

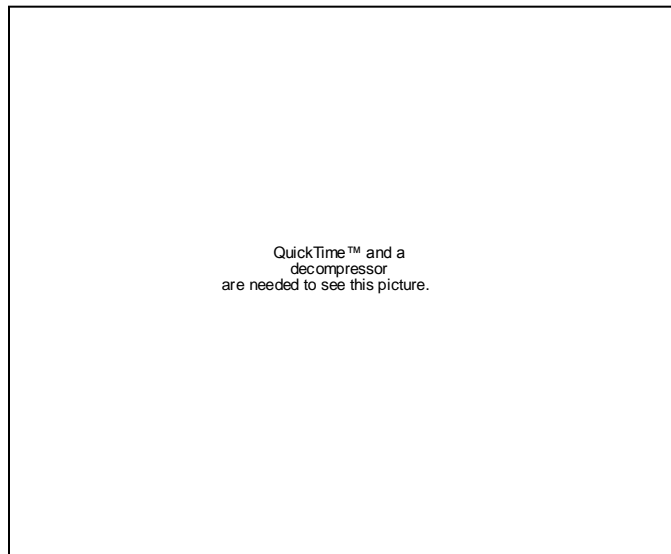
California State University

Northridge

**Michael D. Eisner College Of Education
DEPARTMENT OF SPECIAL EDUCATION**

HANDBOOK FOR COOPERATING TEACHERS & SUPPORT PROVIDERS

In the Deaf and Hard of Hearing, Mild/Moderate and Moderate/Severe Programs



**A handbook of guidelines and procedures for supporting a student teacher
in the Traditional Special Education Credential Program**

Modified Fall, 2011
by the Teacher Education Committee,
Department of Special Education

THANK YOU FOR SUPPORTING A CSUN STUDENT TEACHER!

Dear Cooperating Teacher or Support Provider:

Thank you for volunteering to support one of our credential candidates in his or her student teaching experience. Student teaching is the capstone experience and culmination of the Educational Specialist Preliminary Credential program. Through this experience our student teachers demonstrate their professional competence in the Teacher Performance Expectations (TPE) and their ability to assume the multiple roles and complex responsibilities of a highly qualified special educator. Your guidance and feedback during this process are vital to its success.

For traditional student teachers, the cooperating teacher serves as a role model and guides the student teacher's practice in the cooperating teacher's class or teaching situation. For candidates who are student teaching on-the-job, their onsite support provider will conduct regular observations and provide consistent feedback throughout the semester. Whichever role you serve, the student teachers are counting on your guidance to help them evaluate their practice, problem-solve concerns, and refine their instructional and professional skills.

The Department of Special Education at California State University, Northridge is committed to preparing capable, knowledgeable members of the teaching profession. Your participation in the student teaching experience is critical to that process. If you have any questions about your student teacher's assignment or expectations, please do not hesitate to contact the university supervisor or the Special Education Teacher Education Coordinator.

Our best wishes for a successful and enjoyable semester supporting a new special educator.

The Teacher Education Committee
Department of Special Education
9/11

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Overview of Special Education Student Teaching

What is Student Teaching?



(Please note: the terms “student teaching” and “student teacher” in this handbook apply to the culminating fieldwork experiences in both traditional & on-the-job placements.)

Student teaching is both a learning experience and a time when a student’s professional competencies will be evaluated. During this supervised fieldwork assignment, student teachers will be expected to develop and showcase their skills as a teacher until they are able to successfully plan and implement all the learning experiences for the students in the assigned classroom or on their own caseload.

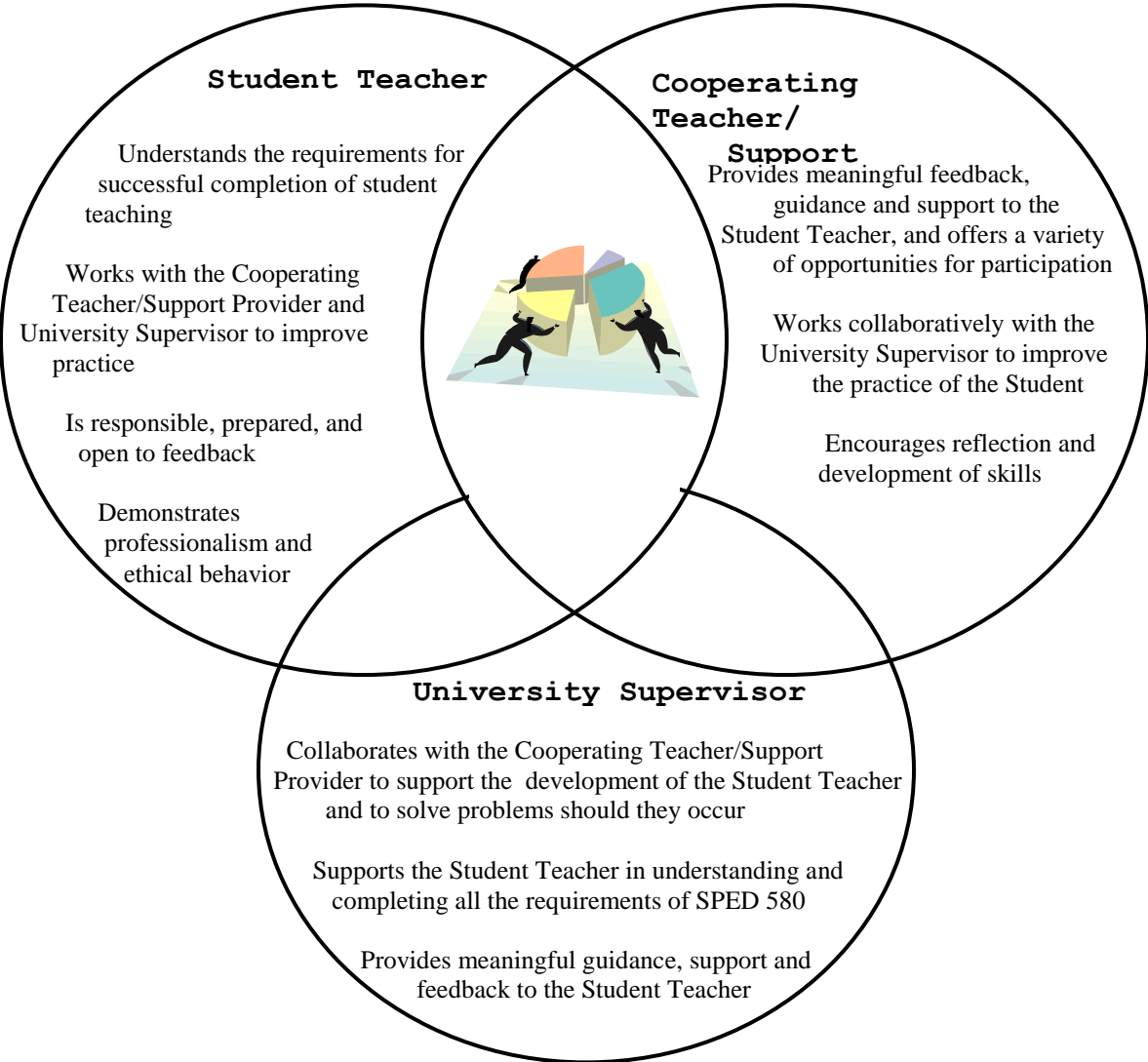
It is important that you, as the cooperating teacher or support provider, have a solid understanding of the expectations as you begin your experience supporting a student teacher. The purpose of this handbook is to clarify the requirements for student teaching, and to delineate the roles and responsibilities of the student teaching team.

Please take the time to familiarize yourself with the content of this notebook. We hope it will serve as a resource for you to better understand the requirements and expectations of the CSUN Special Education student teaching experience.

The Student Teaching Team

The student teaching team is typically made up of three members, each with a critical role to play in the success of the student teaching experience.

1. The student teacher:
a special education credential candidate who has been cleared to student teach by the Credential Office; may be traditional or on-the-job.
2. The cooperating teacher (traditional) or on-site support provider (on-the-job):
a credentialed teacher who provides guidance, support, and reflective supervision to the student teacher.
3. The university supervisor:
a university faculty member who collaborates with the cooperating teacher (or support provider) and the student teacher to provide feedback, reflective supervision, and guidance to the student teacher.



Evaluation of Student Teaching

Student teachers receive feedback in several forms: ongoing informal observations with informal feedback, formal observations with written feedback, and written mid-term and final evaluations which are submitted to the university on-line.

Formal Observations

Before student teachers are evaluated, they get the opportunity to receive written feedback on their teaching from both their cooperating teacher/support provider and their university supervisor.

Cooperating teachers/support providers are asked to observe the student teacher 6 times during the student teaching experience, and to give written feedback on the forms provided by the student teacher. Cooperating teachers/support providers are also asked to sit with the candidate after every observation and give him/her guidance based on the observed areas of strength and weakness. More information about conducting observations can be found on the Master Teacher website, at:

www.csun.edu/masterteacher/observation/sped

Evaluation of Student Teaching Competencies: Traditional student teachers

Student teachers in traditional placements must be evaluated by their cooperating teachers at the mid-term and again at the end of the experience. The competencies for student teachers are based upon the Teacher Performance Expectations (TPE's), and during the supervised student teaching assignment students will be evaluated on those competencies as outlined by their specialization. By the end of the assignment student teachers will be expected to demonstrate effective knowledge and skills in planning instruction, creating meaningful learning experiences, using assessment, managing learning environments, and collaborating to meet the needs of diverse students with special needs.

Each specialization area has different forms that detail the specific way they use these competencies to evaluate their student teachers. Please refer to the student teaching forms provided by your student teacher to see the evaluation competencies for your specialization.

Cooperating teachers will receive an email with a password and a link for filing the evaluations on-line at the middle of the semester, and again at the end. Please check your email regularly to make sure you receive these passwords in a timely manner. If you need help to access or file the mid-term or final evaluations, please contact your student's university supervisor, or the Teacher Education Assistant, Keisha Douglas, in the Department of Special Education: (818) 677-2596.

Evaluation of Student Teaching Competencies: On-the-job candidates

Depending on school district policy, on-the-job student teachers may not be evaluated by their support providers. Although these student teachers will receive feedback in the form of observations from their support providers throughout the student teaching experience, the support provider may not be asked to complete a mid-term or final evaluation. In these cases, evaluations of on-the-job student teachers will be done by their University Supervisor only.

Video Capstone Assignment

Every special education teaching candidate will be asked to complete an extensive video assessment documenting and reflecting on his or her proficiency in the California Teaching Performance Expectations. In order to successfully complete student teaching, the student must meet expectations on all sections of the video assignment. We appreciate you providing support and guidance to your student teacher as s/he plans for and implements the video assignment.

Assignments

Every special education teaching candidate also has other assignments to complete during the student teaching experience. These assignments may involve assessing students, creating lesson plans, writing IEPs, and other tasks common to the special education professional. Please ask your student teacher to show you a copy of his/her syllabus, and to discuss the requirements for these assignments at the beginning of the semester. Your support and guidance on these assignments will be greatly appreciated!

QuickTime™ and a
decompressor
are needed to see this picture.

Professionalism

Student teaching is a time of formal transition to a new role as an education professional. The following guidelines are what we expect our candidates to follow in order to present themselves in a manner befitting a teacher and a CSUN representative.



Appearance and Attire

Student teachers should:

- Always keep in mind that teachers are role models for the students they teach.
- Avoid wearing jeans or very casual clothing unless the activities of the day specifically call for it.
- Wear shoes appropriate to the workplace. Rubber flip-flops are not appropriate or safe.
- Not wear clothing that exposes the midriff or lower back. Avoid halter-tops, spaghetti straps and shorts or short dresses. Avoid t-shirts with inappropriate logos.
- Present themselves like professional educators.



School Culture

Please help your student teacher learn about the following:

- Rules for school routines such as parking, leaving campus during the school day, signing in and out, and use of the teacher workroom.
- Rules for ensuring the safety of the children.
- Procedures for informing you and the front desk whenever they are forced to be absent.
- Procedures for borrowing materials or copying ideas they see in the classroom.

If your school has a faculty handbook, please make it available to your student teacher!



Ethics

- Everything a student teacher sees and hears in the classroom is protected by rules of confidentiality. It is unethical for a student teacher to reveal the names of students in a program, or to talk about their needs in a public setting.
- Student teachers should not use documents like IEPs or student work samples for student teaching assignments without first removing all identifying information such as last names, addresses, dates of birth, etc.
- Confidentiality applies to the adults as well as the students. It is unethical for a student teacher to talk about the practices of a specific teacher or school by name.

Responsibilities and Expectations for Student Teaching

Length and Time of Student Teaching

- Student teaching for candidates in DHH (Deaf and Hard of Hearing), M/M (Mild/Moderate Disabilities) and M/S (Moderate/Severe Disabilities) is a minimum of one semester in length. A student who has not reached acceptable levels of competency by the end of one semester may be offered one of the following options:
 - extending the student teaching (length of extension to be determined by the university supervisor in consultation with the cooperating teacher), or
 - withdrawing from student teaching and reenrolling in a subsequent semester (may be done only once).

For more specific policies regarding these options, see the Policy statement related to Length and Time of Student Teaching. All student teaching policies are included at the end of the Student Teaching Handbook.

Assumption of Responsibility in the Classroom

On the following 6 pages are the schedules of responsibilities for our various student teaching experiences. They are organized as follows:

- Traditional & ITEP Student Teachers
- On-the-Job Candidates

Please select the schedule that corresponds to your student teacher and familiarize yourself with the expectations. If you have questions or concerns, please don't hesitate to ask the University Supervisor assigned to your student teacher, or contact the Teacher Education Coordinator. *If your school has a handbook on professional conduct or rules for teachers, please review it with your student teacher.*

**Schedule of Responsibilities:
Traditional & ITEP Candidates**

Day 1:



On your mark, Get set, Go!

- Introduce the student teacher (ST) to faculty, school staff, and students. Make sure these people understand their role as a student teacher.
- Help the ST become familiar with the school layout and resources.
- Teach the ST the procedures for notifying school staff if s/he will be absent.

Weeks 1-2:



They're off and running!



- Ask the ST to familiarize you with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.
- Help the ST understand your classroom by giving him/her opportunities to:
 - Observe and become familiar with the classroom routines, students, and instructional materials.
 - Learn procedures for using school resources and obtaining supplies.
 - Review IEPs and become familiar with students' needs.
 - Observe and become familiar with classroom behavior support systems.
 - Become familiar with your instructional planning and delivery methods.
 - Obtain texts and teaching materials.
 - Conference with you regarding observed lessons on a daily basis.
 - Assist with activities in all instructional groupings (e.g. 1:1, small groups, and whole group).
- Develop a schedule with your ST for gradually assuming teaching responsibility during the semester.
- Clarify your ST's role in the classroom, and his/her responsibilities towards paraprofessionals.

Weeks 3 - 8 (or midpoint):



They've hit their stride now!

- Assist your ST in planning, developing and teaching lessons, including modifications as needed, and reflect on them with the ST on a daily basis.
- Schedule observations.
- Gradually allow ST to assume responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons.
- Allow ST to assist in teaching and classroom routines.
- Give ST opportunities to:
 - Begin to work with and direct the activities of

	<p>paraprofessionals (if relevant).</p> <ul style="list-style-type: none"> ○ Establish relationships/communication with family members. ○ Participate in data collection/monitoring of students' progress in curricular areas and toward IEP goals. ● At the end of the midterm period, submit your midterm evaluation on line, conferencing with the ST and the University Supervisor.
<p>Weeks 9 – 14 (or two weeks prior to end date):</p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> ● Schedule remaining observations. ● Support and advise ST so that s/he may: <ul style="list-style-type: none"> ○ Assume primary responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons as well as several classroom routines. ○ Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with you on a regular basis. ○ Continue to work with and direct the activities of paraprofessionals (if relevant). ○ Continue to establish relationships/communication with family members. ○ Create and implement data collection systems. ○ Observe and participate in assessment and writing of IEPs. Observe/participate in at least one IEP meeting. ○ Participate in the development and adjustment of behavior support systems. ● Continue to meet regularly with the ST to give feedback and guidance, and to encourage the ST to reflect on his/her practices.
<p>Weeks 15-16 (or final 2 weeks):</p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> ● During the final two weeks, student teacher should: <ul style="list-style-type: none"> ○ Assume primary responsibility for all teaching, planning and management. ○ Continue to conference with you on a regular basis regarding lessons taught. ○ Finish any remaining observations ○ Use collected data to adjust/modify teaching. ○ Participate in assessment and writing of IEPs. ● At the end of the assignment, submit your final evaluation on line, conferencing with the ST and University Supervisor.

Throughout the assignment, please discuss any concerns you may have with the student teacher and/or the University Supervisor as needed.

Schedule of Responsibilities: On-the-Job Candidates

Weeks 1 – 2:



They're off and running!

- Ask your on-the-job student teacher (ST) to familiarize you with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.
- Get observation forms and discuss the schedule for observation.
- Conference with ST as needed to address his/her questions and concerns.

Weeks 3 – 8 (or midpoint):



They've hit their stride now

- Schedule visits/observations.
- Plan a time to meet at least once with the University Supervisor.
- Support the ST in responsibilities, including:
 - Short and long term planning of lessons
 - Instructional techniques
 - Establishing leadership with paraprofessionals (if relevant);
 - Establishing relationships/communications with family members;
 - Collecting data and monitoring student progress in curricular areas and IEP goals;
 - Collaborating with colleagues in general and special education as applicable;
 - Developing, implementing and adjusting behavior support plans when relevant.
- At the end of the mid-term period, arrange to conference with the University Supervisor to give input into the evaluation.

Weeks 9 – 14 (or two weeks prior to end date):



Time to pick up the pace!

- Schedule remaining visits/formal observations.
- Continue to support the ST in planning, developing and teaching lessons, including accommodations/modifications as needed, and reflect on them with the ST.
- Meet regularly with the ST to reflect on challenges and concerns.

Weeks 15-16 (or final 2 weeks):



The finish line is in sight!

- Continue to conference with ST, and to help him/her integrate your feedback into teaching.
- Schedule final visits/observations.
- At the end of the assignment, arrange to conference with the University Supervisor to give input into the final evaluation.

Throughout the assignment, please discuss any concerns you may have with the student teacher and/or the University Supervisor as needed.

What To Do If There Is a Problem

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decompressor
are needed to see this picture.

From time to time, problems may arise during the student teaching experience. The Department of Special Education is here to support you in resolving any difficulties that might occur while you are mentoring one of our student teachers.

The following steps are designed to help you and the student teacher work through problems encountered during the semester. These are just guidelines. You are free to request a different type of solution or resolution should you feel it's warranted.

Remember: You are not obligated to keep a student teacher in your classroom if you feel that s/he is detrimental to your students, your program or your ability to successfully do your job. Although we encourage you to try to work through problems, the needs of you and your students must take priority, and CSUN is committed to maintaining the productive operation of your classroom.

Steps to Resolve a Problem

Step One: Ask for Support

- Act quickly: Contact the CSUN University supervisor at the first sign of a concern.
- If the concern is serious, ask the supervisor to speak to the Teacher Education Coordinator for additional support.

Step Two: Make a Plan

- With the support of the university supervisor, meet with the student to document all concerns.
- Create a plan to address the concerns, including any specific help to be provided by the university supervisor.

Step Three: Set a Timeline

- Decide on the amount of time needed to reevaluate progress on the concerns you documented.
- Don't wait too long! It is inadvisable to allow the classroom environment to deteriorate while waiting to see if a student teacher will improve.

Step Four: Evaluate Progress

- With the support of the university supervisor, meet again to evaluate the student teacher's progress.
- Document progress (or lack of it) and decide on next steps.

Next Steps:

- If the problem is resolved, *we thank you for your guidance and support of our student teacher!*
- If the problem persists, university personnel will take additional steps to resolve it in a timely manner.

Things to Keep In Mind

- **It is critical that all concerns are thoroughly documented.**
- **The plan to remediate the problems should be in writing, and should be revisited quickly.**
- **You are not alone! We truly value your participation in our student teaching programs, and we are here to support you in any way needed.**

Your Rights

- Although our preference is to try to help a student teacher work through any problems that may arise, *a cooperating teacher always has the right to ask that a student teacher be removed from his or her classroom.*
- If you feel that a problem is serious enough to merit immediate removal of the student teacher, you should contact the university supervisor and/or the Teacher Education Coordinator to facilitate the process.

CONTACT INFORMATION:
Virginia Kennedy, Ph.D.
Teacher Education Coordinator
(818) 677-2532
virginia.kennedy@csun.edu

Special Education Student Teaching Forms



- Video consent forms
- Video Capstone Assignment (DHH, M/M, M/S)
- Video Capstone Rubric (DHH, M/M, M/S)
- Forms specific to specializations:
 - Early Childhood
 - Deaf and Hard of Hearing
 - Mild/Moderate
 - Moderate/Severe

Date: _____

Dear _____:
(School Administrator)

The Department of Special Education at California State University, Northridge, is using a clinical model of teacher training which enables interns, on-the-job and traditional student teachers to objectify and enhance their teaching performance via the use of video recording of classroom lessons and interactions. Support of this model can only enhance the effectiveness of our teaching training endeavors and ultimately, instructional programs.

It will be necessary to obtain parent/guardian consent for these recordings, as well as consent of instructional aides, with the understanding that these recordings will be used for instructional purposes only during classes with a CSUN university instructor.

Please feel free to contact the Special Education office with any questions you may have.

Sincerely,

Teacher Education Coordinator
(818) 677-2596

Date: _____

Parent Video Recording Consent Form

I, _____, give permission for my child,
Parent or guardian (please print)

_____ to be video recorded during
child's name

assessment and instructional activities. I understand these recordings will be used only during
classes at California State University, Northridge, for the purpose of improving teacher
competencies and performance

Signature: _____
Parent or guardian

Fecha: _____

Permiso de Padres para Filmar a Video

Yo, _____, doy permiso para que se filme a
Nombre de padre, madre, o guardian

mi hijo/hija, _____, durante actividades instruccionales.

Entiendo que estas peliculas seran mostradas en clases de la Universidad Estale de California en
Northridge, con el proposito de mejorar las competencias y las habilidades de la maestro.

Estas peliculas son solamente para uso instruccional.

Firma: _____
Padre, madre, o guardian

Date: _____

Cooperating Teacher Video Recording Consent Form

I, _____, give my consent to be
Cooperating Teacher (please print)
video recorded in the course of my professional duties. I understand these recordings will be
used only during classes at California State University, Northridge, for the purpose of improving
teacher competencies and performance.

Signature: _____
Cooperating Teacher

Date: _____

Teacher Candidate Video Recording Consent Form

I, _____ give permission to be
Student (please print)
video recorded in the course of my professional duties as a student teacher. I understand these
tapes will be used only during classes at California State University, Northridge, for the purpose
of improving teacher competencies and performance.

Signature: _____
Student

Date: _____

Paraprofessional Video Recording Consent Form

I, _____, give my consent to be
Paraprofessional (please print)
video recorded in the course of my professional duties. I understand these recordings will be
used only during classes at California State University, Northridge, for the purpose of improving
teacher competencies and performance.

Signature: _____
Paraprofessional

Directions for Completing the Video Capstone Assignment *For DHH/MM/MS specializations*

BEFORE RECORDING

Prior to making your video, please use these guidelines to address the following three areas of instructional planning. *Limit your writing to the word count given for each section. You may write each section directly below the guidelines on this sheet.*

Planning Instruction and Designing Learning Experiences for All Students

TPE 3: Interpretation and Use of Assessments

Student background information (250 words)

Write a narrative that provides the following information about the students included in the planned lesson:

- Ages/grades
- Disabilities
- Number of English Learners and their EL levels
- Areas of strength and/or affinities
- Students' reading levels
- Accommodations for individual students
- Other relevant student information

Evidence on which the lesson is based (250 words)

Outline the student data on which this lesson is based (may be from work samples, previous lessons, or formal or informal assessments). Briefly summarize the reason you chose this specific lesson to teach, citing specific examples from your data. Include:

- A description of the specific data and how it was obtained (informal or formal assessments, classroom work, etc.)
- Information about student strengths and needs in this content area obtained from the data
- A summary of any previous teaching given to this group of students in this content area.

TPE 1: Understanding and Organizing Subject Matter Knowledge

TPE 8: Learning About Students (connecting to lesson goals)

TPE 9: Instructional Planning

Lesson plan

Your lesson plan must include:

- The subject and standard(s) addressed in your lesson.
- The TPEs and teacher competencies you are going to demonstrate in your lesson. Be sure to include at least three.

- A clear instructional objective, based on the student data outlined above (make sure it is written in behavioral terms—what you want the students to be able to *do* at the end of the lesson.)
- Instructional materials.
- Lesson procedures. Please include the entire lesson, even if you are only showing a portion of it on the tape. (Highlight the part of the lesson plan that is shown on the tape.)
- Accommodations and/or modifications needed for specific students, with rationale.
- An evaluation of the instructional objective at the end of the lesson: outline the evidence you will collect to demonstrate student progress on your instructional objective(s).

Your lesson plan should be no more than two pages.

RECORDING THE LESSON

Once you have completed the planning pieces above, prepare to video your lesson. *Make sure you have obtained signed permission slips from all students who will be shown in the video before you make your recording.*

Prepare to record a ten-minute section of your lesson. If you record more than ten minutes you will need to edit your video down to 10 *continuous* minutes of teaching before you turn it in to your instructor. Things to consider:

- Make sure that the camera clearly frames you and your students, and that the teacher’s instruction is accessible to the viewer. Generally speaking, you want to get the camera as close as possible to you and still include the students in the video. Having your students sit close together may be helpful.
- Setting the video camera up a couple of days in advance might help students get used to it so that they aren’t self-conscious during the recording.
- Make sure there is a minimum of background noise during the recording, and that you aren’t shooting into a light source such as a window.

Please check the recording immediately after completing the lesson to make sure it is both audible and visible! If it is not, you will need to record another lesson.

AFTER RECORDING

After recording, watch your video and reflect on the efficacy of your lesson. Address the following components:

Reflection on the Lesson

Effectiveness of the lesson (250 words)

- Did your students achieve your instructional objective? Cite specific student responses and evidence from your assessments to support your answer.

TPE 2: Monitoring Student Learning During Instruction

- Did you have to modify or change the lesson while you were teaching it? (For example, did you have to model a second time, or make an unplanned change to the work?) If so, state specific student evidence that required you to make the adaptation, and be specific about where in the lesson the adaptation occurred.

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Practices

TPE 7: Teaching English Learners

- Did you establish and maintain standards for behavior, use instructional time effectively, promote social development and establish a healthy learning environment?

TPE 10: Instructional Time

TPE 11: Social Environment

Things to improve (250 words)

- Discuss what could be improved or changed in the lesson. Referring to the lesson plan, you must state *at least two places* in the lesson that you could change to address your instructional objective more effectively were you to teach this lesson again. Cite evidence from the video to support your discussion.
- Did you demonstrate proficiency on the TPEs you chose for your lesson? Cite evidence from the video to support your discussion.

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Next steps (125 words)

Using the results of your assessment at the end of the lesson, discuss how you will use what you learned from this lesson to decide what you would teach next. Are you ready to move on or do you need to reteach? If you're going to reteach, what would you do differently? If you're going to move on, what skills build logically on this lesson? Support your discussion with specific examples from the assessment and the lesson.

Video Capstone Assignment- Grading Rubric

	Description and reflection is absent or insufficient (Does not meet expectation)	Description and reflection is complete and appropriate (Meets expectation)	Description and reflection is insightful and thorough (Exceeds expectation)
<p>Evidence and rationale for teaching this lesson <i>TPE 3: Interpretation and Use of Assessments</i></p>			
<p>Lesson Plan <i>TPE 1: Understanding and Organizing Subject Matter Knowledge</i> <i>TPE 8: Learning About Students (connecting to lesson goals)</i> <i>TPE 9: Instructional Planning</i></p>			
<p>Reflection of Lesson Efficacy <i>TPE 2: Monitoring Student Learning During Instruction</i> <i>TPE 4: Making Content Accessible</i> <i>TPE 5: Student Engagement</i> <i>TPE 6: Developmentally Appropriate Practices</i> <i>TPE 7: Teaching English Learners</i> <i>TPE 10: Instructional Time</i> <i>TPE 11: Social Environment</i></p>			
<p>Reflection on areas for improvement <i>TPE 13: Professional Growth</i></p>			
<p>Discussion about possible next steps of instruction</p>			

**Forms
for
Student Teaching
in
Early Childhood Special Education
Specialization**

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decompressor
are needed to see this picture.

- Infant/Toddler Evaluation
- Preschool/Pre K Evaluation

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education
Education Specialist Early Childhood Evaluation Form
Infant/Toddler

Class _____
 School _____
 District _____

Name _____ Student ID: _____

CSUN Supervisor _____ Cooperating EI _____

Course Number: _____ Date: Midterm _____ Final _____

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession, the Teacher Performance Expectations (TPE) and Personnel Competencies for Infant-Family and Early Childhood Mental Health

UJ	1	2	3	4
Unable to judge	Practice is <u>not</u> consistent with standard	Developing practice	Performs as expected for a beginning teacher	Exceptional practice that reflects expertise

Please rate candidates on each of the following items.

UNDERSTANDING AND ORGANIZING SUBJECT MATTER KNOWLEDGE FOR STUDENT LEARNING		UJ	1	2	3	4
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction						
1.1	Demonstrates knowledge of early development in organization and sequencing of intervention activities.					
1.2	Demonstrates ability to provide organized and developmentally appropriate instruction that incorporates the <i>California infant/toddler learning and development foundations</i> .					
1.3	Demonstrates the ability to identify learning opportunities and select strategies for children and caregivers based on family concerns, priorities, and resources, including consideration for culture, language, and education.					

ASSESSING STUDENT LEARNING		UJ	1	2	3	4
TPE 2: Monitoring Student Learning During Instruction						
2.1	Uses child data to modify or expand intervention strategies and activities.					
2.2	Evaluates intervention efforts (through anecdotal records, assessment tools, checklists, and other data collection) on an ongoing basis.					
TPE 3: Interpretation and Use of Assessments						
3.1	Demonstrates use of strategies (e.g., conversations, interviews, and checklists) to elicit a family's identification of concerns and priorities related to child's development.					
3.2	Uses nonbiased, non-discriminatory assessment practices appropriate to young children with disabilities (e.g., observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.					
3.3	Interprets and explains assessment information accurately in ways that are meaningful and in a language that is understandable to the family.					
3.4	Produces an accurate, organized, and well-written professional assessment report.					
3.5	Demonstrates the ability to develop appropriate outcomes for an Individual Family Service Plan based on family concerns and priorities.					

ENGAGING AND SUPPORTING STUDENTS IN LEARNING		UJ	1	2	3	4
TPE 4: Making Content Accessible						
4.1	Selects developmentally appropriate and culturally relevant stories and uses props and other strategies to engage infants and toddlers.					
4.2	Learns and uses developmentally appropriate and culturally relevant finger plays, songs and simple games with infants and toddlers.					
4.3	Uses appropriate handling and positioning techniques.					
TPE 5: Student Engagement						
5.1	Utilizes strategies to motivate infant and toddler's active participation in activities.					
5.2	Obtains child's attention and uses understandable language to let child know what is expected.					
5.3	Demonstrates imagination and creativity in learning activities.					
5.4	Utilizes varied and animated intonation to engage children's attention and support language input.					
5.5	Incorporates and values children's cultural, social and linguistic backgrounds, interests, and developmental learning needs in activities.					
5.6	Provides a clear beginning and ending to all activities and clear transitions between activities.					
TPE 6: Developmentally Appropriate Teaching Practices						
6.1	Follows child's lead to facilitate play and exploration as essential learning experiences for very young children.					
6.2	Engages in reciprocal interactions to support the infant or toddler's communication development.					
6.3	Uses simple, developmentally-appropriate language and gives time for the very young child to respond.					
6.4	Asks simple questions related to the interests of infants and toddlers.					
6.5	Comments on a very young child's focus of interest.					
6.6	Describes objects, interactions, and feelings as very young children experience them.					
6.7	Incorporates assistive technology as needed into meaningful activities (e.g., computers, switches, pictures, and other communication systems) so that all very young children have access to information and communication.					
TPE 7: Teaching English Learners						
7.1	Implements strategies to support language development of very young learners.					
7.2	Draws on children's cultural, social and linguistic backgrounds, interests, and developmental learning needs in planning and implementing intervention activities.					

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS		UJ	1	2	3	4
TPE 8: Learning About Students						
8.1	Comments on child's strengths during observations to build a relationship with families.					
8.2	Uses a variety of strategies (e.g., develops questions, initiates conversations) to gather information from the family about the child.					
8.3	Identifies child's preferences, interests, motivators, and learning needs through observation, interaction, and gathering information from families.					
TPE 9: Instructional Planning						
9.1	Designs and carries out individualized interventions based on assessment data relevant to the needs of very young children with disabilities, including interventions to meet the learning needs of English language learners.					
9.2	Embeds individual objectives and learning opportunities for each child across the daily routine.					
9.3	Provides adaptations within activities to support each child's active participation.					
9.4	Develops activity plans that clearly identify skills to be learned by toddlers and strategies to be used.					

9.5	Uses a variety of instructional strategies (e.g., visual supports, task analysis, peer modeling, demonstration, prompting, adaptations, and equipment) and resources to respond to children's diverse needs, including those of English language learners.					
9.6	Addres ses outcomes identified on the Individual Family Service Plan (IFSP) in learning activities.					
9.7	Collaborates with relevant disciplines and incorporates team input in instructional activities.					

CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENTS		UJ	1	2	3	4
TPE 10: Instructional Time						
10.1	Provides sufficient predictability, without a rigid schedule, so that very young children can anticipate interactions and activities.					
10.2	Promotes family engagement in the development and implementation of family-centered interventions.					
10.3	Identifies learning opportunities for the infant or toddler within the family's routine at home and in the community.					
10.4	Facilitates family's use of appropriate strategies within natural learning opportunities for the infant and toddler.					
10.5	Paces activities appropriately to engage very young children and support learning.					
10.6	Interprets nonverbal signals and behavioral states of the infant/toddler and responds appropriately and contingently to them (e.g., decrease or increase interaction or vary input).					
10.7	Recognizes and interprets nonverbal, behavioral, and emotional signals of caregiver and responds appropriately.					
TPE 11: Social Environment						
11.1	Follows the lead and interests of very young children to support communication and play interactions.					
11.2	Implements positive behavior support strategies to assist individual children's participation in a variety of settings.					
11.3	Provides varied and meaningful positive feedback that motivates the child and acknowledges caregiver's practices.					
11.4	Uses modeling, coaching, and other strategies to support interactions between caregivers and their infants or toddlers.					
11.5	Identifies and uses techniques to facilitate positive caregiver-infant (dyadic) interactions and contingent caregiver responsiveness to infant signals.					
11.6	Implements universal precautions to promote health and safety of very young children.					

DEVELOPING AS A PROFESSIONAL EDUCATOR		UJ	1	2	3	4
TPE 12: Professional, Legal and Ethical Obligations						
12.1	Follows ethical and legal guidelines to protect health and well being of very young children.					
12.2	Demonstrates motivation to work with infants, toddlers and their families.					
12.3	Handles information about children, peers, families, colleagues, and supervisors ethically.					
12.4	Demonstrates ability to problem-solve and seek solutions to enhance professional practice.					
12.5	Uses verbal, non-verbal and written communication effectively.					
12.6	Demonstrate the ability to work effectively and sensitively with all families, including those of diverse cultural and linguistic backgrounds in ways that nurtures their strengths and emerging capacities.					
12.7	Works to establish relationship with families based on trust and open communication while maintaining a focus on their concerns and priorities.					

TPE 13: Professional Growth						
13.1	Systematically evaluates own performance as member on the child's educational team.					
13.2	Reflects on and analyzes experiences and practices in evaluating professional competencies.					
13.3	Articulates and demonstrates the roles and responsibilities of an early interventionist.					
13.4	Demonstrates knowledge of California's Early Start process.					
13.5	Develops strategies for supporting the child/family's transition from early intervention services.					

Other Professional Dispositions		YES	NI*
14.1	Maintains professional appearance.		
14.2	Assumes and fulfills responsibilities willingly and promptly.		
14.3	Recognizes personal limitations and works to overcome them.		
14.4	Manages changes and unforeseen events with flexibility.		
14.5	Accepts and follows up on suggestions from peers and/or supervisor.		
14.6	Manages personal affairs in a manner that does not interfere with professional responsibilities.		
14.7	Seeks out and participates in ongoing professional opportunities.		
14.8	Demonstrates knowledge of relevant community resources.		

* Needs Improvement

Areas of strength:

Areas for professional development:

Evaluation completed by:

University Supervisor or Cooperating Teacher (circle one)

Signature _____ Date _____

I have reviewed this evaluation with my University Supervisor or Cooperating Teacher

_____ I accept this evaluation or, _____ I wish to submit an addendum.

Signature _____ Date _____

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education
Education Specialist Early Childhood Evaluation Form
Preschool/Prekindergarten

Class _____
 School _____
 District _____

Name _____ Student ID: _____

CSUN Supervisor _____ Cooperating Teacher _____

Course Number: _____ Date: Midterm _____ Final _____

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession and the Teacher Performance Expectations (TPE) and Professional Competencies for Early Childhood Mental Health

UJ Unable to judge	1 Practice is <u>not</u> consistent with standard	2 Developing practice	3 Performs as expected for a beginning teacher	4 Exceptional practice that reflects expertise
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Please rate candidates on each of the following items.

UNDERSTANDING AND ORGANIZING SUBJECT MATTER KNOWLEDGE FOR STUDENT LEARNING		UJ	1	2	3	4
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction						
1.1	Demonstrates knowledge of developmental sequences in early childhood in organization and sequencing of activities.					
1.2	Demonstrates ability to provide organized and developmentally appropriate instruction that incorporates the <i>California preschool learning foundations</i> .					
1.3	Demonstrates ability to support development in early communication/language, literacy, and all curricular areas of preschoolers with IEPs					

ASSESSING STUDENT LEARNING		UJ	1	2	3	4
TPE 2: Monitoring Student Learning During Instruction						
2.1	Creates and maintains data-based records to monitor child learning and progress.					
2.2	Uses child data to modify or expand instructional strategies and activities.					
2.3	Evaluates instruction (through anecdotal records, assessment tools, check lists, and other data collection) on an ongoing basis.					
TPE 3: Interpretation and Use of Assessments						
3.1	Demonstrates use of strategies (e.g., conversations, interviews, and checklists) to elicit a family's identification of concerns and priorities.					
3.2	Uses nonbiased, non discriminatory assessment practices appropriate to young children with disabilities (e.g., observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.					
3.3	Interprets and reports assessment information accurately.					
3.4	Produces an accurate, organized, and well written professional assessment report.					
3.5	Demonstrates the ability to develop appropriate goals and incremental objectives for Individual Education Programs (IEPs) based on assessment data.					

ENGAGING AND SUPPORTING STUDENTS IN LEARNING		UJ	1	2	3	4
TPE 4: Making Content Accessible						
4.1	Adapts scope and sequence of curricula according to children's learning abilities.					
4.2	Uses a variety of realia and props (e.g., pictures, objects, actions, signs, etc) to demonstrate concepts and support child's understanding and participation.					
4.3	Asks effective questions, maps language onto child's actions, and uses various strategies to promote child's communication and language development.					
TPE 5: Student Engagement						
5.1	Utilizes strategies to motivate all children's active participation in activities.					
5.2	Obtains child's attention and gives understandable directions to let child know what is expected.					
5.3	Uses appropriate instructional techniques to engage children in small and large group activities					
5.4	Demonstrates imagination and creativity in providing instruction.					
5.5	Utilizes varied and animated intonation to engage children's attention and support language input.					
5.6	Builds on and values children's cultural, social and linguistic backgrounds, interests, and developmental learning needs.					
5.7	Provides a clear beginning and ending to all activities and clear transitions between activities.					
TPE 6: Developmentally Appropriate Teaching Practices						
6.1	Facilitates play as an essential learning experience for young children.					
6.2	Provides developmentally appropriate language input and language expansion.					
6.3	Integrates developmentally appropriate practice with the individual learning needs of each child.					
6.4	Provides developmentally appropriate opportunities to facilitate emergent literacy skills.					
6.5	Provides developmentally appropriate opportunities to facilitate emergent numeracy skills.					
6.6	Incorporates assistive technology as needed into meaningful activities (e.g., computers, switches, pictures, and other communication systems) so that all children have access to information and communication.					
TPE 7: Teaching English Learners						
7.1	Implements strategies to support language development of preschool English language learners.					
7.2	Draws on children's cultural, social and linguistic backgrounds, interests, and developmental learning needs in planning and implementing instructional activities.					
7.3	Demonstrates the use of various strategies to promote each child's social competence and communication development.					
7.4	Facilitates child's interactions with peers.					

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS		UJ	1	2	3	4
TPE 8: Learning About Students						
8.1	Uses a variety of strategies (e.g., develops questions, formal and informal contacts) to gather information from the family about the child.					
8.2	Identifies child's preferences, interests, motivators, and learning needs through observation, interaction, and gathering information from the family.					
TPE 9: Instructional Planning						
9.1	Designs and carries out individualized interventions based on assessment data relevant to the needs of young children with disabilities, including interventions to meet the learning needs of English language learners.					
9.2	Embeds individual objectives and learning opportunities for each child across the daily routine.					
9.3	Provides adaptations within activities to support each child's active participation.					

9.4	Develops activity plans that clearly identify measurable objectives, skills to be learned by individual children and instructional strategies to be used.					
9.5	Uses a variety of instructional strategies (e.g., visual supports, task analysis, peer modeling, demonstration, prompting) and resources to respond to children's diverse needs, including those of English language learners.					
9.6	Addresses the child's Individual Education Programs (IEPs) in learning activities.					
9.7	Collaborates with relevant disciplines and incorporates team input in instructional activities.					

CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENTS		UJ	1	2	3	4
TPE 10: Instructional Time						
10.1	Organizes the program to promote young children's active participation and learning (schedules, activities, equipment, grouping and staffing).					
10.2	Paces activities appropriately to engage children and support learning.					
10.3	Utilizes classroom staff effectively to organize the learning environment and implement instructional activities.					
10.4	Demonstrates classroom management skills and effective use of instructional time.					
TPE 11: Social Environment						
11.1	Creates a physical and instructional environment that is healthy, organized, accessible, engaging, and reflects the cultural and linguistic diversity of children in the class.					
11.2	Implements positive behavior support strategies to assist individual children's participation in a variety of settings.					
11.3	Provides varied and meaningful positive feedback that motivates the child.					
11.4	Implements universal precautions to promote health and safety of young children.					

DEVELOPING AS A PROFESSIONAL EDUCATOR		UJ	1	2	3	4
TPE 12: Professional, Legal and Ethical Obligations						
12.1	Follows ethical and legal guidelines to protect health and well being of young children.					
12.2	Demonstrates motivation to work with preschoolers and their families.					
12.3	Handles information about children, peers, families, colleagues, and supervisors ethically.					
12.4	Demonstrates ability to problem-solve and seek solutions to enhance professional practice.					
12.5	Uses verbal, non-verbal and written communication effectively.					
12.6	Uses individualized planning and communication skills to establish, maintain, and facilitate positive relationships with all families.					
12.7	Obtains and shares information with families in preparation for the IEP process.					
12.8	Develops a mutually respectful working relationship with paraprofessionals by clearly communicating expectations, engaging in a shared problem solving process, and building a collaborative team.					
TPE 13: Professional Growth						
13.1	Systematically evaluates own performance as member of the child's educational team.					
13.2	Reflects on and analyzes experiences and practices in evaluating professional competencies.					
13.3	Clearly articulates and demonstrates the roles and responsibilities of an ECSE teacher.					

Other Professional Dispositions		YES	*NI
14.1	Maintains professional appearance.		
14.2	Assumes and fulfils responsibilities willingly and promptly.		
14.3	Recognizes personal limitations and works to overcome them.		
14.4	Manages changes and unforeseen events with flexibility.		
14.5	Accepts and follows up on suggestions from peers and/or supervisor.		
14.6	Manages personal affairs in a manner that does not interfere with professional responsibilities.		
14.7	Seeks out and participates in ongoing professional opportunities.		
14.8	Demonstrates knowledge of relevant school and community resources.		

***Needs Improvement**

Areas of strength:

Areas for professional development:



Evaluation completed by:

University Supervisor or Cooperating Teacher (circle one)

Signature_____

Date_____

I have reviewed this evaluation with my University Supervisor or Cooperating Teacher

_____ I accept this evaluation or, _____ I wish to submit an addendum.

Signature_____

Date_____

**Forms
for
Student Teaching
in
Deaf and Hard of Hearing
Specialization**

QuickTime™ and a
decompressor
are needed to see this picture.

QuickTime™ and a
decompressor
are needed to see this picture.

QuickTime™ and a
decompressor
are needed to see this picture.

- Evaluation Forms

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education

Class _____
 School _____
 District _____

Date _____ **Education Specialist Deaf/Hard of Hearing Evaluation Form**

Name _____ Student ID: _____

CSUN Supervisor _____ Coop/Supp Teacher _____

Circle Course: 580D: _____ 506D Sem: _____

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession. Additional items (see*) are included that reflect standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children.

I	1	2	3	4
insufficient evidence	practice not consistent with standard	developing practice	maturing practice	practice that exemplifies standard

Please rate candidates on each of the following items.

A. Making Subject Matter Comprehensible to Students	I	1	2	3	4
TPE 1 Specific Pedagogical Skills for Subject Matter Instruction					
Demonstrates knowledge of subject matter when presenting key concepts and associated skills					
Demonstrates flexibility with subject matter to address students' cognitive and linguistic abilities					
Connects key concepts to California academic content standards					
Communicates key concepts, skills and themes in an accurate and clear manner					
Demonstrates understanding in specialized areas (e.g., Deaf culture, life skills, transitions)					
Organizes and sequences subject matter clearly					
Relates content to prior lessons within subject area					
Interrelates ideas and information within and across subject matter areas					
Uses available instructional materials/resources/technologies to support access to subject matter					
Adapts and creates instructional materials to effectively organize and present content					

B. Assessing Student Learning	I	1	2	3	4
TPE 2 Monitoring Student Learning During Instruction					
TPE 3 Interpretation and Use of Assessments					
Gathers assessment information during instruction					
Reteaches content as needed based on evidence					
Monitors student progress toward stated objectives					
Designs effective teacher-made assessment tools to evaluate student progress					

Communicates with students, families and other audiences about student progress					
---	--	--	--	--	--

D. Planning Instruction and Designing Learning Experiences for All Students	I	1	2	3	4
TPE 8 Learning About Students TPE 9 Instructional Planning					
Develops lessons which are based on assessment findings					
Maintains high expectations when teaching					
Develops lessons which have clear teaching criteria and measurable outcomes					
Ties activities to the IEP goals and curriculum					
Selects and prepares materials appropriate for curriculum and student IEP goals					
Effectively introduces and contextualizes lessons					
Uses effective modeling techniques with students					
Provides positive and constructive feedback on student performance					
Effectively engages all students in instructional activity					
Effectively determines student comprehension of instruction					
Provides multiple and varied opportunities for students to access information					
Shows imagination and creativity in teaching					

C. Engaging and Supporting Students in Learning	I	1	2	3	4
TPE 4 Making Content Accessible TPE 5 Student Engagement TPE 6 Developmentally Appropriate Teaching Practices TPE 7 Teaching English Learners					
Motivates students for learning effectively					
Obtains student attention before proceeding with instruction					
Provides clear and concise directions/instructions to let students know what is expected					
Paces lessons appropriately providing sufficient wait time and repetition					
Uses developmentally appropriate questioning techniques with students					
Uses developmentally appropriate modeling techniques with students					
Incorporates use of technology as needed into meaningful activities					
Effectively teaches students representing a wide range of diverse abilities and needs					
Connects students' prior knowledge and experience to new learning					
Provides learning experiences that facilitate student interaction					
Effectively uses facial expression/mime/gestures to engage and motivate students for learning					
Uses American Sign Language effectively					
Uses second language teaching strategies to assist students in moving between ASL and print					
Code-switches effectively to meet students' diverse language/communication needs					

E. Creating and Maintaining an Effective Environment for Students	I	1	2	3	4
TPE 10 Instructional Planning					
TPE 11 Social Environment					
Treats students with respect and establishes rapport with students					
Demonstrates enthusiasm in teaching					
Optimizes room for teacher accessibility to or visibility of students (lighting, seating arrangements)					
Room displays represent current topics of study					
Includes meaningful and accessible print in the classroom environment					
Keeps students actively engaged in learning and keeps unengaged time at a minimum					
Uses a variety of instructional groupings to meet students' individual needs					
Keeps transitions between activities and classes purposeful					
Organizes daily schedule to maximize student learning					
Obtains materials and equipment prior to teaching					
Incorporates paraeducators, aides, and volunteers into instructional delivery					
Infuses teaching of social skills, problem solving, and conflict resolution throughout the day					
Promotes students' self-esteem and self-control					
Is clear, consistent, and matter-of-fact when dealing with challenging behavior					
Uses strategies that prevent or lessen disruptive behaviors					
Monitors behavior while teaching and during student work time					
Reinforces desired behaviors consistently					

F. Developing As A Professional Educator	I	1	2	3	4
TPE 12 Professional, Legal and Ethical Obligations					
Treats students with respect					
Displays initiative					
Handles information about children, peers, families, colleagues and supervisors ethically					
Accepts criticism and suggestions from Master Teacher and/or University Supervisor					
Implements suggestions given by the Master Teacher and/or University Supervisor					
Systematically evaluates own teaching performance					
Uses personal talents and strengths to advantage					
Communicates effectively in a written form					
Respects the attitudes and opinions of others					
Joins one or more professional organizations					
Establishes professional goals and pursues opportunities to grow professionally					
Communicates effectively with families and other members of the instructional team					
Develops cooperative working relationships with school personnel (e.g. SLP, audiologist, nurse)					

Please note: During the last field experience, interns must average a 3.0 in all items with no 1.0

Summary of candidate's strengths:

Areas to be developed:

Evaluation completed by:

University Supervisor Signature _____ Date _____

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

Signature _____ Date _____

Forms for Student Teaching in Mild/Moderate Specialization

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decompressor
are needed to see this picture.

- Observation Forms
- Evaluation Forms

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education
Education Specialist Mild/Moderate
Observation Feedback Form

Visit # _____
 Class _____
 School _____
 District _____

Date _____

Name _____ Student ID _____

Circle Course: 579 ACT _____ 580MM _____ 580ACT _____ 506 Sem: _____

Form Filled Out By _____ Position _____

1. Understanding and Organizing Subject Matter Knowledge for Student Learning	Notes/Comments
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction 1.1 Demonstrates knowledge of subject matter and student development as appropriate for the placement/assignment 1.2 Interrelates ideas and information within and across subject matter areas as appropriate for the placement/assignment 1.3 Demonstrates pedagogical knowledge and skills related to teaching students with disabilities 1.4 Demonstrates knowledge of disabilities and their effect on learning, skill development and behavior 1.5 Demonstrates knowledge of California academic content standards	

2. Assessing Student Learning	Notes/Comments
TPE 2: Monitoring Student Learning During Instruction 2.1 Checks for and addressed common student misunderstandings 2.2 Uses progress monitoring to determine if students are progressing towards academic content standards as appropriate to their IEP goals 2.3 Reteaches content as needed based on evidence gathered through multiple assessments	
TPE 3: Interpretation and Use of Assessments 3.1 Collects and uses multiple sources of information to assess student learning and progress on IEP goals 3.2 Involves and guides students in assessing their own learning 3.3 Communicates with students, families and other audiences about student progress 3.4 Utilizes assessment data to develop IEPs aligned with the California content standards	

4. Engaging and Supporting Students in Learning	Notes/Comments
TPE 4: Making Content Accessible 4.1 Uses a variety of strategies and resources to respond to individual students' needs according to the purpose and design of lesson 4.2 Uses technology to make subject matter accessible 4.3 Motivates students and encourages effort and creativity 4.4 Maintains high expectations for all students 4.5 Uses verbal, nonverbal and written language effectively	
TPE 5: Student Engagement 5.1 Facilitates learning experiences that promote independence, self-determination and choice 5.2 Promotes self-directed, reflective learning for all students 5.3 Effectively uses paraeducators, aides and volunteers to support instruction	

TPE 6: Developmentally Appropriate Teaching Practices	
6.1 Engages students in developmentally appropriate problem-solving and critical thinking	
6.2 Maintains flexibility and takes advantage of teachable moments	
6.3 Accommodates/modifies subject matter to meet students' individual needs	
TPE 7: Teaching English Learners	
7.1 Demonstrates knowledge of English Language Development standards	
7.2 Develops and administers nondiscriminatory assessments that recognize the influence of English language acquisition	
7.3 Uses appropriate instructional strategies to respond to the needs of English learners	
7.4 Draws on and values students' cultural and linguistic experiences	
7.5 Creates an environment that reflects the cultural and linguistic diversity of the students	
7.6 Works with culturally and linguistically diverse families and communities to improve professional practice	

3. Planning Instruction and Designing Learning Experiences for All Students	Notes/Comments
TPE 8: Learning About Students	
8.1 Values students' prior knowledge, life experiences, and interests and connects them with learning goals	
TPE 9: Instructional Planning	
9.1 Organizes curriculum to support student understanding of subject matter	
9.2 Develops and sequences instructional activities to support student learning	
9.3 Establishes and articulates clear instructional objectives	
9.4 Uses a variety of instructional groupings to meet students' individual needs	
9.5 Designs short-term and long-term plans to foster student learning	
9.6 Ties state standards to IEP goals when planning instruction	
9.7 Modifies instructional plans and activities to adjust for individual student needs	
9.8 Incorporates paraeducators, aides, and volunteers into instructional planning	

5. Creating and Maintaining an Effective Environment for Students	Notes/Comments
TPE 10: Instructional Time	
10.1 Establishes and maintains standards for student behavior	
10.2 Uses instructional time effectively	
10.3 Plans and implements classroom procedures and routines that support student learning	
10.4 Utilizes positive behavior support techniques	
TPE 11: Social Environment	
11.1 Promotes social development and responsibility	
11.2 Establishes a healthy environment that promotes fairness and respect	
11.3 Encourages constructive interactions with typical peers across settings	
11.4 Creates a physical environment that is engaging	

6. Developing As A Professional Educator	Notes/Comments
TPE 12: Professional, Legal and Ethical Obligations	
12.1 Assumes initiative and responsibility for tasks and assignments	
12.2 Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession	
12.3 Demonstrates an awareness of personal values and biases	
12.4 Models ethical behavior	
TPE 13: Professional Growth	
13.1 Reflects on teaching practices and plans professional development	
13.2 Listens to and accepts feedback, and uses it to formulate and prioritize goals	
13.3 Identifies problems and seeks appropriate consultation to resolve them	
13.4 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments	
13.5 Establishes professional goals and pursues opportunities to grow professionally	

Additional Notes/Comments/Suggestions:

Notes for Next Observation:

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Special Education
Education Specialist Mild/Moderate Evaluation Form

Class _____
 School _____
 District _____

Date _____

Name _____ Student ID: _____

CSUN Supervisor _____ On-Site Teacher _____

Circle Course: 579ACT _____ 580MM _____ 580ACT _____ 506 Sem: _____

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession and the Teacher Performance Expectations (TPE)

IE	1	2	3	4
insufficient evidence	practice not consistent with standard	developing practice	maturing practice	practice that exemplifies standard

Please rate candidates on each of the following items.

UNDERSTANDING AND ORGANIZING SUBJECT MATTER KNOWLEDGE FOR STUDENT LEARNING	IE	1	2	3	4
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction					
1.1 Demonstrates knowledge of subject matter content and student development appropriate for the placement/assignment					
1.2 Interrelates ideas and information within and across subject matter areas as appropriate for the placement/assignment					
1.3 Demonstrates pedagogical knowledge and skills related to teaching students with disabilities					
1.4 Demonstrates knowledge of disabilities and their effect on learning, skill development and behavior					
1.5 Demonstrates knowledge of California academic content standards					

ASSESSING STUDENT LEARNING	IE	1	2	3	4
TPE 2: Monitoring Student Learning During Instruction					
2.1 Checks for and addresses common student misunderstandings					
2.2 Uses progress monitoring to determine if students are progressing towards academic content standards as appropriate to their IEP goals					
2.3 Reteaches content as needed based on evidence gathered through multiple assessments					
TPE 3: Interpretation and Use of Assessments					
3.1 Collects and uses multiple sources of information to assess student learning and progress on IEP goals					
3.2 Involves and guides students in assessing their own learning					
3.3 Communicates with students, families and other audiences about student progress					
3.4 Utilizes assessment data to develop IEPs aligned with the California content standards					

ENGAGING AND SUPPORTING STUDENTS IN LEARNING	IE	1	2	3	4
TPE 4: Making Content Accessible					
4.1 Uses a variety of instructional strategies and resources to respond to individual students' needs according to the purpose and design of lesson					
4.2 Uses technology to make subject matter accessible					
4.3 Motivates students and encourages student effort and creativity					
4.4 Maintains high expectations for all students					
4.5 Uses verbal, nonverbal and written language effectively					
TPE 5: Student Engagement					
5.1 Facilitates learning experiences that promote independence, self-determination and choice					
5.2 Promotes self-directed, reflective learning for all students					
5.3 Effectively uses paraeducators, aides and volunteers to support instruction					
TPE 6: Developmentally Appropriate Teaching Practices					
6.1 Engages students in developmentally appropriate problem-solving and critical thinking					
6.2 Maintains flexibility and takes advantage of teachable moments					
6.3 Accommodates/modifies subject matter to meet students' individual needs					
TPE 7: Teaching English Learners					
7.1 Demonstrates knowledge of English Language Development standards					
7.2 Develops and administers nondiscriminatory assessment procedures that recognize the influence of English language acquisition					
7.3 Uses appropriate instructional strategies to respond to the needs of English learners					
7.4 Draws on and values students' cultural and linguistic experiences					
7.5 Creates an environment that reflects the cultural and linguistic diversity of the students					
7.6 Works with culturally and linguistically diverse families and communities to improve professional practice					

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	IE	1	2	3	4
TPE 8: Learning About Students					
8.1 Values students' prior knowledge, life experiences and interests and connects them with learning goals					
TPE 9: Instructional Planning					
9.1 Organizes curriculum to support student understanding of subject matter					
9.2 Develops and sequences instructional activities and materials for student learning					
9.3 Establishes and articulates clear instructional objectives					
9.4 Uses a variety of instructional groupings to meet students' individual needs					
9.5 Designs short-term and long-term plans to foster student learning					
9.6 Ties state standards to IEP goals when planning instruction					
9.7 Modifies instructional plans to adjust for individual student needs					
9.8 Incorporates paraeducators, aides, and volunteers into instructional planning					

CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENTS	IE	1	2	3	4
TPE 10: Instructional Time					
10.1 Establishes and maintains standards for student behavior					
10.2 Uses instructional time effectively					
10.3 Plans and implements classroom procedures and routines that support student learning					
10.4 Utilizes positive behavior support techniques					
TPE 11: Social Environment					
11.1 Promotes social development and responsibility					
11.2 Establishes a healthy environment that promotes fairness and respect					
11.3 Encourages constructive interactions with typical peers across instructional settings					
11.4 Creates a physical environment that is engaging					

DEVELOPING AS A PROFESSIONAL EDUCATOR	IE	1	2	3	4
TPE 12: Professional, Legal and Ethical Obligations					
12.1 Assumes initiative and responsibility for tasks and assignments					
12.2 Upholds high standards of competence and integrity and exercises sound judgment in the practice of the profession					
12.3 Demonstrates an awareness of personal values and biases					
12.4 Models ethical behavior					
TPE 13: Professional Growth					
13.1 Reflects on teaching practices and plans professional development					
13.2 Listens to and accepts feedback, and uses it to formulate and prioritize goals					
13.3 Identifies problems and seeks appropriate consultation to resolve them					
13.4 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments					
13.5 Establishes professional goals and pursues opportunities to grow professionally					

Please note: During the last field experience, candidates must average a 3.0 in all items with no 1s or 2s.

Summary of candidate's strengths:

Areas to be developed:

Evaluation completed by:

University Supervisor Signature _____ Date _____

I have reviewed this evaluation with my University Supervisor

_____ I accept this evaluation or, _____ I wish to submit an addendum.

Signature _____ Date _____

**Forms
for
Student Teaching
in
Moderate/Severe Specialization**

QuickTime™ and a
decompressor
are needed to see this picture.

- Evaluation Forms

Revised Spring, 2010

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
EVALUATION – MODERATE/SEVERE DISABILITIES
SPED 403MS: STUDENT TEACHER/SPED 506 MS 1st & 2nd SEMESTER INTERN EVALUATION

SPED 403MS: Spring _____ Fall _____ Summer _____ 20 _____ Midterm _____ Final _____

SPED 506MS: Intern 1 _____ Intern 2 _____

Name _____
 School _____ Grade Level _____
 School District _____

Evaluation completed by: _____ On-site Support Person/Supervisor: _____
 OR _____ University Supervisor: _____

KEY:

NA = Not Applicable	IE = Insufficient Evidence	1 = Practice is not consistent with the standard	2 = Developing Practice	3 = Performs as Expected	+ = Exceptional Performance
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A: Making Subject Matter Comprehensible to all Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 4: Making Content Assessable

	NA	IE	1	2	3	+
A.1 Identifies embedded academic, communication, social, motor & behavioral learning opportunities within typical activities/routines/settings.						
A.2 Identifies how the student will actively demonstrate knowledge (e.g., match, select between options); strategies take into consideration culturally & linguistic needs.						
A.3 Plans for generalization by identifying opportunities to teach/use skills throughout the day.						

B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 8: Learning About Students

C. Engaging and Supporting Students in Learning

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

General Teaching Strategies

	NA	IE	1	2	3	+
C.1 Motivates students for learning.						
C.2 Obtains students' attention and gives clear, concise directions/instructions to let student know what is expected.						
C.3 Uses effective questioning techniques with students.						
C.4 Incorporates assistive technology (light and high tech) as needed into meaningful activities (e.g., AAC devices, picture communication systems, computers); symbols/icons used are culturally & linguistically appropriate to student's/family's needs.						
C.5 Works with all students in the classroom (students with and without disabilities), including EL learners.						

D. Planning Instruction and Designing Learning Experiences for Students

TPE 9: Instructional Planning

Systematic Instructional Strategies

	NA	IE	1	2	3	+
D.1 Uses effective prompting strategies...						
(a) Directs attention to natural cues.						
(b) Uses indirect verbal/gesture cues to encourage maximum participation (when appropriate).						
(c) Provides sufficient wait time.						
(d) Avoids over-manipulation of student.						

D.3 Provides corrective feedback on student performance.						
Sensory/Physical Impairments	NA	IE	1	2	3	+
D.4 Presents materials according to best sensory mode.						
D.5 Requires active involvement of student vs. passive participation.						
D.6 Demonstrates the proper procedures for lifting, carrying, and positioning students.						
D.7 Places materials within the student's range of motion.						
D.8 Frequently changes the position of students who are non-ambulatory.						
D.9 Demonstrates familiarity with medical equipment.						

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning

TPE 11: Social Environment

Positive Behavior Support Strategies	NA	IE	1	2	3	+
E.1 Is clear, consistent, and matter-of-fact when dealing with challenging behavior.						
E.2 Consistently reinforces desired behavior in a culturally & age-appropriate manner.						

Positive Climate	NA	IE	1	2	3	+
E.3 Treats students with respect and establishes rapport with students.						
E.4 Recognizes positive aspects of the learning environment (e.g., student abilities).						
Effective Use of Instructional Time	NA	IE	1	2	3	+
E.5 Keeps students actively engaged in learning and keeps unengaged time at a minimum.						
E.6 Keeps transitions between activities and classes purposeful.						
Community-Based/Vocational Training	NA	IE	1	2	3	+
E.7 Uses appropriate grouping strategies (e.g., individual or small groups vs. large groups).						
E.8 Individualizes instruction and teaches meaningful & critical skills that reflect family & cultural values within age appropriate activities						

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

Professional Attributes	NA	IE	1	2	3	+
F.1 Implements suggestions given by the Master Teacher and/or University Supervisor.						
F.2 Systematically evaluates own teaching performance.						
F.3 Conscientiously attempts to improve teaching performance.						
Collaborative/Teaming Skills	NA	IE	1	2	3	+
F.4 Communicates effectively with families and other members of the instructional team; including families/team members from diverse cultural & linguistic backgrounds.						
F.5 Communicates effectively in written form.						
F.6 Develops cooperative working relationships with school personnel.						
Other Professional Competencies				Yes	No	
F.7 Displays initiative						
F.8 Handles information about children, peers, families, colleagues and supervisors ethically.						
F.9 Accepts criticism and suggestions from the Master Teacher and/or University Supervisor.						
F.10 Is punctual (arrives on time, submits assignments in a timely manner, etc.)						
F.11 Respects the attitudes and opinions of others.						
F.12 Has attended a professional conference, in-service, or meeting.						

Revised Spring, 2010

Summary of candidate's strengths:

Areas to be developed:

Evaluation completed by _____ Date: _____

Signature: _____ Date: _____

Revised Spring, 2010

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
EVALUATION - MODERATE/SEVERE DISABILITIES
SPED 580MS: STUDENT TEACHER/SPED 506 MS 3rd & 4th SEMESTER INTERN EVALUATION**

SPED 580MS: Spring _____ Fall _____ Summer _____ 20 _____ Midterm _____ Final _____

SPED 506MS: Intern 3 _____ Intern 4 _____

Name _____
School _____ Grade Level _____
School District _____

Evaluation completed by: _____ On-site Support Person/Supervisor: _____
OR _____ University Supervisor: _____

KEY:

NA = Not Applicable	IE = Insufficient Evidence	1 = Practice is not consistent with the standard	2 = Developing Practice	3 = Performs as Expected	+ = Exceptional Performance
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A: Making Subject Matter Comprehensible to all Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 4: Making Content Accessible

Planning to Ensure Access to the General Education Curriculum

	NA	IE	1	2	3	+
A.1 Plans with the general educator and other team members to ensure full participation of student(s) in classroom activities (identifies and secures needed supports).						
A.2 Identifies embedded academic, communication, social, motor & behavioral learning opportunities within typical activities/routines/settings.						
A.3 Demonstrates knowledge of skill development in literacy and mathematics and provides meaningful and systematic opportunities for students to practice these skills.						
A.4 Trains paraprofessionals how adapt the curriculum.						
A.5 Demonstrates knowledge of English Language Development and addresses linguistic access for students						

B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 8: Learning About Students

	NA	IE	1	2	3	+
B.1 Develops data collection sheets that allow for accurate and detailed information on student progress.						
B.2 Teaches paraprofessionals how to record data.						
B.3 Collects data on a regular basis.						
B.4 Uses data to guide instruction.						
B.5 Works with families to identify critical learning needs using person-centered tools...						
(a) Identifies and prioritizes areas most critical to family.						
(b) Takes into consideration cultural/ethnicity/language needs of student and family.						
(c) Identifies strengths, interests, and likes/dislikes.						
B.6 Conducts ecological inventories or priority environments in which instruction occurs...						
(a) Identifies critical skills as determined through family & team input.						
(b) Identifies potential barriers and needed supports to address those barriers.						
(c) Identifies opportunities for partial participation.						

Revised Spring, 2010

C. Engaging and Supporting Students in Learning

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

General Teaching Strategies	NA	IE	1	2	3	+
C.1 Motivates students for learning.						
C.2 Obtains students' attention and gives clear, concise directions/instructions to let student know what is expected.						
C.3 Provides a clear beginning and ending to all activities.						
C.4 Paces lessons appropriately.						
C.5 Uses effective questioning techniques with students.						
C.6 Uses a variety of instructional strategies (e.g., task analysis, checklists, peer tutoring).						
C.7 Uses appropriate instructional techniques/accommodations for small and/or large group settings.						
C.8 Incorporates assistive technology (light and high tech) as needed into meaningful activities (e.g., AAC devices, picture communication systems, computers);symbols/icons used are culturally & linguistically appropriate to student's/family's needs.						
C.9 Works with all students in the classroom (students with and without disabilities), including EL learners.						
C.10 Effectively teaches students representing a wide range of diverse abilities and needs, including students from diverse culturally & linguistic backgrounds.						

D. Planning Instruction and Designing Learning Experiences for Students

TPE 9: Instructional Planning

Goals and Objectives	NA	IE	1	2	3	+
D.1 Develops goals and objectives which...						
(a) Are based on assessment findings.						
(b) Indicate the type of skill(s) to be learned and under what conditions.						
(c) Are chronologically age-appropriate and meaningful.						
(d) Have objective and appropriate measurable criteria.						

Systematic Instructional Strategies	NA	IE	1	2	3	+
D.2 Uses effective prompting strategies...						
(a) Directs attention to natural cues.						
(b) Uses indirect verbal/gesture cues to encourage maximum participation (when appropriate).						
(c) Provides sufficient wait time.						
(d) Avoids over-manipulation of student.						
(e) Fades prompts as student demonstrates mastery.						
D.3 Reinforces approximations of desired behaviors (shaping).						
D.4 Provides corrective feedback on student performance.						

Planning to Ensure Successful Instruction (all settings)	NA	IE	1	2	3	+
D.5 Develops instructional plans that clearly articulate the skills(s) to be learned and the systematic instructional strategies (e.g., prompting, reinforcement, fading of prompts).						
D.6 Trains paraprofessionals in how to implement instructional plans.						
D.7 Identifies how the student will actively demonstrate knowledge (e.g., match, select between options); strategies take into consideration culturally & linguistic needs.						
D.8 Adapts the general education curriculum by modifying materials to meet individual student Needs; modifications take into consideration cultural & linguistic needs.						
D.9 Plans for generalization by identifying opportunities to teach/use skills throughout the day.						
D. 10 Develops and teaches student to use alternative communication systems (e.g., pictures, AAC); symbols/icons used reflect cultural values & linguistic needs of child & family.						

Sensory/Physical Impairments	NA	IE	1	2	3	+
D.11 Presents materials according to best sensory mode.						
D.12 Modifies teaching techniques to account for a visual/auditory impairment (e.g., signs, tactual cues).						
D.13 Requires active involvement of student vs. passive participation.						

D.13 Requires active involvement of student vs. passive participation.						
D.14 Demonstrates the proper procedures for lifting, carrying, and positioning students.						
D.15 Integrates therapy techniques into functional activities.						
D.16 Places materials within the student's range of motion.						
D.17 Frequently changes the position of students who are non-ambulatory.						
D.18 Demonstrates familiarity with medical equipment.						

Develops and Carries Out a Program Which...

	NA	IE	1	2	3	+
D.19 Includes activities that are individualized, functional in nature and relate to the natural environment.						
D.20 Includes activities and opportunities for interaction with same-age peers without disabilities.						

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning

TPE 11: Social Environment

Positive Behavior Support Strategies

	NA	IE	1	2	3	+
E.1 Is clear, consistent, and matter-of-fact when dealing with challenging behavior.						
E.2 Uses functional behavioral assessment strategies to analyze challenging behavior in context; considers age, cultural, and linguistic variables when identifying challenging behaviors.						
E.3 Uses assessment information to design an individualized behavior support plan.						
E.4 Intervention plan includes preventive strategies (e.g., curricular modifications, transition planning, teaching alternative behaviors/social skills) that are age, culturally, & linguistically appropriate.						
E.5 Consistently reinforces desired behavior in a culturally & age-appropriate manner.						

Positive Climate

	NA	IE	1	2	3	+
E.6 Treats students with respect and establishes rapport with students.						
E.7 Recognizes positive aspects of the learning environment (e.g., student abilities).						
E.8 Facilitates peer interaction (e.g., use of peer tutors, inclusive seating, cooperative groups).						
E.9 Teaches peers how to interact with students in a respectful/age-appropriate manner (e.g., how to use communication systems, how to encourage/prompt student to respond).						

Effective Use of Instructional Time

	NA	IE	1	2	3	+
E.10 Keeps students actively engaged in learning and keeps unengaged time at a minimum.						
E.11 Keeps transitions between activities and classes purposeful.						
E.12 Develops individualized schedules and teaches student how to use the schedule throughout the school day; symbols/icons used reflect linguistic needs of student						
E.13 Follows the child's lead to aid incidental learning.						

Community-Based/Vocational Training

	NA	IE	1	2	3	+
E.14 Uses appropriate grouping strategies (e.g., individual or small groups vs. large groups).						
E.15 Individualizes instruction and teaches meaningful & critical skills that reflect family & cultural values within age appropriate activities						

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

Professional Attributes

	NA	IE	1	2	3	+
F.1 Implements suggestions given by the Master Teacher and/or University Supervisor.						
F.2 Systematically evaluates own teaching performance.						
F.3 Conscientiously attempts to improve teaching performance.						

Collaborative/Teaming Skills

	NA	IE	1	2	3	+
F.4 Communicates effectively with families and other members of the instructional team; including families/team members from diverse cultural & linguistic backgrounds.						
F.5 Communicates effectively in written form.						
F.6 Develops cooperative working relationships with school personnel.						

Revised Spring, 2010

Other Professional Competencies

	Yes	No
F.7 Displays initiative		
F.8 Handles information about children, peers, families, colleagues and supervisors ethically.		
F.9 Accepts criticism and suggestions from the Master Teacher and/or University Supervisor.		
F.10 Is punctual (arrives on time, submits assignments in a timely manner, etc.)		
F.11 Respects the attitudes and opinions of others.		
F.12 Joins one or more professional organizations.		
F.13 Has attended a professional conference, in-service, or meeting.		

Summary of candidate's strengths:

Areas to be developed:

Evaluation completed by _____ Date: _____

Signature: _____ Date: _____

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STUDENT TEACHING POLICIES

Policy Regarding Supervised Field Experiences

Approved by the Department of Special Education April 5, 2001

Revised for ECSE by the Department of Special Education April 1, 2003

Opening paragraph revised by the Department of Special Education May 16, 2006

The Department of Special Education is committed to providing all credential candidates opportunities to participate in supervised field experiences that reflect "recommended practices" in special education. The specialization areas of Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate and Moderate/Severe Disabilities have developed the following policies to guide the placement of student teachers and on-the-job teachers. As described these include settings across the continuum of service delivery options. All student teaching and intern sites must be approved by the Department of Special Education, as verified by a signature of a specialization faculty member or Teacher Education Coordinator on the student teaching or intern application.

Deaf and Hard of Hearing: Candidates admitted to programs Fall, 2001 and thereafter must complete SPED 580DHH, an assignment of one semester, in sites approved by the Department of Special Education. These sites must be consistent with department philosophy in the area of Deaf Education. Criteria for approval of sites includes: (a) a critical mass of deaf students with opportunities to teach group lessons; (b) opportunities to develop bilingual or dual language instructional skills; and (c) availability of personnel to serve as cooperating teachers/supervisors who demonstrate communicative competence in American Sign Language.

Early Childhood Special Education: Candidates admitted Fall, 2001 and hereafter must complete two student teaching experiences in early childhood special education. For the Infant/Toddler student teaching candidates are required to participate in an approved community program for infants and/or toddlers for a minimum of 100 hours of a summer internship. For the Preschool-Pre-K student teaching candidates must participate in an approved preschool or pre-kindergarten classroom for a minimum of one semester. Candidates must have experiences in these two settings to meet all professional competencies, including those related to inclusion.

Mild/Moderate Disabilities: Candidates admitted to programs Fall, 2001 and thereafter must complete an assignment of one semester in K-12 sites, approved by the Department of Special Education. Candidates admitted Fall, 2001 and hereafter will not be able to complete requirements for SPED 570MM and SPED 580MM at segregated sites (e.g., special schools/special day classes serving only students with disabilities). Candidates working at segregated sites must obtain additional experiences in inclusive and/or integrated settings in order to meet program competencies. For candidates working in segregated sites, a minimum of 25 hours student teaching in a general education setting is required in order to meet specific program competencies; this time should not be spent merely observing.

Moderate/Severe Disabilities: Candidates admitted to programs Fall, 2001 and thereafter must complete an assignment of one semester in K-12 sites, approved by the Department of Special Education. Candidates admitted Fall, 2001 and hereafter will not be able to complete requirements for SPED 570MS and SPED 580MS at segregated sites (e.g., special schools/special day classes serving only students with disabilities). All candidates, especially those working at segregated sites, must obtain additional experiences in inclusive and/or integrated settings in order to meet program competencies. Student teachers' involvement in "integrated/inclusive" educational opportunities should begin immediately as it takes time to establish and hone collaborative relationships with general educators and other support staff. If an opportunity for integrated/inclusive education does not exist at the student teacher's current site (e.g., student works in a segregated program with no/limited access to a general education classroom), then student teachers will be asked to spend between 6-8 weeks of their student teaching practicum in a site that does allow for these opportunities.

Policy Regarding the Final Grade for Student Teaching
Approved by the Department of Special Education March 21, 2006

In accordance with university policy, a passing grade in student teaching is considered to be a "B" or higher.

Policy of Requirements for Student Teaching

Approved by the Department of Special Education April 18, 2006

- 1) A Student Teaching placement will be arranged by the full-time specialization faculty, in collaboration with the Teacher Education Coordinator. The following criteria must be met:
 - a) The placement must meet the criteria defined in the “Policy for Approval of Student Teaching Site/Assignments.”
 - b) The Student Teaching assignment must consist of a minimum of one semester (100 hours for Infant/Toddler) in instructional settings.
- 2) As a minimum, the University Student Teaching Supervisor will:
 - a) meet with the Student Teacher, both in the presence of the Cooperating/Master Teacher/On-site Supervisor, and in private;
 - b) include a minimum of 4 on-site observations (3 for Infant/Toddler) consisting of direct observation/supervision during the semester.
 - c) provide feedback after each on-site observation.
 - d) complete a midterm and final evaluation.
 - e) provide the Student Teacher an opportunity to evaluate both him or herself and the Cooperating/Master Teacher/On-site Support Provider.
- 3) Passing Student Teaching (i.e., a grade of “B” or better) is dependent on the Student Teacher's demonstration of competency in all applicable areas of the Special Education Teaching Evaluation form and associated written assignments.

Policy for Approval of Student Teaching Assignments

Approved by the Department of Special Education May 16, 2006

For students enrolled in Student Teaching, site/assignments are required to be in placements that meet the following criteria:

- a) The site/assignment must include culturally and linguistically diverse populations of learners with disabilities.
- b) The site/assignment must reflect the educational methodology and philosophy accepted and taught in the Department of Special Education’s teacher credential program, which thereby reflect recommended practices in special education; be accredited by the state; and be approved by the department, as appropriate, as a site/assignment for Student Teaching.
- c) The site/assignment must provide supervision by a qualified professional who demonstrates practices congruent with the curriculum of the Special Education credential program, and who is identified as a model by his/her supervisor and/or by Department of Special Education faculty. He/She must also meet the requirements listed in the “Policy for Approval of Cooperating/Master Teachers.”
- d) The site/assignment will allow students the flexibility in order to meet all competencies on the Student Teaching evaluation form including the use of technology for assessment, curriculum, and/or instruction, as age-appropriate for the students. If the site/assignment does not allow the student to meet all competencies, a second/alternative site is identified prior to or beginning of Student Teaching with the understanding the student will complete his or her Student Teaching practicum experience at two sites.

Policy for Changes in Student Teaching Placements

Approved by the Department of Special Education May 16, 2006

- a) Requests for changes in Student Teaching placements may be initiated by any of the following: the student, the University Student Teaching Supervisor, the Department of Special Education Teacher Education Coordinator, the Cooperating/Master Teacher, the On-site Supervisor, and/or the site principal or administrator. Requests must be in writing, submitted to the Teacher Education Coordinator, and provide a rationale for the change.
- b) Changes in Student Teaching placements, when necessary, shall be made in consultation with the University Student Teaching Supervisor, the Department of Special Education Teacher Education Coordinator, the Cooperating/Master Teacher or On-site Supervisor, and the site principal or administrator.
- c) If a change in placement is made, it may be necessary for the Student Teacher to repeat completed hours in order to demonstrate all competencies, and the change must be made by the mid-point of the Student Teaching semester. This decision is at the discretion of the university supervisor, in collaboration with the Teacher Education Coordinator.

Policy for Student Teachers Who Are Asked to Leave Their Student Teaching Site

Approved by the Department of Special Education March 9, 2010

Revised by the Department of Special Education May 4, 1010

If a student teacher is asked to leave the student teaching placement at or before the mid-point of the assignment, the candidate may receive another assignment if an appropriate placement can be found in a timely manner. *The candidate must repeat the entire period of the required student teaching assignment in the new placement.* If a new placement can't be found, the candidate must withdraw and repeat the experience.

If a student teacher is asked to leave the student teaching placement after the mid-point of the assignment, he/she must withdraw from the student teaching course. If this is the first enrollment in student teaching, the candidate may reenroll the following semester, as per the Policy for Repeating Student Teaching.

Interns who have not met competencies on a SPED 506 evaluation and subsequently convert to traditional student teaching may only enroll in student teaching one time.

Policy for Candidates Who Fail SPED 403 (Early Fieldwork)

Approved by the Department of Special Education May 4, 2010

If a student fails SPED 403 (Early Fieldwork), a Student Support Plan will be generated for that student by the 403 instructor in collaboration with the Teacher Education Coordinator.

Policy for Approval of Cooperating/Master Teachers
(for traditional Student Teachers, *not* On-the-Job)

Approved by the Department of Special Education May 16, 2006

Cooperating/Master Teachers must be recommended by a full-time faculty member of the Department of Special Education. Additionally, it is required that the Cooperating/Master Teacher must:

- a) be approved by the school district or administrator (when applicable);
- b) be certified (i.e., at minimum, hold a preliminary credential) and experienced in the area of the credential;
- c) have demonstrated a minimum of two years successful teaching experience in the specialization of the Student Teaching placement;
- d) have an instructional program that reflects the educational methodology and philosophy accepted and taught in the Department of Special Education's teacher credential program.

Policy Regarding Student Teaching While Employed as an Aide

Approved by the Department of Special Education April 11, 2002

Revised by the Department of Special Education March 9, 2010

Outdated wording re: Apprentice Program removed September 20, 2011

The student teaching experience can only be achieved by participating in one of two scenarios:

- a) **Traditional Placement** - The student teacher is placed with a cooperating teacher and is assigned to work in that person's classroom on a full-time basis. Over time, the student teacher will take on more and more responsibilities of the teacher.
- b) **On-the-Job Placement** - The student teacher is employed in a full-time special education setting, holds a short-term permit or an intern credential, and is fully in charge of his/her own classroom/caseload. This student teacher would have an assigned on-site support provider to act in the role of cooperating teacher.

The Department of Special Education does not believe a student teaching experience can be successfully achieved if the candidate is employed as a classroom aide and is attempting to take over the duties of the classroom teacher in that same setting.

Therefore, students may not student teach in a classroom where they are employed as a classroom aide at the same time. This policy is effective for students admitted to the Credential program Fall semester 2002 or later.

Policy Regarding Out of Area Student Teaching

Approved by the Department of Special Education, May 11, 2004

Revised by the Department of Special Education March 9, 2010

The Department of Special Education is committed to observing student teachers in classroom settings. Therefore, student teachers will be observed a minimum of 4 times (in ECSE: 4 times in preschool student teaching and 3 times in the early intervention assignment) by a university supervisor. Observations of students who are completing their student teaching assignments at a great distance from CSUN (e.g., more than 60 miles one way) may be conducted through at least 2 onsite classroom observations, and a combination of videos (on pre-specified topics) and technology that supports two way viewing. The observations must occur over the course of the student teaching assignment. Faculty who wish to make observation modifications should discuss them within specializations.

Policy Regarding Repeating the Student Teaching Experience

Approved by the Department of Special Education May 16, 2006

Revised by the Department of Special Education October 14, 2008

Students may repeat each student teaching experience only once. Students who fail (B- or lower) or withdraw will be allowed to register for student teaching one additional time.

Students may receive an incomplete in student teaching if: a) they are eligible per university policy; b) they can complete the requirements for the incomplete within the following semester; and c) the fieldwork hours needed do not exceed 50% of the original amount required. In ECSE, students must pass the first student teaching assignment before they will be allowed to enroll in the second.

Policy for Intern Credential Students Completing Student Teaching

Approved by the Department of Special Education April 18, 2006

Student Teachers employed on intern credentials must:

- a) complete one semester of teaching in that classroom/program before being supervised in a Student Teaching experience.
- b) apply for Student Teaching by following regular procedures. Approval of the school and classroom/program where the student is employed is subject to the Departmental "Policy for Approval of Student Teaching Site/Assignments."

SPECIALIZATION SPECIFIC POLICIES

MILD/MODERATE SPECIALIZATION

Policy Regarding Student Teachers Working in Segregated Sites

Approved by the Department of Special Education Fall, 1998

The following competencies must be demonstrated while completing a minimum of 25 hours of mild/moderate student teaching in a general education setting. This time should not be spent merely observing.

TPE 11: Social Environment

11.3 Encourages constructive interactions with typical peers across instructional settings

TPE 13: Professional Growth

13.4 Collaborates with general education classroom teachers and other school and community personnel to integrate students across instructional environments

MODERATE/SEVERE SPECIALIZATION

Policy Regarding Student Teaching and Concurrent Coursework

Approved by the Department of Special Education May 9, 2002

Students enrolled in the Moderate/Severe student teaching fieldwork and seminar experiences must have successfully completed SPED504MS and SPED505MS prior to student teaching.

This policy applies to students admitted to the credential program for Fall 2002 or later.

Policy Regarding Students Working Toward a Credential in Special Education in the Area of Moderate/Severe Disabilities

Approved by the Department of Special Education February 22, 2001

Candidates admitted to programs spring 1998 and hereafter must complete an assignment of one semester (at least 15 weeks) in K-12 sites, approved by the Department of Special Education. Candidates admitted spring 1998 and hereafter will not be able to complete requirements for SPED 570MS and SPED 580MS solely at segregated sites (e.g., special schools/special day classes serving only students with disabilities). All candidates, especially those working in segregated sites, must obtain additional experiences in inclusive and/or integrated settings in order to meet program competencies. Student Teaching sites must be approved prior to Student Teaching. Student Teachers are responsible for meeting with their advisor the *semester prior to Student Teaching* to acquire site approval.

Suggestions on how Student Teachers may meet competencies related to inclusive education:

- a) Student Teachers must collaborate/team with at least two general education teachers on an on-going basis: e.g., co-planning, co-teaching if applicable, problem solving, sharing relevant assessment information about inclusion/disabilities/conducting ability awareness training sessions, etc.
- b) Student Teachers must participate in the design and delivery of core curriculum in at least two academic areas: e.g., co-plan lessons/units with general educator, create and implement curricular adaptations/modifications, teach specific skills, provide on-going support to all students.
- c) Student Teachers must integrate/include at least three students in a general education classroom on a consistent basis; e.g., students with disabilities must enter/be a part of the GED classroom versus only having students without disabilities come to the special day class; and efforts must be made to ensure long-term continuity of programming (for example, work with general educator and peers to establish natural supports, training of aides/other support staff to ensure student remains in integrated

setting once Student Teaching ends, helping the student with disabilities to develop friendships/become a member of the class, etc.). For elementary/middle school age children, integration/inclusion efforts must include integration into some academic courses; for high school age students, integration/inclusion efforts may include community based/vocational training and integration into “electives.”

- d) Student Teachers must have experience working with at least three of the five California categories comprising moderate/severe disabilities. Previous work and/or early fieldwork experience may count toward meeting this competency. It would be expected that most of the students supported would function significantly below grade level in the academic areas addressed. Five categories under severe disabilities include: (a) deaf/blind, (b) mental retardation, (c) multiple disabilities, (d) autism, and (e) emotional disturbance.

Student Teachers involvement in “integrated/inclusive” educational opportunities should begin immediately as it takes time to establish and hone collaborative relationships with general educators and other support staff. If an opportunity for integrated/inclusive education does not exist at the Student Teacher’s current site (e.g., student works in a segregated program with no/limited access to a general education classroom), then Student Teachers will be asked to spend between 6-8 weeks of their Student Teaching practicum in a site that does allow for these opportunities.

Policy Regarding Transfer of Specialization
(Early Childhood Special Education Specialization Only)
Approved by the Department of Special Education April 20, 2004

The procedure for applying to transfer from one credential specialization area to another is as follows:

1. The student requesting the transfer must have an interview with a faculty member in the new specialization area and bring the following:
 - Unofficial transcripts
 - Three letters of recommendation,: one from a faculty member in the previous specialization, one from a direct supervisor, and one from a person familiar with the student's experience in the specialization area being requested
 - Letter of justification for applying to new specialization area
2. The Teacher Education Committee will review the specialization transfer request with supporting documents and take the request under advisement.
3. The student will be informed of the decision in writing.

The Cooperating Teaching Handbook was modified in Fall Semester, 2011

**by the Teacher Education Committee
of the Department of Special Education**

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