	* Does not understand how to do this and is not yet able to modify and adapt.	* Skills are still emerging; does not yet successfully modify outcomes and design adaptations	* Understands how to do this but needs more practice.	Works with gen ed teachers to understand units and lessons - modifies outcomes and designs adaptations as necessary.
18.	* Struggling to do this; does not understand.	*Beginning to understand partic. & support plans.	* Understands how to do this but needs more practice.	Successfully develops and implements participation and support plans
19.	* Does not seem to understand how to do this.	* Not yet seeing these opportunities; still uncomfortable.	* Needs more practice in this area.	Successfully facilitates the social participation within the classroom
20.	* Is not able to do this because still struggling with plans.	* Support plans still not at the level for sharing and teaching.	* Is beginning to be able to do this, needs more practice.	Teaches others to implement plans and shares information as necessary
Comments on #16-20: Indicate whether based on: O A I Or, if N.O.				

Area 5: Systematic assessment and instruction

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
21.	* Is having difficulty understanding, not using feedback.	* Is struggling to understand how to do this. Needs more work	* Beginning to develop skills in this area. Needs more practice.	Effectively develops systematic strategies for assessing a wide range of skills
22.	* Is having difficulty understanding, not using feedback.	* Skills are just emerging.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data and other team input to develop measurable & robust goals
23.	* Does not see the need for this; having trouble understanding	*Trying hard to understand how to do this.	* Beginning to develop skills in this area. Needs more practice.	Designs systematic instructional plans for direct instruction across domains
24.	*Still having difficulty with systematic instruction. Needs more work.	* Still struggling with the concepts; and not yet ready to train others.	* Ready to begin to try to train others.	Trains other staff to implement systematic instruction
25.	* Does not understand the need for this. Needs direct instruction.	* Still struggling to take data.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data regularly within the context of instruction and to differentiate instruction and monitor progress
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 6: Instruction in non-classroom environments (i.e. community, employment, school activities, etc.)

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
26.	* Does not yet understand how or why to do this.	* Beginning to understand why this is important and beginning to find ways to do this.	* Beginning to find ways to do this. Discusses ideas and acts on them with guidance.	Develops ways of involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.
27.	* Does not yet understand the differences between what is going on or what he/she is doing and what is needed.	*.Sees ways to improve community based instruction, but needs help to change.	* Community based instruction is beginning to improve, becoming more meaningful, needs practice.	Develops community-based programs which are meaningful to individual students, & lead to integration and social relationships
28.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Has begun to show these skills, needs more practice to be proficient.	Understands how to do job development in the community which results in supported employment - real work for real pay.
29.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Shows beginning skills in this area, needs more practice.	Understands how to develop natural supports in the school, & at work.
30.	* Struggles in this area; and/or is resistant to feedback.	* Is just beginning to develop these skills.	* Good skills in this area, just needs more practice.	Assists peers and community members to develop respect and rapport with individuals with mod/severe disabilities
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 7: Facilitation of social relationships and friendships.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
31.	* Does not comprehend the need for this and does not do things to enhance.	* Is beginning to understand the need for this but is struggling to put it into practice.	*Shows some sense of the need for developing friendships, and has some skills, but needs more practice.	.Demonstrates enthusiasm and commitment toward developing social relationships and friendships between children/youth with and without disabilities.
32.	* Does not show the ability to provide appropriate support, and does not grasp the difference.	* Is just beginning to understand these skills and the reasons why he/she needs to improve.	* Is beginning to develop these skills and with more practice will improve.	Provides information and support in ways that are sensitive to the individual. Understands how to fade in and out as necessary.
33.	* Does not understand how to facilitate interactions between peers with and without disabilities.	* Is still working on feeling comfortable with this aspect of the job. Is working on these interpersonal skills.	* Understands how he/she impacts the situation. Sees the need for facilitation. Needs more practice to be proficient.	Demonstrates consistent sensitivity to his/her own impact on the interactions between peers with and without disabilities. Utilizes good interpersonal skills to enhance relationships.
34.	* Does not use feedback, and does not understand the concepts.	* Is still working to understand these skills and implement them – needs more practice.	* Demonstrates knowledge of these skills, but needs more practice.	Facilitates students being perceived as competent and the primary receivers of interactions. Assists peers to uitilize AAC devices
35.	* Does not understand the need and is having trouble developing the skill.	* Is beginning to understand the need for this and developing this skill.	* Has discussed with mentor/supervisor, but needs more practice.	Successfully finds ways to develop friendships which extend outside of school/work,etc.

Comments on #31 - 35: Indicate whether based on: O   A   I   Or, if   N.O.

Area 8: Evaluation, design, and implementation of AAC systems

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
36.	* Does not understand nonsymbolic and symbolica communication.	* Beginning to develop an understanding of nonsymbolic and symbolic communication.	* Is beginning to read symbolic and nonsybolic comm.. behaviors in all students.	.Understands that everyone communicates. Is able to read both the nonsymbolic and symbolic communication behaviors of all students.
37.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies	Systematically assesses both the receptive and expressive communication needs of each student.
38.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies.	Develops and implements strategies to increase communication skills with nonverbal learners across the school day.
39.	* Is struggling to understand and develop this skill.	* Beginning to understand and identify these.	* Understands this, but needs more practice in how to.	Selects vocabulary and systems that will empower the learner.
40.	* Is struggling to understand and develop this skill.	* Is beginning to understand how to do this but needs more direct instruction.	* Understands this, but needs more practice with students throughout the day.	Assists students to initiate communication, not just respond. Facilitates social interactions through communication instruction and support.

Comments on #36 – 40.   Indicate whether based on: O   A   I   Or, if   N.O.

Area 9: Functional analysis of challenging behavior and the development and implementation of positive behavior support plans and use of PBS principles.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
41.	* The student struggles in this area. Is not demonstrating satisfactory progress.	* Beginning to grasp and implement these principles. This is an area that needs more practice and more feedback.	* Understands these principles, but is not yet consistently demonstrating with all students and across situations.	.Utilizes the principles of positive behavioral support generally. Shows an awareness of behavior as communication and being connected to quality of life. Encourages positive behavior in all students.
42.	* The student struggles to understand this concept.	* Is beginning to understand this; discusses and asks questions.	* This is developing as projected. Needs more practice.	Understands when a challenging behavior requires further analysis and a consistent support plan.
43.	* The student is having difficulty learning these skills.	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Utilizes multiple sources of data to develop and implement individualized behavior support plans.
44.	* The student is having difficulty learning these skills	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Consistently reviews and analyzes data from all team members to make ongoing changes/modifications.
45.	* The student is having difficulty with self-reflection & understanding concepts.	* Is not yet confident, and has trouble self-reflecting on the process.	* Is somewhat confident but needs more practice & feedback.	Is confident in her/his ability to affect changes in behavior. Self-reflects regularly on the process.
Comments on #41 - 45: Indicate whether based on: O A I Or, if N.O.				

Area 10: Accommodating students with multiple and complex disabilities.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
46.	* Is having difficulty understanding the impact of these disabilities.	* Is just beginning to get comfortable with students with these disabilities and needs more direct instruction.	* Developing an understanding, is confident with the students, but needs more practice and opportunity.	.Demonstrates an understanding of the impact of physical and sensory disabilities on the learning and participation of students who also have intellectual disabilities.
47.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to adaptations, teaching strategies, and supports for students with sensory disabilities.
48.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to positioning, carrying, transferring, and mobilizing students with physical disabilities.
49.	* Does not see or understand the teacher's role in this area.	* Is just beginning to understand how families may need support & assistance.	* Identifies the needs, and discusses with supervisor and mentor.	Advocates for and assists families in gaining the services, adaptations, and supports they need to improve their child's quality of life.
50.	* Does not take an interest in understanding the teacher's role.	* Is just beginning to understand what this involves and what the teacher's role is.	* Has begun to learn about collaboration in this area. Identifies needs; takes interest in the teacher's role	Understands specialized health care plans, and how to collaborate with nurses and other related service staff for a variety of oral-motor needs and health care needs.
Comments on #46-50. Indicate whether based on: O A I Or, if N.O.				

Area 11: Program management, evaluation, and systems change.
Note: In EDS 414, this section is only filled out for Intern teachers..

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
51.	* Is struggling to understand the need for this type of planning.	* Is beginning to understand the need for scheduling which addresses all student and staff needs.	* Is working on developing these skills. The schedule is in the process of development.	Plans and implements a schedule in which all students are engaged in meaningful activities/classes/experiences.. The schedule gives all staff and the teacher a clear set of roles and responsibilities across the day, including who they are working with and when.
52.	* Has trouble understanding these concepts.	* Is just beginning to understand these concepts.	* Discusses these ideas with supervisor. Has some parts of the day up to standards but needs more consistency across the day.	If the home base is a self-contained classroom, creates a schedule which is instructionally rich, age-appropriate, and activity-based, similar to the schedule of their same-age nondisabled peers.
53.	* Having difficulty within small and large groups. Does not yet understand differentiation.	* Not yet able to easily differentiate for students within groups but understands the need.	* Developing the ability to differentiate for all; needs more practice.	Demonstrates the ability to differentiate instruction in large and small groups, making sure everyone has a means for participation.
54.	* Too many skills are needed before recommending that this happen.	* Is not yet ready to take this responsibility on.	* Is beginning to take this responsibility; needs more practice.	Provides coaching and direction to paraprofessionals and other volunteers/staff across the day.
55.	* Does not demonstrate an understanding of how to respond.	* Not yet confident in this area, but understands what to work on.	* Shows developing skills in this area; takes initiative.	.Effectively responds to unexpected events or issues which arise with flexibility, calm, and problem solving.
56.	* Has trouble understanding how to do this and has difficulty with the balance.	* Just beginning to get a picture of the whole class/caseload needs and how to balance.	* Developing the ability to balance the needs of the individual and the class/caseload.	Balances the needs of the whole class/caseload while meeting the needs of individual students.
57.	* Has trouble with staff relationships; does not yet understand this role.	* Beginning to see her/his role but not yet confident or skilled at these relations.	* Developing these skills; has good interpersonal skills.	Successfully facilitates an environment that is positive for learning and working for all students and staff.
58.	* Has difficulty with data and/or does not demonstrate an interest in learning.	* Beginning to understand progress monitoring.; is eager to learn.	* These skills are developing but need more practice.	Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly.
59.	* Tends to let barriers get in the way; does not see the need to problem solve and help create change.	* Has trouble seeing solutions to barriers; but is identifying issues and discussing.	* Developing these reflective skills and problem solving skills. Needs more assistance to problem solve.	Evaluates and reflects on the school system and its impact on program. Problem solves ways to facilitate moving forward . Creates solutions vs. barriers.
60.	* Is resistant to this.	* Has difficulty doing this; but sees the need.	* Is developing this skill but needs more input.	Self-reflects on how her/his own behavior can have a positive influence in professional situations.
Comments on #51 – 60: Indicate whether based on: O A I Or, if N.O.				

Signature page for EDS 414: The supervisor fills this page out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are major areas of concern that need improvement in order to pass EDS 414 with most areas at Developing Proficiency, make a clear plan for what is needed to pass.

Signatures:
Student:_____   Mentor Teacher:_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

Date of Final:_____
Is it recommended that the student pass on to EDS 415?   Yes____ No____

If yes, summarize areas of strength and indicate any areas of need for the EDS 415 phase of student teaching. If no, make a plan for next steps with the student using the COE contract.

Signatures:
Student:_____   Mentor Teacher:_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor: _____

Signature page for EDS 415: The supervisor fills this out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are any concerns at this point that might indicate the student is in jeopardy of passing, make a clear contract for what needs to improve in order to pass.

Signatures:
Student:_____   **Mentor Teacher:**_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____
· ·

Date of Final:_____
Is it recommended that the student pass EDS 415? Yes_____ No_____
If yes, summarize areas of strength. If no, make a plan for next steps with the student using the COE contract.

Signatures:
Student:_____   **Mentor Teacher:**_____
(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:

SACRAMENTO STATE

Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies

Phase II Evaluation:
EDS 420B

CSUS 2042 Midterm and Final Teacher Candidate Evaluation Form (July 2005)

Midterm ☐ (Phase II)   Final ☐ (II)   University Evaluator   ☐
Midterm ☐ (Phase III/IV)   Final ☐ (III/IV)   Public School Evaluator   ☐
Date_____   Student Teacher/Intern   ☐

Candidate's Name:_____   School/District: _____
Public School Evaluator: _____   Center/Grade:_____
University Evaluator: _____   Semester/Year: _____
Multiple Subject _____ Single Subject _____ Mild/Moderate or Moderate/Severe _____ Intern _____

PREPARATION					TPEs 1, 4, 5, 6, 7, 8, & 9
	4	3	2	1	0 Not Observed
1	Clearly defined content objectives aligned w/assessment objectives (e.g., standards, Frameworks, IEP)		Content objectives for students implied		No clearly defined content objectives for students
	4	3	2	1	0 N/O
2*	Clearly defined language objectives for Ss including language form (grammar, sentence structures), and functions (e.g., express opinion)		Language objectives for students implied		No clearly defined language objectives for students
	4	3	2	1	0 N/O
3	Content concepts appropriate for age and educational background level of students		Content concepts somewhat appropriate for Ss age educational background level		Content concepts inappropriate for Sts age and educational background level
	4	3	2	1	0 N/O
4*	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., graphs). As appropriate, text is adapted to different levels of Ss proficiency		Some use of supplementary materials and text adaptation		No use of supplementary materials or text adaptation. Conforms exclusively to the textbook in making curriculum decisions.
	4	3	2	1	0 N/O
5	Meaningful activities that integrate lesson concepts and integrate multicultural and social justice components		Meaningful activities that integrate lesson concepts, but do not include multicultural and social justice components		No meaningful activities that integrate lesson concepts with multicultural and social justice components

Comments to clarify/supplement 1-5:

INSTRUCTION: Building Background					TPEs 1, 2, 4, 5, 6, 7, 8, 9, 10 & 11
	4	3	2	1	0 Not Observed
6	Concepts explicitly linked to Ss' background experiences		Concepts somewhat linked to Ss' background experiences		Concepts not explicitly linked to Ss' background experiences
	4	3	2	1	0 N/O
7	Links explicitly made between prior knowledge and new concepts		Links made between past learning and new concepts, but inconsistently		No links made between past learning and new concepts
	4	3	2	1	0 N/O
8	Key vocabulary emphasized (e.g., repeated & highlighted)		Key vocabulary introduced, but not emphasized		Key vocabulary not emphasized
	4	3	2	1	0 N/O
9	Consistently establishes a productive learning environment with clearly stated behavioral & academic expectations		Occasionally outlines behavioral and academic expectations for students		Does not state behavioral and academic expectations

- Shading indicates an advanced level of competency, rarely attained prior to the last semester of student teaching.
- Asterisks indicate competencies that are more consistent with student teachers' developmental level in the culminating semester of student teaching, rather than in an earlier semester.

CSUS Midterm and Final Teacher Candidate Evaluation Form Page 2 of 6

Comments to clarify/supplement 6-9:

INSTRUCTION: Comprehensible Input

	4	3	2	1	0 Not Observed
10	Speech appropriate for students' academic and developmental proficiency level		Speech sometimes appropriate for students' academic and developmental proficiency level		Speech inappropriate for students' academic and developmental proficiency level
	4	3	2	1	0 N/O
11*	Uses scaffolding techniques to make explanations and content concepts clear ,e.g., modeling, visuals, hands-on activities, TPR		Uses some scaffolding techniques to make explanations and content concepts clear		Uses no scaffolding techniques to make explanations and content concepts clear.

Comments to clarify/supplement 10-11:

INSTRUCTION: Strategies

	4	3	2	1	0 Not Observed
12*	Provides ample opportunities for Ss to use learning to learn strategies (metacognitive strategies)		Provides students with some opportunities to use learning to learn strategies		Provides no opportunity for students to use learning to learn strategies
13*	4 — Frequently utilizes instructional strategies, activities, and materials that encourage student choice, participation and effort	3	2 — Utilizes instructional strategies activities & materials that encourage student choice, participation and effort	1	0 N/O — Does not utilize instructional strategies, activities, and materials that encourage student choice, participation and effort
14	4 — Effectively manages Ss behavior in a variety of situations (e.g., small group, multiple small groups, whole group)	3	2 — Effectively manages Ss behavior in some situations (e.g., small group, multiple small groups, whole group)	1	0 N/O — Is unable to effectively manage student behavior across situations (e.g., one-to- one, small group, multiple small groups, whole group)
15*	4 — Incorporates effective strategies in planning differentiated instruction to provide equal access to core curriculum for all Ss (i.e., EL, special education, gifted)	3	2 — Incorporates some effective approaches & strategies in planning differentiated instruction to provide equal access to core curriculum for all students	1	0 N/O — Does not incorporate effective approaches and strategies in planning differentiated instruction to provide equal access to the core curriculum for all students
16	4 — Uses a variety of question types, including those that promote higher-order thinking skills	3	2 — Poses questions that promote higher-order thinking skills, but could expand	1	0 N/O — Teacher does not pose questions that promote higher-order thinking skills

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- Shading indicates an advanced level of competency, rarely attained prior to last semester of student teaching.

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Comments to clarify/supplement 12-16:

INSTRUCTION: Interaction

#	4	3	2	1	0 Not Observed
17	Provides frequent opportunities for <u>interaction</u> between tchr/st. & among Ss that encourage elaborated responses about lesson concepts before moving on to new content/concepts		Provides some opportunities for <u>interaction</u> between tchr/st & among students, that encourage elaborated responses		Provides <u>interaction</u> that is primarily teacher-dominated with no opportunities for students to discuss lesson concepts with teacher or among students
18	Often <u>circulates</u> to monitor student work and behavior		Sometimes <u>circulates</u> to moni tor student work & behavior		Does not <u>circulate</u> to monitor student work and behavior N/O
19*	<u>Grouping configurations</u> support language and content objectives of the lesson		<u>Grouping configurations</u> sometimes support language and content objectives		<u>Grouping configurations</u> do not support language and content objectives N/O
20	Consistently provides sufficient <u>wait time for student responses</u>		Sometimes provides sufficient <u>wait time</u>		Never provides sufficient <u>wait time</u> N/O
21	Teaches & reinforces <u>respectful interaction among Ss</u> by pro-viding opportunities for Ss to develop & use appropriate social & interpersonal (S&I) skills		Teaches & reinforces <u>respect-ful interaction among Ss</u> by providing some opportunities for Ss to develop & use appropriate S & I skills		Does not teach & reinforce <u>respectful interaction among Ss</u> by providing opportunities for Ss to develop and use appropriate social & interpersonal skills N/O
22*	Provides ample opportunities for Ss to <u>clarify key concepts in L1</u> as needed with teacher, aide, peer, or L1 text		Provides some opportunities for students to <u>clarify key concepts in L1</u>		No opportunities for students to <u>clarify key concepts in L1</u> N/O

Comments to clarify/supplement 17-22:

INSTRUCTION: Practice/Application

#	4	3	2	1	0 Not Observed
23	Provides ample opportunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides limited oppor-tunities for Ss to practice using new content knowledge with <u>hands-on</u> materials		Provides no <u>hands-on</u> materials for Ss to practice using new content knowledge
24*	Provides appropriate activities for students to <u>apply</u> <u>content and language knowledge</u> in the classroom		Provides activities for students to <u>apply content or language knowledge</u> in the classroom, but could expand		Provides no activities for students to <u>apply content or language knowledge</u> in the classroom N/O

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	4	3	2	1	0 N/O
25*	Uses activities that integrate all <u>language skills</u> (reading, writing, listening, and speaking)		Uses activities that integrate some <u>language skills</u>		Uses activities that apply only one <u>language skill</u>
26	4	3	2	1	0 N/O
	Effectively provides <u>regular, positive feedback to Ss about behavioral expectations.</u> Is calm, clear, consistent, & fair in establishing/following through with consequences for behavior, stressing self management		Occasionally provides <u>effective feedback to Ss about behavioral expectations.</u> Tends to focus feedback on mistakes instead of accomplishments.		Does not provide <u>effective feedback to Ss about behavioral expectations.</u> Does not appear to be in control of emotions, relies on extrinsic motivation, and transforms issues into power struggles.

Comments to clarify/supplement 23-26:

INSTRUCTION: Lesson Delivery

	4	3	2	1	0 Not Observed
27	<u>Content objectives</u> consistently supported by lesson delivery		Occasionally <u>content objectives</u> supported by lesson delivery		<u>Content objectives</u> not supported by lesson delivery
28*	4	3	2	1	0 N/O
	<u>Language objectives</u> consistently supported by all aspects of lesson delivery		Occasionally <u>language objectives</u> supported by lesson delivery		<u>Language objectives</u> not supported by lesson delivery
29*	4	3	2	1	0 N/O
	Consistently demonstrates efficient, smooth and effective <u>transitions</u> that include lesson review & lesson closure		Occasionally demonstrates efficient, smooth and effective <u>transitions</u>		Does not demonstrate efficient, smooth and effective <u>transitions.</u> Wastes instructional opportunity
30	4	3	2	1	0 N/O
	Teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction		Occasionally teaches in a <u>manner</u> that demonstrates energy, enthusiasm, or conviction		Teaches in a <u>manner</u> that lacks energy, enthusiasm, or conviction
31	4	3	2	1	0 N/O
	Consistently establishes a <u>positive rapport with students</u> in a variety of ways, and <u>communicates and interacts respectfully with all students.</u> Demonstrates knowledge of lives of Ss outside of classroom.		Occasionally establishes a <u>positive rapport with Ss</u> Communicates & interacts respectfully with all Ss in an inconsistent manner. Demonstrates little knowledge about the lives of Ss		Does not establish a <u>positive rapport with students</u>, and does not <u>communicate and interact respectfully with all students.</u> Acts with coolness& aloofness, and makes no personal contacts or exchanges with students.
32*	4	3	2	1	0 N/O
	Consistently uses students' responses to make appropriate adjustments to pacing of lesson		Occasionally uses Ss' responses to make appropriate adjustments to pacing of lesson		No use of students' responses to make appropriate adjustments to pacing of the lesson

Comments to clarify/supplement 27-32:

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ASSESSMENT   TPEs 2 & 3

	4	3	2	1	0 Not Observed
33*	Appropriately applies a variety of formal & informal methods & tools to assess Ss' achievements		Sometimes applies formal and informal methods to assess Ss' achievements		No application of formal and informal methods to assess students' achievements

	4	3	2	1	0 N/O
34*	Appropriately uses formative student assessment data to guide future lesson design and teaching (How to help S's who did not achieve objectives) Often considers "teacher" or "the instruction" as a potential source of student difficulty.		Occasionally uses formative student assessment data to guide future lesson design and teaching. Sometimes considers "teacher" or "instruction" as a potential source of student difficulty.		No use of formative student assessment data to guide future lesson design and teaching. Sees causal factors for Ss learning difficulties as a function of past or in perceived learner traits such as laziness, low ability, or lack of parent involvement

	4	3	2	1	0 N/O
35*	Consistently establishes appropriate achievement criteria and communicates them clearly to Ss		Establishes some achievement criteria and communicates them to S's		Establishes no achievement criteria

Comments to clarify/supplement 33-35:

PROFESSIONALISM   TPEs 12 & 13

	4	3	2	1	0 Not Observed
36	Consistently demonstrates professionalism in personal appearance and behaviors.		Occasionally demonstrates professionalism in personal appearance and behavior.		Does not demonstrate professionalism in personal appearance and behavior.

	4	3	2	1	0 N/O
37	Willingly self-assesses his/her own performance in terms of strengths & weaknesses through a variety of reflective practices		Sometimes self-assesses own strengths & weaknesses through a variety of reflective practices. May need to be prompted to self-assess		Does not self-assess own performance in terms of strengths & weaknesses. Even when prompted, is unable to self-assess or engage in self reflection

	4	3	2	1	0 N/O
38	Understands the need to be discreet in sharing information with others.		Shows some understanding of need to be discreet in sharing information with others.		Does not show understanding of the need to be discreet in sharing information with others.

	4	3	2	1	0 N/O
39	Consistently accepts responsibilities related to student teaching & follows through on commitments (e.g., excellence, organization, consistent attendance, punctuality, initiative etc.)		Occasionally accepts responsibilities related to student teaching & follows through on commitments (e.g., excellence, organization, attendance, punctuality, initiative, etc.)		Does not accept responsibilities related to student teaching (e.g., excellence, attendance, punctuality, initiative, etc.). Appears disorganized. Accepts as "satisfactory," practices that are weak approximations of what is expected.

	4	3	2	1	0 N/O
40	Consistently seeks, accepts, and utilizes constructive feedback for professional growth		Occasionally seeks, accepts, & utilizes constructive feedback for professional growth		Does not seek, accept, and utilize constructive feedback for professional growth. Repeats same major mistakes

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	4	3	2	1	0 N/O
41	Consistently <u>participates in school-based activities</u> (e.g., parent conferences, school/staff meetings, back-to-school night)		Occasionally <u>participates in school-based activities</u> (e.g., parent conferences, school /staff meetings)		No participation in school-based activities (e.g., parent conferences, school/staff meetings, back-to-school night).
	4	3	2	1	0 N/O
42	Consistently demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel and community members (e.g., school secretary)		Occasionally demonstrates <u>ability to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instr. support, etc.)		Does not demonstrate ability <u>to work collegially</u> with faculty, CTs and other school personnel (e.g., school secretary, instructional support, etc.)
	4	3	2	1	0 N/O
43	Consistently exhibits <u>respect, understanding, and sensitivity toward cultural heritage, community values, & individual aspirations</u> of diverse students, families, and colleagues. Demonstrates strategies for overcoming possible biases.		Occasionally exhibits <u>respect, understanding, and sensitivity toward the cultural heritage, community values, & indiv-dual aspirations</u> of diverse Ss, families & colleagues. Some-times demonstrates strategies for overcoming possible biases		Fails to <u>exhibit respect, under-standing,& sensitivity toward the cultural heritage, community values, & individual aspirations of diverse Ss, families, & colleagues</u>. Makes comments that convey disre-spect for individuals/groups. Does not demonstrate strategies for overcoming possible biases.

Comments to clarify/supplement 36-43:

Sources of Evidence (check all items that apply) ☐Portfolio   ☐Observations

☐Written reflections   ☐Interview/Discussions   ☐Other (please identify)

Evaluator: Please check the appropriate recommendation
☐Recommend to subsequent semester of student teaching, based on <u>overall</u> rating of 3, generally with no 0s or 1s on the final evaluation
☐Recommend repeating current student teaching experience
☐Do not recommend repeating current student teaching experience

☐Recommend for Preliminary Credential based on <u>overall</u> rating of 4, generally with no 1s or 2s on the final evaluation
☐Recommend repeating culminating student teaching experience
☐Do not recommend repeating culminating student teaching experience

_____   _____
Teacher Candidate's Signature   Date

_____   _____
Public School Evaluator's Signature   University Evaluator's Signature

Distribution: White (original) =Teacher Preparation Office and Yellow = Student Teacher/Intern

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DESCRIPTORS OF TEACHING PERFORMANCE EXPECTATIONS

1. Subject-Specific Pedagogical Skills
- Identifies academic content or skills standard(s) appropriate to course & grade level.
- Writes learning outcome(s) for students consistent with identified standards.
- Presents accurate content that reflects basic principles & values of the discipline.
- Uses instructional strategies & materials appropriate to the content & learning outcome(s).
- Uses a diversity of strategies & provides multiple examples, consistent with the standard(s), content, & outcomes.

2. Monitoring Student Learning
- Questions to check understanding.
- Reviews student work in progress
- Checks for common misunderstandings.
- Pacing reflects students' needs.

3. Interpretation & Use of Assessments
- Uses a variety of assessments.
- Uses assessment results in planning.
- Adapts assessments for student needs.
- Provides feedback to students.
- Maintains accurate assessment records.

4. Making Content Accessible
- Uses logical, coherent sequence.
- Presents content in multiple ways.
- Provides time for practice, application.
- Teaches reading strategies.
- Motivates & encourages students.
- Adjusts lessons as needed.

5. Student Engagement
- Communicates objectives clearly.
- Ensures active & equitable participation.
- Re-engages off-task students.
- Encourages student dialogue.
- Makes instruction relevant.
- Asks challenging questions.

6. Developmentally Appropriate Practices
- Promotes higher-order thinking.
- Promotes goals, requirements, criteria.
- Connects curriculum to community.
- Promotes student responsibility.
- Supports individuality.

7. Teaching English Learners
- Applies ELD principles to instruction.
- Promotes opportunities for reading, writing, listening, & speaking English.
- Plans differentiated instruction for ELL.
- Contextualizes key concepts.
- Allows for first language support

8. Learning About Students
- Assesses prior knowledge & skills.
- Knows students as individuals.
- Interacts with parents.
- Identifies students with special needs.
- Understands how students' identities influence schooling experiences.

9. Instructional Planning
- Writes clear short- & long-term plans.
- Makes connections across lessons.
- Planes clear explanations of content.
- Makes abstract concepts concrete.
- Connects content to backgrounds.
- Accommodates varied student needs.

10. Instructional Time
- Allocates times to meet all standards.
- Estimates times for instructional tasks.
- Establishes procedures for routines.
- Manages transitions efficiently.
- Adjusts planned time if necessary.

11. Social Environment
- Sets clear expectations for students.
- Promotes student effort & engagement.
- Implements a discipline plan.
- Treats students fairly & with respect.
- Promotes group & independent work.

12. Professional, Legal, Ethical Obligations
- Takes responsibility for outcomes.
- Recognizes own values & biases.
- Maintains a non-hostile environment.
- Follows policies for responding to inappropriate behavior.
- Behaves legally, ethically, & professionally.

13. Professional Growth
- Solicits & incorporates feedback.
- Reflects on own teaching practices.
- Modifies teaching based on reflection.
- Prioritizes goals for professional growth.

It is the responsibility of the student with a disability to contact the appropriate offices **prior to enrollment** in a program or a specific course to obtain special services. A student must contact the **Services to Students with Disabilities Office** located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary, if reasonable accommodations include the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable time frame to assure that specific accommodations can be provided in a timely fashion.

Competency Checklists

- **Phase I:** EDS 414

  Mild-Moderate or Multiple Subject Student Teaching Experience

- **Phase II:** EDS 420B

  Multiple Subject Student Teaching Experience

- **Phase II:** EDS 472, 473

  Moderate/Severe Student Teaching or Internship Experience

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION AND
SCHOOL PSYCHOLOGY

EDS 414: STUDENT TEACHING I: MODERATE/SEVERE DISABILITIES
Fall

Coordinator: Dr. Kathy Gee
Supervisor: Dr. Gee

Office Hours:
Office: 322

Office Phone: Dr. Gee: (916) 278-4077
Cell: (510) 206-9340
Email: kgee@csus.edu

Program Philosophy:
        This student teaching experience reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. We recognize, however, that many schools/districts are still in progress as they move to provide inclusive education. This course is offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities. In addition this experience focuses on writing systematic instructional programs; developing positive behavioral support plans; and, designing augmentative communication systems.

        For any questions, please contact Dr. Gee

The California Teaching Commission defines the credential in the moderate/severe disabilities area as follows:
        "Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This Credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities." (taken from the Commission's common standards report).

Overview:
        Welcome to the first student teaching experience for the moderate/severe credential program. **The focus of the first student teaching experience is on four primary areas: 1) organizing, monitoring, and implementing instruction for a wide**

range of students; 2) designing effective instructional strategies; 3) assessment and program design for augmentative communication; and, 4) facilitating and developing social networks within inclusive, school and community-based curriculum.

There are three primary pedagogical goals: developing your teaching skills with individuals and groups; developing facilitation skills -- facilitating participation, learning, and social relationships for individuals with disabilities; and, developing your collaborative assessment and instructional skills. Additional goals include the development of professionalism, and your ability to demonstrate, through your direct practices, the principles and underlying values and concepts you have learned in the program. Students will use the skills they have gained from previous experience and coursework, as well as EDS 209 and EDS 235, to follow through with the enclosed set of expectations. In addition to these specified assignments, student teachers and school personnel should seek to utilize every opportunity to involve the student teacher in as much of the school's work as possible. The second student teaching experience will build on the first.

Time Requirements in the field:
Students must be at their Phase I Student Teaching site for either 3 full days per week, or every half day for 5 hours a day. In some instances, when a student has had very little prior experience with children/youth, we may ask that the student spend more time in their student teaching experience. Students should arrange to meet at a regular time with their mentor teacher before or after school hours. **The student may need to extend the hours of student teaching in order to complete assignments for other general or special education methods courses**. Students should arrange that time with the teacher.

Objectives/assignments:
Students are asked to work with their mentor teacher and supervisor to determine an action plan (see attached format) for how each objective will be met. After the student has had an opportunity to observe the breadth of the program during the first week, a plan and timeline should be developed for completing the requirements.

Evaluation:
The student teaching two-semester sequence is competency based -- meaning that students must pass each area of the evaluation. By the end of Student Teaching I (EDS 414), students must be at a level 3 on all areas. By the end of Student Teaching II (EDS 415), students must be at a level 4 on all areas. At the end of EDS 414, if the overall grade is a pass but one or two areas are rated below passing, those competencies and the time required to achieve them, will be added to the second student teaching experience. The evaluation will be conducted by the mentor teacher, the supervisor, and a representative general education teacher from the site. Input will also be solicited by the mentor teacher from other staff, the principal, etc.

At the beginning of the semester, the student will be asked to complete a self-evaluation using the rubric provided. The supervisor will use this and the evaluation from the EDS 413 fieldwork semester to work with the student and the mentor teacher to create experiences to address areas of need. A midterm evaluation will be conducted during the 7th or 8th week by the mentor teacher and supervisor, and a final evaluation will be conducted after the last week. In addition, as a part of their assignments, students will be evaluating their own teaching skills through various activities.

This experience is the student teacher's opportunity to get mentoring and feedback from a variety of sources. We are interested in having the student work not only with the special education teacher, who is the primary mentor teacher, but also with key general education teachers, related service providers, the paraprofessionals, and the principal. We consider all of you to be the student's core team. We have structured the field requirements as a portfolio related to the four areas of focus.

TO THE MENTOR TEACHER

Thank you for agreeing to share your knowledge and expertise with a student teacher. You are a key person in the success of this experience. We also hope that this will be a rewarding experience for both you and the student.

Here are a few general guidelines that should assist you during this experience:

1. During the first week of the experience, provide the student teacher with information regarding the building and classroom protocols. Introduce him/her to the children and other professionals that he/she will be working with. Since this is the first of two student teaching experiences, the student will be focusing her time in two different ways: 1) direct training and instructional design with three to four of the students with disabilities; and, 2) general program support and participation with the entire program. During the first days of the experience, you and the student teacher should decide which of your students would provide the most interesting and exciting experiences based on the student's needs.

2. Since you will be the consistent provider of information and evaluation, it is critical that you initially arrange time to train the student and that you arrange regular times to discuss issues. Please try to schedule a weekly time to meet, even if it is only for a short time.

3. It is expected that when the student teacher is initially in your program, you will provide direct training to her in order to orient her to the various instructional programs, classroom routines, etc. After the student has demonstrated knowledge and competency, you will not necessarily need to schedule your time to be in direct observation of him/her.

4. The university supervisor will arrange to visit your program at least once every two weeks. Especially at the beginning of the experience it is important that you, the student, and the supervisor have time to meet to review assignments and discuss the student's experiences. Please make sure to arrange the supervisor's schedule to allow coordination with your planning period, time before school, etc. Good communication between yourself and the supervisor will help to ensure the success of the experience.

 5. During the course of this experience the supervisor will ask you to provide written feedback on the student's performance in each of the four competency areas. The format of these observations will be reviewed with you during a visit by the supervisor.

6. You will be asked to complete a field work evaluation once at the midterm and at the end of the experience. After you have received input from the

general education teachers, these evaluations will be discussed and completed in cooperation with the supervisor, and then reviewed with the student in another meeting.

7. We would like you to help identify the general education teachers with whom the student teacher can collaborate. In addition we're hoping that at least one general education teacher will work with you and the student for evaluation purposes. This ensures that our students are working directly with the general education teachers at the school. We are also asking that the principal at your school be involved in the evaluation process in some way.

8. If the student teacher is currently teaching on an emergency/internship credential, and you are the mentor teacher, please take time to meet regularly with the student teacher to discuss their implementation of the requirements and provide support within the school setting.

Thank you, and please don't hesitate to call me at any time.

Dr. Kathy Gee (916) 278-4077
Cell phone: (510) 206-9340
kgee@csus.edu

TO THE STUDENT TEACHER

Welcome to the first student teaching experience! We hope that this experience will be a rewarding and challenging one for you. The actual times that you will be at the placement will be determined by you and your mentor teacher. It is recommended that you schedule your hours to be consistent across the week and that you break the hours up over a three to five days. The required hours are considered "student contact" hours. In other words, time for meetings with the mentor teacher, preparation before school, etc. are considered "professional hours" and these are in addition to the hours per week requirement. If you have to miss a day of student teaching, be sure to notify your mentor teacher in advance and arrange to make up the day, then let your supervisor know. If you are sick, try to contact your mentor teacher as soon as possible in the morning. Be sure to tell your supervisor about the missed days.

It is recommended that you put all your assignments for this experience into a notebook so that it is available for review by yourself, your mentor teacher, and your university supervisor. This will also help you in your professional portfolio development.

Here are a few general guidelines that should assist you during this experience:

1. During the first week of the experience, your mentor teacher will provide you with information regarding the building and classroom protocols. He/she will also introduce you to the children and other professionals that you will be working with. You will be focusing your assignments on three to four of the students with disabilities, while working on your general teaching and teaming skills as a part of the school team. During the first days of the experience, you and the mentor teacher should decide which of the students would provide the most interesting and exciting experience, given your needs. Be sure to look at the school as a whole and determine dress code for teachers, school rules, meetings, etc. Attend to these things as if you were a faculty member.

2. You and your mentor teacher will need to arrange a consistent time to meet. It is recommended that you have an opportunity to meet weekly.

3. It is expected that during the first few weeks of your placement your mentor teacher will provide direct training to you in order to orient you to the various instructional programs, classroom routines, etc. After you have demonstrated knowledge and competency, your mentor teacher will not necessarily need to schedule as much of his/her time to be in direct observation of you.

4. The university supervisor will arrange to visit your program every other week beginning the second week. At that time she/he will observe you in the teaching activities that you have been working on. If the supervisor will be observing a particular instructional program or other assignment, be sure that you have provided her/him with a copy of your plans. It is important that you,

the mentor teacher, and the supervisor have time to meet periodically to review assignments and discuss your experiences. Please make sure to arrange the supervisor's schedule to allow coordination with the mentor teacher's planning period, time before school, etc. when necessary. Good communication between yourself and the supervisor will help to ensure the success of the experience.

5. You will be evaluated at the midterm and final using both the student teaching evaluation forms and the focus area forms that you will be given at the beginning of the experience. These evaluations will be completed jointly by the mentor teacher (with input from the general education teachers you work with) and the university supervisor, then reviewed with you for your comments. It is recommended that you use this evaluation to self-evaluate during the course of the semester.

6. Just as we ask you to work with your students within natural contexts and embed their learning across activities, we will be working with you to gain skills in the focus areas within the context of teaching and interacting with students, administrators, and staff. Our evaluation of your skills will include both specific skills in the focus areas as well as a review of your general teaching skills.

We hope you have a great semester!

Dr. Kathy Gee

EDS 414: Student Teaching I – Moderate/Severe Disabilities

<u>**Outline of Requirements**</u>

I. **Organization and planning – developing an action plan**
The purpose of this assignment is twofold. First, by using a portfolio format with flexibility in the ways in which you carry out the assignments/requirements, you will have the opportunity to demonstrate competencies and professional skills in ways which are meaningful to you and useful to the participating school, teachers, and their students. This allows us to get a picture of your best work as well as your ability to plan and carry out your own timeline. Second, one professional skill competency which is of high priority for teachers specializing in particular areas is the ability to conduct action planning activities for a wide range of needs: their own scheduling and prioritization; action planning for IEP's; action planning for school change and program quality improvement, etc. A sample timeline is attached, or you may use your own design. This is due to your mentor teacher and Dr. Gee by the end of the week **of September 14th.**

II. **Systematic teaching: Select 4 instructional programs** agreed upon by you and your supervisor and your mentor teacher. **2 due Sept. 28th; 2 due week of October 19h.** Data on these programs should be collected for the remainder of the semester. Essentially you will write the systematic methods of teaching each of 3 different students one or more of their IEP goals/objectives. You will implement the instruction, take data, monitor progress, and show others how to implement the instruction and take the data.
4 more programs as indicated below – for the EDS 209 course.

Augmentative communication project: you will be assessing two students and designing augmentative systems for these students per your EDS 209 class. Your supervisor will support you in this endeavor and will also evaluate you on a clinical level. Follow the deadlines from your 209 syllabus. You will be writing two instructional plans for communication skills for each student – these will be graded and turned in for EDS 209.

III. **Core curriculum and collaboration with general education teachers:**
a. Develop 5 participation and support plans: 1 due by the week of September 24th; 2 more due by Oct. 8th; 2 more due Oct. 15.
You have already done these plans in EDS 413. These are plans which focus on the ways in which a student with disabilities is accommodated within the general curriculum activities within the general classroom. They must be done with at least 3 different students. You should be able to implement these plans yourself and then turn them over to others who might support the student on different days or times. These should be designed to work over the remainder of an entire instructional unit. Remember that participation and support plans are plans for including students over time in an entire unit of instruction in a core subject area (i.e. social studies, math, science, language arts), not for a single lesson. You will follow the same process you learned about in 206 and used in 413. Talk to your

supervisor and mentor teacher about which classes and students you will focus on. Then get going. You should design the necessary adaptations/materials, etc. and implement. You will no doubt revise and modify over the semester but you must have them completed by the deadlines above. You will give a copy to your supervisor **and** to Dr. Gee in the EDS 235 seminar.

b. **Determine a period of the day in which you can co-teach in general education, or take responsibility for a unit in which both general ed students and 1 or more of your students with moderate/severe disabilities are included. Try to begin doing this by the beginning of October**. This could overlap with one of the class periods in (a.) above. This will give your supervisor an opportunity to see you regularly teaching gen ed students.

IV.   **Social networks project:**
For this project you will select one student in the program with the help of your mentor teacher. This would preferably be a student who is in need of further assistance to develop social networks. You will observe and discuss the current level of social relationships the student has with your mentor teacher and supervisor, and then come up with a plan for facilitating social relationships development which includes at least 4 things: a) a specific strategy for increasing opportunities for relationship building (i.e. developing a circle of friends, peer partner systems, etc.); b) ways in which you can use this planned time as well as incidental time to assist other students to communicate and interact with the target student; c) ways in which you can assist the general education teacher(s) involved and other community personnel to interact with and include the student socially and through the curriculum; and, d) a way to evaluate the impact of your efforts. **Your plan for this project will be due to Dr. Gee (EDS 235) on Nov. 12rd.** so plan accordingly. Your skills at facilitating interactions in general will be evaluated through observation across the practicum and in the specific sessions you have planned using the evaluation tool.

V.   **IEP and Progress Monitoring**.
Non-interns: Select two students in your mentor teacher's caseload, or your own caseload, and plan to follow their IEP meetings, parent meetings, and general progress monitoring of their whole program, not just the specific areas you are involved in. Help with the development of the IEP goals. Discuss your ideas with your mentor teacher and supervisor at regularly scheduled times throughout the semester.
Interns: Select two students in your caseload who will have IEPs this semester. Take time to meet with your supervisor and share their current IEPs as well as how you are monitoring progress. Get help as needed. Use the processes you learned about in EDS 206 to follow through with parent meetings, etc. to develop the IEP. Review this with your supervisor.

VI. **Reflective teaching**. Every other week, stop and take about a half an hour or more and write about how your teaching is going. Think about your experiences and reflect on you --- things you could do better, things you think went really well, etc. This is only between your supervisor and you, and it should be emailed to your supervisor *before* she visits the next time.

VII. **General evaluation. You and your supervisor will discuss your personal evaluation and previous fieldwork evaluation from EDS 413 at the beginning of the semester to focus on any areas of need. Then you will be evaluated twice during the semester on a practical level across all of the above areas using a 3-way process between your mentor teacher, supervisor, and yourself.**

Note: Students must pass all parts of the student teaching experience at a Level of 3 in order to be recommended for the second student teaching experience.

**EDS 415: ADVANCED STUDENT TEACHING-MODERATE/SEVERE
DISABILITIES**
Spring, 2011

Supervisors: **Dr. Kathy Gee, Dr. Gonsier-Gerdin, Ms. Linda Brookes**

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Program Philosophy:
        This student teaching experience reflects a departmental commitment to age-appropriate, integrated educational programs for students with disabilities. Special education means support services, not placement in special education classrooms. Thus, the student teaching requirements are offered in the spirit and practice of inclusive education with a strong emphasis for providing quality special education services in the general education environment. Students are expected to develop skills in discovering ways for students to participate meaningfully and to be successful without being removed from their peers with or without disabilities. For more information regarding the philosophy of the special education credential programs at CSU, Sacramento, please refer to the following webpage:
http://edweb.csus.edu/departments/eds/programs/specialed_philosophy.html.

The California Teaching Commission defines the credential in the moderate/severe disabilities area as follows:
        "Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This Credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities." (taken from the Commission's common standards report).

Description:

Students will spend a minimum of 4.5 days per week working with students in an elementary or secondary school, or transition program, in which the students with moderate/severe disabilities are included in general education classes and other school activities, or community activities. The requirements for the advanced student teaching experience necessitate a collaboration between the student teacher, the special education mentor teacher, the general educators and related service providers at the school, and the administration. The student's supervisor from the University will review these requirements with the team and clarify any areas that need further explanation. It is the responsibility of the credential student to develop a plan for implementation of each of the required areas after meeting with the school personnel to determine the ways in which the experiences/requirements can be met. In addition to the required areas, the student is there to learn from all the school personnel as they do their jobs. In general the goal is for students to learn new skills and refine skills in curriculum, instruction, program management, collaboration, and professionalism. By allowing for flexibility in meeting the requirements and leaving times open for variability, we hope that teaching teams can creatively design experiences which will facilitate a rich and exciting experience for the student.

A supervisor from the University will come to observe and meet with the student and/or teaching staff at least four times per semester. The supervisor will use open-ended feedback forms to write observations and suggestions at each visit. The student should place her/his copy in the student teaching notebook. For specific instructional observations, the supervisor may also use some evaluation forms on a likert scale to clarify particular areas of strengths and needs.

Half way through the student teaching experience a midterm evaluation should occur. The supervisor will give the evaluation tool to the student, the cooperating special education teacher, one of the general education teachers, and the principal at the school. The group will discuss strengths and need areas with the student; and target areas to work on in the remainder of the student teaching experience.

Communication and collaboration: It is extremely important that the student regularly communicate with both the special education and general education teachers at the school, and her/his supervisor. It is also important for the University supervisor to be in touch regularly with school staff.

The advanced student teaching students will meet regularly in a seminar (EDS 236) designed to discuss and reflect on their experiences and to provide practical information related to program management and other professional issues.

THANKS TO EVERYONE ON THE TEAM. We hope this will be a successful, collaborative relationship between the school, our department, and the community. If you have any questions regarding the assignments or issues related to the student teaching experience, please feel free to call or email Dr. Kathy Gee, Coordinator for Moderate/Severe Disabilities at CSUS, cell # is best (510) 206-9340; kgee@csus.edu.

ADVANCED STUDENT TEACHING ACTIVITIES

As an advanced student you will be expected to work closely with your cooperating teacher in special education (or a mentor) and the general education staff to further develop your skills in the following areas:
- Collaboration, professionalism, seeing the big picture, system analysis
- Working within a range of settings with small and large groups, and individuals
- Designing data-based instruction; progress monitoring
- Writing quality IEPs
- Program Management, scheduling, training staff
- Facilitating relationships and friendships
- Time management
- And individualized goals as shown below.

The evaluation tool is attached. As it states, you should be at a proficient level (level 4) in all areas by the end of the semester. At the beginning of the semester you will meet with your supervisor to develop a plan for making sure you have the opportunity to demonstrate your skills in each area. Some students may have to spend time at an additional school site in order to complete these competencies.

Specific Assignments to complete within the student teaching program are:

I. From EDS 218:
1. Progress monitoring assignment – responsibility for tracking data and modifying programs for two students' IEPs.
2. Comprehensive IEP project – Triennial IEP – take responsibility for the assessment and development of a triennial IEP which will occur sometime this spring (note – work this out with your supervisor and Dr. Gee)

II. From EDS 236 (student teaching seminar):
1. "Moving forward" project
2. Scheduling and paraprofessional training.

III. Social Networks. Select two students for whom you will focus your efforts on social relationships. Develop both formal and informal strategies you will use to facilitate their social relationships with peers without disabilities. Develop IEP goals for this if necessary and determine how you will measure your success in doing this. Discuss this with your supervisor and mentor teacher and agree on the students and how you will carry this out. OR, develop something for the whole program such as a peer tutoring program, or lunch budies program, etc. Agree on this with your supervisor.

IV. At least 5 systematic instructional plans. At the very beginning of the semester, select several instructional plans that need to be written and implemented. Get going on these right away. These should be carried out across the semester, data should be collected by you and/or other staff, and summarized at the end. These instructional plans

are due by February 26th to your supervisor and mentor teacher. Your supervisor will grade them and will want to see them implemented over the semester.

V. A goal related to assessment, instruction, and/or implementation chosen in collaboration with the supervisor/coordinator. – This will be determined in the first couple of weeks.

VI. A goal related to experiences and/or mentoring that the student and supervisor agree upon.

VII. A period of "take-over" of the entire program for 2 weeks, as arranged with your mentor teacher. If you are teaching in your own classroom/program as an intern these two weeks will be used to focus on particular professional areas related to overall program management as identified by your current supervisor and yourself. If you are in another teacher's classroom, you should plan to gradually take over more parts of the day and the responsibilities, leading up to two full weeks of being in charge. Plan this carefully so that it does not coincide with CAPA testing and/or other spring testing weeks, etc.

IX. Non-intern students: Participate in any additional activities that your mentor teacher might suggest.
Intern students: You will be visiting other programs as designated by your supervisor and arranged with your administrators. These situations will vary. Some of you will be spending time carrying out some competencies in other programs as well. Your supervisor and the coordinator will work this out with you. Please give us your calendar/schedule of times you are on vacation or off-track during the spring semester.

X. Journal. Keep a weekly journal of your experiences. You can either email these weekly to your supervisor or write in a notebook for the supervisor to read on site.

Action Plan for the semester/Timelines

List the Assignments and special projects here: these could be from EDS 218, 236, or any other classes you are taking. You should also list your individualized goals.	Determine which students you will work with and/or the activities you will do to accomplish these goals and assignments	Deadlines Set for yourself or by others

ACTION PLAN

Assignments	Specifically list target students, gen ed class or teacher, activities to accomplish this assignment, etc.	Timelines
1. Develop an action plan		Sept. 15th
2. Systematic instruction and data-based progress monitoring a. 4 instructional programs selected by student and mentor– 2 due Sept. 28; 2 due Oct. 19		
b. 4 instructional programs related to EDS 209		
3. Collaboration with general education teachers and students a. 5 participation plans		
b. Co-teaching		
4. Social networks project		
5. IEP and progress monitoring for 2 students		