

California State University Channel Islands

Education Specialist: Mild/Moderate Disabilities

Teacher Credential Program

INTERN HANDBOOK

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Dear Educational Specialist: Mild to Moderate Disabilities Credential Interns:

Welcome to our Educational Specialist Intern program. In our internship program, you will serve as teacher of record while simultaneously participating in our teacher preparation program. Our intern programs must meet the same or higher procedural and performance standards as other teacher preparation programs. Once employment has begun, you will simultaneously take coursework. These courses usually occur one or two evenings a week and are often taught in a seminar format with a cohort of interns completing the requirements. You should receive support from a district support provider in the school where you are employed as well as additional support and supervision from your university supervisor. Throughout the program, interns complete performance assessment tasks to demonstrate their competency. Upon successful completion of all coursework and performance assessments, the intern is recommended for a preliminary credential. We understand the demands that will be placed on you as an intern and want to be supportive in your journey to join our profession. Please don't let any challenges, either in your job or university work, build up till they are harder to fix. We are here to help and support you.

Sincerely,

Jacki Gilmore
Field Placement Coordinator

Table of Contents

| | |
|---|----|
| EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES | 1 |
| Credential Program Principles And Goals | 1 |
| Course Outline for Education Specialist Intern Program | 2 |
| Policies and Procedures | 3 |
| Roles and Responsibilities of Interns | 5 |
| Roles and Responsibilities of University Intern Supervisor | 6 |
| California State University Channel Islands Clinical Supervision Model | 7 |
| SPED 585 Intern Support and Seminar Overview | 9 |
| SPED 585 Intern Teacher Checklist | 9 |
| Commission on Teacher Credentialing Standards | 10 |
| Teachers' Legal Rights and Responsibilities | 13 |
| A. Supervision of students | 13 |
| B. Student discipline | 14 |
| FORMS | 16 |
| Education Specialist : Mild/Moderate Disabilities Short Lesson Plan Format CSUCI | 22 |
| <u>Education Specialist: Midl/Moderate Teaching Evaluation Form</u> | |
| STATEMENT OF CONCERN | 29 |
| DETERMINATION OF CANDIDATE COMPETENCE | 29 |
| PROCESS FOR STATEMENT OF CONCERN | 29 |
| Plan of Action | 30 |
| California State University Channel Islands | 32 |
| INTERN TEACHING PERFORMANCE EVALUATION AND RECOMMENDATION | 33 |
| TO BE COMPLETED BY CANDIDATE | 33 |
| California State University Channel Islands | 34 |

EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES CREDENTIAL PROGRAM OVERVIEW

California State University Channel Islands Education Specialist: Mild/Moderate Disabilities Credential Program prepares teachers to work with students with disabilities in standards-based, inclusive schools. Education Specialists with a Mild/Moderate Disabilities Credential most often teach in resource programs or self-contained special education programs for students with mild/moderate disabilities. Teachers are spread across elementary, middle school and high school programs. This program specifically prepares teachers for the diversity of learning abilities, languages and cultures encountered in California Public Schools. The program prepares candidates to address the diverse learning needs of students with disabilities, including those students who speak English as a native language or as a second language in K-12th grades and up to the age of 21. Students are also prepared to collaborate with general education teachers and learn to teach within the general education setting. The use of technology as a teaching and learning tool is infused throughout the credential program.

CREDENTIAL PROGRAM PRINCIPLES AND GOALS

AN UNDERLYING PRINCIPLE OF OUR PROGRAM IS THAT ALL STUDENTS, ARE CAPABLE LEARNERS, REGARDLESS OF RACE, ETHNICITY, GENDER, ABILITY OR ECONOMIC STATUS.

California State University Channel Islands Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

CSUCI Education Specialist Intern Program

The Education Specialist Intern program at CSUCI is designed to allow interns in special education the opportunity to work full time as a special education teacher while completing coursework and student teaching for their Education Specialist level 1 credential. Our program is designed to support and educate interns while partnering with school districts to assure success in the classroom.

The intern program is a two year program in which interns are enrolled in coursework and provided with a supervisor in the field. Each intern will be visited a minimum of 12 times per year by their university supervisor. Interns also participate in a bi-weekly seminar in which they discuss topical issues with peers in similar teaching situations. The coursework is both time consuming and intellectually challenging. Any student aiming to become an intern should do an honest evaluation of their commitments outside of school to assess their ability to manage a full course load and full time teaching.

The intern program also aims to maintain partnerships with the schools are teachers are working in. We partner with school administrators and district support providers to assure that interns are properly supported during their first years of teaching.

Course Outline for Education Specialist Intern Program

FIRST SEMESTER

- SPED 541 FOUNDATIONS OF SPECIAL EDUCATION (2)
- SPED 544 INCLUSIONARY TEACHING METHODS (2)
- SPED 585 INTERN SUPPORT & SEMINAR (3)

SECOND SEMESTER

- EDMS 522 LITERACY I: MULTICULTURAL/ MULTILINGUAL (3)
- EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING (3)
- SPED 542 MANAGING LEARNING ENVIRONMENTS (3)
- SPED 585 INTERN SUPPORT SEMINAR (3)

THIRD SEMESTER

- EDSS 540 LITERACY IN SECONDARY SCHOOLS (3)
- SPED 546 CONSULTATION & COMM WITH FAMILIES & PROFESSIONALS
- SPED 585 INTERN SUPPORT & SEMINAR (3)

FOURTH SEMESTER

- SPED 543 EDUCATING DIV. LEARNERS WITH MILD/MOD DISABILITIES (3)
- SPED 545 ASSESSMENT OF STUDENTS WITH DISABILITIES (3)
- SPED 585 INTERN SUPPORT & SEMINAR (3)

Policies and Procedures

SUPERVISION

Throughout student teaching the university supervisor will regularly observe and evaluate the student teacher using a rubric aligned to the State standards for Educational Specialist, Council for Exceptional Children (CEC) Standards.

SCHOOL CALENDARS

Very often public school calendars and university calendars do not match. Course grades and evaluations of interns experiences are due at the end of the university semester. Your University supervisor will follow the University calendar.

COURSE GRADES

Students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. A minimum grade of C+ or higher is required in each individual class. Students who do not meet these standards will not be allowed to progress until deficiencies are remediated. A petition may be required in order to be readmitted to the credential program.

Satisfactory completion of a credential program requires completion of **all** coursework with a grade average of B or better and credit for all student teaching experiences. All grades (including CR/NC for student teaching) are assigned by individual instructors /CSUCI Supervisors in accordance with University policy. Any appeal of a grade must follow the student grade appeal procedures published by the University.

PLACEMENT

It is CSUCI Teacher Credential program policy that all candidates teach in two different student teaching placements to experience at least two different age or grade levels of students and two different service delivery models. Since interns work with one grade or level of student, summer school student teaching may be available for the second grade or level of student teaching. Candidates who demonstrate exceptional competency as an intern can student teach in their classroom for both placements, if both the school principal and university supervisor agree on the exceptional competency of the intern.

If both the principal and university supervisor agree that the intern meets the CCTC standards for their role, the intern can complete both student teachings in their own classroom with observations in another setting for breadth. If either school district or university supervisor see the student as only partially meeting competency for their credential, then a second student teaching in summer will be required.

The principal and university supervisor must complete the Intern Teaching Performance Evaluation and Recommendation form to determine if the student is eligible to complete both student teaching placements in their classroom. This form is to be completed at the end of year 1. (A copy of the Evaluation form can be found in the Forms Section.)

EVALUATION OF TEACHING

The university supervisor will evaluate the intern teacher performance each semester using a summative rubric. At the close of year 1 an intern must have achieved 50% of the competencies. At the close of year 2 interns must have 80% of the competencies achieved with no areas of needs improvement.

Two midpoint evaluations are done during year 1 and 1 during year 2. At the 8 week point during the first semester of the intern program, the intern and supervisor will complete the Professional Dispositions portion of the evaluation form. At the close of the first semester of year 1 the University supervisor and intern will complete the evaluation form as a formative assessment of their performance. At the close of the first semester of year 2, the supervisor and intern will review the evaluation to assess competencies met and those that need to be worked towards in the coming semester.

The University Supervisor is responsible for the final grade. Written remediation plans will be provided for students who are deficient in various areas, and additional periodic evaluations may occur when necessary. (See "Statement of Concern" Form later in this Handbook).

PERMISSION FORMS

You must have the attached permission form signed for each student participating in any activities you do for CSUCI coursework. Please keep a copy of these forms in your record for future semesters.

RECOMMENDATION FOR CREDENTIALING

Students completing a credential program at California State University Channel Islands must be recommended by the faculty for a credential. The university supervisor and the candidate's Special Education faculty advisor review the candidate's performance in coursework and teaching.

They recommend each candidate for a credential. Any student who is not recommended for a credential will be notified in writing about the reasons for that negative recommendation.

If difficulties are identified, faculty will meet to consider the nature of the problem, possible avenues of remediation, and procedures for notifying persons concerned. The Program Coordinator will inform the student in writing about the decisions and recommendations of the faculty team. The difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings, or due to other circumstances. The presumption is that this process will provide a student with timely information so that she or he may respond positively, and successfully complete the credential program. If progress is not satisfactory, the candidate should contact the Education Program Chair for additional assistance.

Roles and Responsibilities of Interns

- Always be the professional: in dress, demeanor, and attitude.
- If you are experiencing difficulty in your classroom or at your school site, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and assist you in communications between you, the University and your school site.
- Enjoy having your supervisor in the room with you. You will not always have an extra supportive pair of eyes to help you work through problems. They are there as much for support as evaluation, take advantage.
- Be sure to provide the Coordinator of Field Placements a current address and phone number where you can be reached in case of an emergency.
- Be sure to advise your University Supervisor if and when you will be absent. Although, most visits are prescheduled, occasionally supervisors stop by unannounced.
- Your university supervisor may issue an early warning if consistent and/or serious concerns arise. A statement of concern will be completed. (Please refer to the form section of this handbook for procedure). This procedure will assist you in taking the necessary steps for improvement.
- Prior to the conclusion of each semester of your intern program, be prepared to participate in a evaluation conference. Your University Supervisor will prepare a draft of your evaluation prior to that meeting. Your district support provider and/or administrator may be invited to these meeting.
- Maintain a B average in all University coursework.

Start-up Coach

The CSUCI Education Specialist Program provides each intern with a start-up coach to assist them in getting started as an intern. The start-up coach has two roles: 1) initial coaching and preparation for new interns 2) ongoing support to supplement the university supervisor. The start-up coach will provide each new intern with valuable insights on running a classroom, communicating with parents, setting up classroom expectations and preparing for instruction. Each intern will be specifically guided on getting IEPs organized, finding support for interns for testing, assuring each intern has curriculum available, and verifying that each new intern knows who their district support provider is. During the semester each intern will be provided with a University supervisor who will support them in their class, however the start-up coach may also provide ongoing support to the interns. If an intern or their supervisor feels they need additional support the start-up coach may be contacted. The start-up coach is not connected with the evaluation of the intern, but he/she will communicate issues and progress with the university supervisor and/or program coordinator.

Roles and Responsibilities of University Intern Supervisor

- During the first of the semester arrange a meeting time with, intern teacher, district support provided and school administrator to review expectations of intern and school.
- Submit your assignment sheet to the Field Experience Coordinator
- Attend and participate in facilitating student teaching seminars.
- Act as a liaison between intern teachers, district support providers, school administrators and CSUCI. This is especially important for our interns. It is your responsibility to communicate the University's expectations for class attendance and completion of coursework for the intern.
- Assure that each intern teacher is clear about the requirements and responsibilities as well as critical dates for student teaching.
- Communicate with the Director of Field Placements when problem arise
- Arrange an observation schedule with intern teacher
- Observe intern teacher the appropriate number of times. It may be necessary and beneficial to observe more than the required number of times. Provide a copy of your notes from each observation to the intern teacher.
- Read and respond to the student teachers journal during each classroom visit
- Assure that intern teacher has completed all required assignments for evaluation of teaching. See student teacher checklist. This may involve you assisting the student in visiting other classrooms or schools.
- Review intern teacher's coursework, if needed assist intern teacher in finding resources to complete assignments
- Conduct midyear and final evaluations
- Submit your final evaluation, observation notes and grade sheet to the Field Experience Coordinator
- At the close of year 1 review and complete the evaluation and Recommendation Form with intern and school site administrator to determine if a summer placement

will be necessary.

California State University Channel Islands Clinical Supervision Model

The Clinical Supervision Model used at California State University Channel Islands is designed to:

- Create trust between the student teacher, cooperating teacher, and university supervisor
- Encourage the student teacher to analyze the lesson and student learning
- Encourage the student teacher to examine alternatives
- Encourage the student teacher to develop reflective skills

The stages of the Clinical Supervision Model are the readiness conference, the pre-observation conference, the observation, and the data analysis and post-observation conference.

Clinical Supervision Process

This process described below is a guide for supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this list provides a reminder of key elements of the model.

Week prior to the start of the semester or first week of the semester

- Establish contact with your student teacher to arrange readiness meeting and to give them information on how to contact you. This will be completed during the first week of the semester.
- Establish contact with the cooperating teacher(s) during or prior to or during the first week of the semester.

Structured Observations for Clinical Supervision

*Please complete this information and attach it to the lesson plan.
It will help provide a context for the observation.*

Requested observation: Given the feedback you have received from either your Cooperating Teacher or me, or from your own perspective on your performance, strengths and/or needs, what aspect of today's lesson or element of instruction would you like me to focus on?

Information about the lesson: Is this

- a lesson to determine prior knowledge
- an introductory lesson
- a review lesson
- part of a sequence or unit of instruction
- content chosen by you
- content chosen by the Cooperating Teacher
- whole group instruction
- whole group moving to small groupings
- small group lesson with same task for all groups
- small groups working on different tasks

Classroom context: Are there any special conditions that will impact this lesson – new students, student having specific problems, a substitute teacher, an event that has unsettled the children etc. Or any personal conditions (eg. you have tooth ache) that may influence your teaching.

Classroom environment: Please indicate if you have created any bulletin boards, special displays, learning centers, or displayed specific charts, to support the instruction.

SPED 585 Intern Support and Seminar Overview

| Year | Supervision | Seminar |
|-------------|----------------------------------|------------------|
| 1 | Minimum of 6 visits per semester | Biweekly seminar |
| 2 | Minimum of 6 visits per semester | Biweekly seminar |
| | | |

SPED 585 is designed to provide Education Specialists with a seminar and supervisor for support and evaluation during the 2 year intern program. A University supervisor will be assigned to each intern for the year. The role of the supervisor is to support the intern in meeting the credentialing competencies, support the intern in running a classroom and to act as a liaison between the intern, University and school site.

SPED 585 Intern Teacher Checklist **Year 1 and 2**

In addition to your teaching responsibilities during SPED 585, you will complete a set of observations and assignments. Unless otherwise noted evidence of completion of these assignments should be provided in your reflective journal. Some of these assignments will overlap with course assignments.

- Maintain a daily lesson plan book. Make this plan book available to your supervisor during each visit
- Maintain a reflective journal about your teaching as a means of communicating ongoing growth and struggles with your supervisor.
- Prepare a lesson plan for each visit by your University supervisor
- Record classroom routines and student schedules, this should be in your journal and available during supervisor visits.
- Review student IEP goals and objectives with supervisor
- Review student behavior plans

Commission on Teacher Credentialing

Standards for the Education Specialist Mild/Moderate Level 1 Credential

Standard 10

Professional, Legal and Ethical Practices

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Standard 11

Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

Standard 12

Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

Standard 13

Special Education Field Experiences with Diverse Populations

The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

Standard 15

Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

Standard 16

Effective Communication and Collaborative Partnerships

Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and

(3) community agency and related service personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.

Standard 17

Assessment, Curriculum and Instruction

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Standard 18

Determination of Candidate Competence

Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.

Standard 19

Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

Standard 20

Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

Standard 21

General Education Field Experiences

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

Standard 22**Assessment and Evaluation of Students**

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Standard 23**Planning and Implementing Curriculum and Instruction**

Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

Standard 24**Positive Behavior Support**

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

Standard 25**Characteristics and Needs of Individuals with Mild to Moderate Disabilities**

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

Teachers' Legal Rights and Responsibilities

A. Supervision of students

1. All **certificated personnel at school act in parent role** when supervising. They are responsible for students while students are under their care.
2. A teacher can only be held personally liable for injury to a student if the teacher acts beyond his/her scope of authority.
3. A teacher is not responsible for students before or after school; however, **a teacher can be held negligent if a student is injured** while wandering off campus during the school day. The district would be held liable for teacher negligence.
4. The Education Code specifies that teacher assistants are there to assist the teacher. **The teacher is always primarily responsible**; therefore, if the teacher leaves the classroom during class time, even with an aide still present, he/she is still held responsible if a student is injured during the absence.
5. A student teacher **acting as a substitute for an absent teacher** violates credential requirements of the Education Code. If a student teacher is put in such a position, he/she cannot be held personally liable if something happens to a student. In such a case the district would be held liable.
6. **Before giving medication** that has been brought from home to a student, refer the student to the school nurse. If there is no school nurse on site, check with the principal before administering any medication.
7. A teacher should **make every effort to be present** during assigned playground supervision. If a student is injured while an assigned teacher is not present, it is a case of teacher negligence. The district would be held liable.
8. A teacher should **avoid physically touching a child**. When working with early elementary children and students engaged in sports activities, use appropriate discretion.
9. A teacher **should never administer corporal punishment** - it is against state law and clearly outside a teacher's scope of authority. A teacher could be held individually liable for injuries caused by administering corporal punishment.

B. Student discipline**1. Reprimands and detentions**

- a) Do not deny a student some nutrition during recess or lunch even though he/she is on detention.
- b) Always make direct contact with a parent before administering any before or after school detentions.

2. Suspensions from class

- a) The teacher has the right to suspend a student from class for the rest of the day and all of the following day. Grounds for class suspension may include the following:

- 1) disruption of the instructional program
- 2) continual willful disobedience
- 3) habitual profanity or vulgarity

- b) The teacher must contact parents immediately after suspending a student and request a conference. The teacher should try to have a school counselor or psychologist in attendance at the conference.

- c) When working with special education students, the teacher should always consult with the principal before suspending the student from class as special conditions apply to these students.

3. Suspensions and expulsions from school

- a) A student may be suspended from school for any of the grounds listed above in 2a (suspension from class) if other means of discipline have not been successful.

- b) A student may be suspended for possession of weapons, drugs or commission of violent acts.

- c) Suspensions are frequently based on teacher recommendation.

- d) Suspensions from school may only be made by the principal.

- e) Expulsions may be done only on the recommendation of the principal and/or superintendent, or by action of the governing board.

- 4. Education Code 48900 (see pages 3-4) delineates all grounds for suspensions and expulsions.
- 5. Education Code 48910 (see page 4) delineates all procedures a teacher must follow for suspensions and expulsions.

Education code Section 48900. Grounds for Suspension or Expulsion; Legislative Intent

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic Beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to cause damage to school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code .
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.

FORMS

Education Specialist : Mild/Moderate Disabilities
Long Lesson Plan Format
CSUCI

Designer:

Date of Lesson:

Grade/Level:

Time Frame Subject(s):

Topic(s):

Planning and Preparation to Teach

Purpose of Lesson: Why are you teaching this lesson? How will the skills be useful to the students? How does this lesson relate to overall unit?

Standards Addressed: Grade level standards you are addressing. Backwards mapped standards that match ability level if lower than grade level

Learning Objective(s): What should all learners be able to do as a result of this lesson? Use the phrase, the student will be able to (TSWBAT). The objective should reflect the skills, concepts or content the student will learn. The objective should be measurable.

Assessment of Objective(s): How will you measure the students learning of the objective? What kind of record will you have of the student learning? State if the assessment is diagnostic, formative or summative and if it is informal or formal

Materials Required: Items not normally accessible in your teaching setting

Classroom Organization: How will students be organized? Small group, whole group, independent work etc.. why?

Sources Cited: Cite any source you used to help develop this lesson, research articles, curriculum materials, people

Individualized Instruction
(Must be completed for each student in group)

Student Name:

Individual Objective: What is this student's objective for the lesson? If the same as overall learning objective state this.

IEP Goal/Objective: What IEP goal is being addressed in this lesson?

Adaptations or Modifications: List any adaptations or modifications being used for this student, label as adaptation or modification

Behavioral Support: Describe any behavioral supports you provided for this student, include seating, behavior plans, instructional adaptations to account for behavior

Instructional Sequence

Introduction/ Anticipatory Set: The '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. The anticipatory set should: put students into a receptive frame of mind, focus student attention on the lesson, create an organizing framework for the ideas, principles, or information that is to follow.

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

Modeling: Once the material has been presented, the teacher demonstrates expectations through modeling the activity.

Check 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

Guided Practice: An opportunity for each students to demonstrate 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.

Closure: Actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught.

Independent Practice: Time to provide for reinforcement practice. Provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. Assures generalization of the skills learned?

Self Assessment/ Reflection on Lesson: After lesson has been taught spend a few minutes reflecting on success of lesson, what would you do differently, what are your next instructional steps

Planning Instruction for English Language Learners

Key Concepts: What are the key concepts the lesson is teaching?

Key Vocabulary: What are the key vocabulary necessary for understanding or completing the lesson?

Supplementary Materials and Activities: What supplementary materials and activities will be used to increase production of spoken English and comprehensible input?

SDAIE Methods: What SDAIE methods have you chosen to be used in teaching this lesson?

Pre-teaching/Pre-reading: Identify the areas for pre-teaching and pre-reading for this lesson to be successful.

Education Specialist : Mild/Moderate Disabilities Long Lesson Plan

Format CSUCI Blank Form

Designer:

Date of Lesson:

Grade/Level:

Time Frame Subject(s):

Topic(s):

Planning and Preparation to Teach

Purpose of Lesson:

Standards Addressed:

Learning Objective(s):

Assessment of Objective(s):

Materials Required:

Classroom Organization:

Sources Cited:

Individualized Instruction (Must be completed for each student in group)

Student Name:

Individual Objective:

IEP Goal/Objective:

Adaptations or Modifications:

Behavioral Support:

Instructional Sequence

Introduction/ Anticipatory Set:

Input:

Modeling:

Check for Understanding:

Guided Practice:

Closure:

Independent Practice:

Self Assessment/ Reflection on Lesson:

Planning Instruction for English Language Learners

Key Concepts:

Key Vocabulary:

Supplementary Materials and Activities:

SDAIE Methods:

Education Specialist : Mild/Moderate Disabilities Short Lesson Plan
Format CSUCI
(To be used with supervisor approval)

Designer:

Date of Lesson:

Grade/Level:

Time Frame Subject(s):

Topic(s):

Planning and Preparation to Teach

Purpose of Lesson:

Standards Addressed:

Learning Objective(s):

Assessment of Objective(s):

Materials Required:

Individualized Instruction
(Must be completed for each student in group)

Student Name:

Individual Objective:

IEP Goal/Objective:

Instructional Sequence

Introduction/ Anticipatory Set:

Input:

Modeling:

Check for Understanding:

Guided Practice:

Closure:

Independent Practice:

Self Assessment/ Reflection on Lesson:

California State University Channel Islands
Evaluation of Special Education Student Teacher

Student Teacher _____ Date _____

University Supervisor _____

Cooperating Teacher _____

School _____ School District _____

Grade Level of Students _____

Type of Setting (service delivery model) _____

English Learners: _____ Bilingual Instruction: _____

Student Teachers

| | | | | | |
|----------|-------|---------|-------|-----------|-------|
| SPED 570 | _____ | Midterm | _____ | Summative | _____ |
| SPED 580 | _____ | Midterm | _____ | Summative | _____ |

Interns

| | | | | | |
|-----------------|-------|---------|-------|-----------|-------|
| SPED 585 Year 1 | _____ | Midterm | _____ | Summative | _____ |
| SPED 585 Year 2 | _____ | Midterm | _____ | Summative | _____ |

Evaluator: Cooperating Teacher _____ University Supervisor _____

SPED 570

At the completion of student teaching placement in Sped 570 candidates are expected to demonstrate emerging competencies across all categories. A minimum of 50% of competencies must be achieved. Complete Only the professional disposition section for the midterm evaluation in SPED 570. Review the evaluation categories at your midterm meeting. Complete all sections for the summative evaluation.

**Competencies highlighted in grey are not expected to be observed until the second semester of student teaching in SPED 580.*

SPED 580

At the completion of student teaching placement in Sped 580 candidates are expected to demonstrate competence across all categories. A minimum of 80% of competencies must be achieved.

SPED 585 Intern

Year 1- Complete the professional dispositions portion of the evaluation at the 8 week point during the students first semester as an intern. Complete the remainder of the evaluation for the midterm and final. A minimum of 60% of competencies must be achieved at the end of year 1 to pass 585.

Year 2- Complete the entire evaluation for both the midterm and the final evaluation. A minimum of 80% of competencies must be achieved to pass SPED 585 year 2.

** It is expected that student competencies will move from needs improvement to achieved as they move through classes and gain experiences teaching. It is important to remember that interns will not have completed all of their course work at the end of year 1 and are expected to have areas that are in progress or in need of improvement.*

| | | |
|-------------------------|-----------|--------------------------|
| Appraisal Scale: | AC | Achieved |
| | IP | In Progress |
| | NI | Needs Improvement |
| | NO | Not Observed |

| Professional Dispositions | AC | IP | NI | NO |
|---|-----------|-----------|-----------|-----------|
| Demonstrates respect for and positive relationships with children | | | | |
| Recognizes and acknowledges children by name | | | | |
| Establishes rapport with colleagues | | | | |
| Accepts constructive supervision for professional growth | | | | |
| Demonstrates positive response to professional growth | | | | |
| Attendance and punctuality indicate professional attitude | | | | |
| Appearance indicates professional attitude | | | | |
| Takes initiative in performing expected duties | | | | |
| Demonstrates flexibility and adaptability | | | | |
| Demonstrates poise and confidence in teaching environments | | | | |
| Shows enthusiasm reflecting a positive attitude | | | | |
| Shows sensitivity to the needs and feelings of others | | | | |
| Engages in self-reflection to improve teaching and learning | | | | |
| Communicates effectively with adults and children | | | | |

| Foundations/Collaboration | AC | IP | NI | NO |
|--|-----------|-----------|-----------|-----------|
| Engages in planning and implementation of IEPs | | | | |
| Demonstrates knowledge of the characteristics of students with disabilities and student development | | | | |
| Demonstrates knowledge of laws and ethics about confidentiality of student information, disability status, IEP | | | | |
| Demonstrates sensitivity to differences in language and culture | | | | |
| Collaborates with other professionals in planning and implementing instruction. (DIS, general educators, paraprofessionals, administrators, etc) | | | | |
| Communicates effectively with other professionals (DIS, general educators, etc) | | | | |
| Communicates with families and/or caregivers about student learning and other related experiences | | | | |
| Provides direction to paraprofessionals in a respectful manner | | | | |
| Demonstrates use of technology in instruction | | | | |

| Planning | AC | IP | NI | NO |
|---|-----------|-----------|-----------|-----------|
| Establishes and articulates goals and instructional objectives for student learning | | | | |
| Develops and sequences instructional activities and material for student learning | | | | |
| Designs short term and long term plans to foster student learning. | | | | |
| Connects student learning to IEP goals | | | | |
| Demonstrates knowledge of subject matter content. | | | | |
| Chooses curriculum to support student understanding of subject matter. | | | | |
| Planning for the role of paraprofessional is given. | | | | |
| Plans and implements classroom procedures, schedules and routines that support student learning. | | | | |
| Creates a physical environment that engages all students. | | | | |
| Designs developmentally appropriate and culturally relevant learning environments. | | | | |
| Materials are ready in advance. | | | | |
| Plans, implements, assesses, and evaluates long-term projects, units, performance packages, that are developmentally appropriate and culturally relevant. | | | | |

| Instruction | AC | IP | NI | NO |
|---|-----------|-----------|-----------|-----------|
| Connects student's prior knowledge, life experience, and interests with learning goals. | | | | |
| Facilitates learning experiences that promote student autonomy, interaction, and choice. | | | | |
| Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful. | | | | |
| Develops student understanding through instructional strategies that are appropriate to the subject. | | | | |
| Uses material, resources, and technologies to make subject matter content accessible. | | | | |
| Adapts and modifies instructional plans, subject matter content and instructional strategies to meet individual student needs. | | | | |
| Instruction is age- and developmentally- appropriate. | | | | |
| Transitions are well planned and executed. | | | | |
| Sufficient student response time is allowed. | | | | |
| Teacher articulates the purpose of the learning activity. | | | | |
| Delivers instruction to large group, small group and individual students. | | | | |
| Uses developmentally appropriate and culturally relevant materials and technological resources with students. | | | | |
| Applies intervention curricula, methods, adaptations, and environmental and technological modifications to meet the individual needs of students with disabilities. | | | | |
| Uses instructional time effectively. | | | | |

| Assessment | AC | IP | NI | NO |
|---|-----------|-----------|-----------|-----------|
| Observes and records the learning of students in a variety of ways | | | | |
| Summarizes and synthesizes assessment information effectively | | | | |
| Uses a variety of assessment tools to identify individual strengths and areas for improvement to plan appropriate instruction | | | | |
| Uses assessment outcomes to develop and/or modify IEP goals and objectives | | | | |
| Uses assessment tools appropriate to stated learning objective. | | | | |
| Maintains ongoing record of student learning | | | | |
| Assesses students in a culturally and linguistically appropriate manner | | | | |
| Communicates assessment results clearly to families and professionals | | | | |

| Management of Learning Environment | AC | IP | NI | NO |
|--|-----------|-----------|-----------|-----------|
| Utilizes positive behavior support techniques | | | | |
| Establishes a climate that promotes fairness and respect | | | | |
| Establishes clear and consistent expectations for student behavior | | | | |
| Effectively manages learning environments of diverse learners that are safe and effective | | | | |
| Student's attention is redirected from an inappropriate activity or interaction to a more appropriate one. | | | | |
| Choices are given so students have some control over actions and activities. | | | | |
| Appropriate pro-social skills are taught, guided and supervised. | | | | |
| Uses effective behavior management strategies, varying communication styles that impact learning | | | | |
| Demonstrates knowledge of laws and regulations for promoting behavior that is positive and self-regulatory | | | | |

Summary of candidates Strengths:

Areas to be developed:

Candidate has met the requirements for SPED 570 _____ SPED 580 _____

The candidate has not met the requirements for SPED 570 _____ SPED 580 _____

To meet the requirements the candidate must complete the activities listed below.

Evaluation completed by:

University Supervisor Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

I have reviewed this evaluation with my University Supervisor
_____ I accept this evaluation or, _____ I wish to submit an addendum.

Credential Candidate Signature _____ Date _____

STATEMENT OF CONCERN

California State University Channel Islands Education Specialist: Mild/Moderate Disabilities Teacher Credential Program



DETERMINATION OF CANDIDATE COMPETENCE

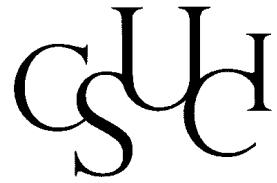
According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication outlined in the standards. CSUCI has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the Director of Student Teaching, Coordinator of the Education Specialist: Mild/Moderate Disabilities Program, University Supervisor and the Cooperating Teacher.

PROCESS FOR STATEMENT OF CONCERN

1. When a cooperating teacher or university supervisor identifies a student teacher as having difficulty in some area of student teaching, they should discuss the areas of difficulty with each other and the student teacher.
2. If there is not sufficient change in the student teacher's work, then the university supervisor shall arrange for another field supervisor to observe the student. If sufficient reason for concern is present, then the supervisors, cooperating teacher and student teacher shall complete a *Statement of Concern and Plan of Action* form.
3. The form details the steps that the student will take to address the issues outlined in the statement of concern. This forms a plan of action. Specifics such as extending student teaching should be included in addition descriptions of the student's work to be accomplished.
4. The student, cooperating teacher, supervisor(s) and Education Program Coordinator sign the form.
5. The student receives the original, a copy of the signed form is maintained in the Education Program office and a copy maintained in the student's Credential file.

The above process will be followed unless a more serious situation occurs that necessitates a student's removal from the school site. At this time a meeting of the student and the responsible parties (principal, cooperating teacher, university supervisor) with the Education Program Coordinator and Director of Student Teaching is required. Written statements from the Cooperating Teacher and/or the Principal are needed to document inappropriate behavior.

It is crucial that all University Supervisors follow this procedure as soon as a significant concern arises so that we may insure quality and integrity in the Teacher Preparation Program.



STATEMENT OF CONCERN

California State University Channel Islands Education Specialist: Mild/Moderate Disabilities Teacher Credential Program

Student Name _____ - University ID _____

Term _____

Student teaching placement School _____

Cooperating Teacher _____

University Supervisor _____

Please list concerns you have about this student's student teaching.

Plan of Action

Goals of the plan in terms of what the student needs to do

Plan

Student Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

If needed

Program Coordinator Signature _____ Date _____

California State University Channel Islands

Education Program

*One University Drive
Camarillo, CA 93012
805-437-8594*

August, 2007

Dear Parents:

I am a California State University Channel Islands student enrolled in the Teaching Credential Program, preparing to be a special education teacher. A requirement of the program is that I observe and work with children, teachers, and other school personnel in their daily school activities.

I would like to request your permission to observe your child during his/her daily school activities. I would also like to ask your permission to observe during your child's Individualized Education Plan (IEP) Meeting. If you would permit me to observe, all the information will be confidential. The information will only be shared with your child's teacher and my California State University Channel Islands' professors. Any papers that I turn in to the University will not include your child's name or any other identifying information such as your phone number, address, etc. If you would like further information, please contact your child's teacher or Dr. Jill Leafstedt at (805) 437-2792.

Thank you for your interest in helping me develop my skills in working with children, families, and professionals. If you give your permission to allow me to observe your child and at an IEP Meeting, please sign below and return this letter to your child's teacher.

Sincerely,

Yes, I give permission for _____ to be observed and at an IEP Meeting.
child's name

No, I do not give permission for _____ to be observed.
child's name

Parent signature

Yes, I give permission for the observation of _____ to be video-taped.
child's name

Parent signature

California State University Channel Islands

Programa de Educacion

One University Drive
Camarillo, CA 93012
805-437-8594

August, 2007

Estimados Padres:

Soy estudiante de la California State University Channel Islands en el Programa de Educación para la preparación de ser maestro de educación especial. Un requisito del programa es que observo los niños, maestros, y otro personal escolar en sus actividades diarias.

Me gustaría pedir su permiso para observar a su niño/a durante sus actividades en la escuela. También me gustaría pedir su permiso para observar durante la junta del plan educativo e individualizado (IEP) para su niño/a. Si me permitiría observar, toda la información será confidencial. La información sólo se compartirá con el maestro de su niño/a y mis profesoras a la universidad. Cualquier tareas que doy a la Universidad no incluirá el nombre de su niño/a o otra información de identificación como su teléfono o dirección. Si le gustaría más información, por favor llame el maestro de su niño/a o Dr. Jill Leafstedt a (805) 437-2792.

Muchas gracias por su interés en ayudarme a desarrollar mis habilidades para trabajar con niños, familias, y profesionales. Si me da su permiso para permitirme observar su niño/a y la junta del plan educativo e individualizado, por favor firme abajo y regrese esta carta al maestro de su niño/a.

Atentamente,

Si, doy mi permiso para que _____ ser observado y a la junta del plan educativo y individualizado. _____ nombre de su niño/a

No doy mi permiso para que _____ ser observado.
nombre de su niño/a

_____ Firma del parent/madre

Si, doy mi permiso para la observación de _____ ser grabado por video.
nombre de su niño/a

_____ Firma del parent/madre



INTERN TEACHING PERFORMANCE EVALUATION AND RECOMMENDATION

TO BE COMPLETED BY CANDIDATE

Name: _____ Soc. Sec. # _____

District of intern employment: _____

School Name: _____ Phone: (____) _____

Grades that you are teaching: _____ Track: Regular or Year-Round

TO BE COMPLETED BY UNIVERSITY SUPERVISOR

A. I have observed the candidate named above and evaluated their teaching on the Education Specialist Evaluation . The candidate has sufficient skills to do the second placement in their classroom.

Signature of University Supervisor

Date

Signature of School Principal

Date

B. I have observed the candidate named above and the candidate needs to improve performance in the following areas. A plan for completion of these areas will be discussed with Field Experience Coordinator.

Signature of University Supervisor

Date

Signature of School Principal

Date



Cal State Channel Islands

**California State University Channel Islands
College of Education**

I have read and understand the Student Teacher Handbook, including the Teacher Performance Expectations. I have provided a copy of this document to my Cooperating Teacher.

Student Teacher Signature

Date

Print name of Student Teacher