



Preliminary Education Specialist Credential Program Handbook



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PREFACE

This handbook for the Preliminary Education Specialist Credential program has been developed in collaboration among special education program faculty, the School of Education's credential and student services specialists, and with feedback from students in the program. It is aligned with academic and professional expectations expressed by the California Commission on Teacher Credentialing (CTC), Sonoma State University, and the School of Education. The topics covered in this handbook range from our broad mission and conceptual framework, to specifics about rules and regulations, to information about important program activities.

There is rich information about our program and expectations contained in this handbook and we hope you find it useful. However, we encourage all of our candidates to seek the advice and assistance of appropriate faculty or staff members when more in-depth advising is desired.

As we prepare candidates to teach children with special needs, the faculty at SSU wishes to encourage you to be an agent in your own education, as well as an advocate for all people with disabilities. We are proud to work with you toward your goal of becoming an effective special educator.

Jennifer N. Mahdavi, Ph.D, BCBA-D
Professor and Department Chair
2019

EDUCATION SPECIALIST CREDENTIAL PROGRAM

At Sonoma State University, the Preliminary Education Specialist Program (ES) prepares special educators who provide effective education, respect, and individualization for individuals with special needs, and who are committed to ongoing professional growth and reflection in their careers. Specific attributes of our program include:

- Proficiency in curriculum and instruction across life domains for individuals with disabilities
- Faculty committed to providing a high-quality special education teacher preparation program
- Instruction designed to challenge candidates to acquire the knowledge, skills and dispositions necessary to be effective educators and advocates for individuals with disabilities
- Empirically based course content that reflects best practice in special education
- Evening classes
- Learning opportunities that emphasize professional reflection and growth

SOCIAL JUSTICE, MISSION STATEMENT, AND ETHICAL PRINCIPLES

The mission of the Education Specialist Program is the advancement of excellence within the special education profession. Central to this mission is the crafting of special education preparation programs that reflect best practice, empirical support, as well as values founded in respect for the humanity, educational progress and improved lives of learners with disabilities. The core values of our program center upon educational and social success as dynamic contributors to quality lives for students with disabilities. Specifically, we prepare special educators who are:

- Proficient in curriculum and instruction across life domains for individuals with disabilities
- Knowledgeable and thoughtful about assessment practices and connecting various technologies and paradigms of assessment with individualized educational plans for individuals with special needs
- Skilled in the practices and dispositions necessary for effective collaboration with general educators, interdisciplinary team members and parents, aimed at improving educational services for individuals with special needs
- Informed about and appreciative of the myriad of cultural, linguistic, social and personal factors faced by individuals with special needs and their families
- Committed to inclusive educational practices
- Committed to ongoing professional growth and reflection in their careers

The School of Education Social Justice Mission Statement elucidates the mission and priorities of our program, which is structured to reflect these core values. You will hear the ideas and values contained in the statement discussed often in your classes and you will be expected to reflect upon their influence on your work.



Social Justice Vision

Advancing social justice in schools and communities through excellence in education.

Social Justice Mission

The School of Education provides transformative educational experiences through teaching, research, and key initiatives. We prepare undergraduates, graduate students, and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish.

Core Values

- **We believe** that examining and respecting human differences is central to educational inclusivity.
- **We believe** that collaboration and community partnerships strengthen our work.
- **We take** a critical and reflective stance in light of educational and social inequities.
- **We are committed** to equity and access in education for all.
- **We promote** meaningful learning through theoretically sound and research-based pedagogies.

Person-First Language

In our program, we are committed to the use of “person-first language,” which is one element of unbiased language use advocated by the American Psychological Association (APA), the Council for Exceptional Children (CEC), and many other organizations for people with disabilities. By using person-first language, we acknowledge and respect that all individuals are people, before anything else. We define each person not by his or her disability, but by his or her identity. For example, we do not say “a learning disabled person,” we say “a person with a learning disability.” We say, “a boy with emotional disturbance,” not “an emotionally disturbed boy.”

Faculty members in the Education Specialist Credential Program adhere to these guidelines as they are commensurate with our beliefs about the primacy of people over any abilities or disabilities they may have. It may feel awkward, at first, to speak and write according to person-first language. We will gently correct you when you lapse from this preferred usage and, no doubt, you will soon internalize this more respectful, less biased method of speech!

Council for Exceptional Children (CEC) Ethical Principles for Special Education Professionals

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with

exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills

Adopted by the CEC Board of Directors, 2015

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Code%20of%20Ethics.pdf>

RESOURCES FOR CREDENTIAL CANDIDATES

Faculty

Faculty Members

Dr. Sandra Ayala
Associate Professor

Dr. Jennifer Mahdavi
Professor, Chair

Dr. Suzanne O’Keeffe
Assistant Professor

Dr. Elizabeth Ducey
Adjunct Professor

Adjunct Faculty Members

Ms. Linda Wyoming Irwin
Ms. Laura Temple

Mr. Mark Kohls
Mr. Alex Goitein

Ms. Susan Langer

Important Links

SSU	http://www.sonoma.edu
School of Education	http://www.sonoma.edu/education
ELSE Department	http://www.sonoma.edu/else
Credentials Office	http://web.sonoma.edu/education/services/index.html
School of Education Applications	http://www.sonoma.edu/education/admissions/how-to-apply.html
Schulz Information Center	http://libweb.sonoma.edu/
Web Help Desk	http://www.sonoma.edu/it/helpdesk/ (707)664-HELP

California Credential Information and Exams

CCTC: Commission on Teaching Credentialing	http://www.ctc.ca.gov/
CDE: California Dept. of Education	http://www.cde.ca.gov/
CBEST	http://www.cbest.nesinc.com
CSET	http://www.cset.nesinc.com
RICA	http://www.rica.nesinc.com

Overview of Preliminary Education Specialist Credential Programs

The Preliminary Education Specialist Credential Program offers Credentials in Mild/Moderate Disabilities (M/M) and in Moderate/Severe Disabilities (M/S). All credential candidates complete common core courses and then specialize to complete credential specific courses.

The Early Childhood Studies Integrated Teacher Education Program: Special Education (ECS-ITEPSE) allows undergraduate students to earn a bachelors degree in ECS and a preliminary education specialist credential within four years and 135 units. Students in the ECS-ITEPSE must pursue frequent advising as they need to meet requirements for an undergraduate degree as well as the credential.

Credential Authorization Areas

Mild-Moderate Credential	Moderate-Severe Credential
<ul style="list-style-type: none">● specific learning disabilities,● mild/moderate intellectual disabilities,● emotional disturbance,● autism,● and other health impairment	<ul style="list-style-type: none">● moderate/severe intellectual disabilities,● emotional disturbance,● autism,● deaf-blindness,● and multiple disabilities.

Candidates may choose to enroll in the ECS-ITEPSE and earn a credential while an undergraduate. Candidates who have earned a degree already may follow a traditional credential program, to add an education specialist credential to an existing multiple or single subject one, or to become intern teachers.

The *ECS-ITEPSE* pathway is an intensive program. Coursework plans must be followed carefully to meet all requirements within the 4-year timeline. Credential courses may be taken beginning in the junior year and will span four phases/semesters.

The *traditional* credential program is organized into three phases. Traditional candidates take classes full-time and participate in 12 weeks of student teaching as a culminating apprenticeship. The first phase is designed for traditional credential candidates and provides coursework required for intern eligibility. Candidates who hold a previous credential typically begin the program in Phase Two.

Intern teachers are taking credential courses while also being fully employed as special educators in a school or district. *Interns* take the same basic credential coursework, and are bound by the same policies and procedures as all Education Specialist candidates, except for selected fieldwork and student teaching requirements. Instead of participating in course-aligned field experiences (EDSP 421B, EDSP 422B and/or student teaching), interns are provided with university supervision in their K-22 classrooms throughout their internships, which typically range between two and three semesters.

Candidates who do not hold a credential should begin the program during the SPRING semester, which is designated as PHASE ONE. Such candidates choosing to begin the program in the fall semester will be following an extended program plan. *ECS-ITEPSE* students will typically begin courses during the fall of the junior year.

Candidates who have a previous credential will have met most requirements of phase one, and must begin the program during the FALL semester, which is designated as PHASE TWO.

Program Design and Course Requirements

Co-requisite (3 Semester Units):		
*EDSP 430 (3) Introduction to Special Education		
Phase 1 (Spring) Coursework		
All Candidates without Previous Credentials		
<p>Focuses on developing an understanding of disability, special education, and developing pedagogical knowledge and skills. Candidates join general education credential candidates in courses that focus on basic reading and math skills and teaching English Learners. Candidates complete 45 hours of fieldwork in the Early Fieldwork Practicum.</p>	<p><u>14 units (17, if adding EDSP 430)</u></p> <p>EDSP 421A (3) Effective Practices that Support Diverse Learning Needs</p> <p>EDSP 421B (1) Early Field Experience</p> <p>*EDSP 421C (1) Using Educational & Assistive Technology</p> <p>EDSP 421D (1) Healthy Learners & School Environments</p> <p>EDMS 463 (3) Teaching Reading & Language Arts in Elementary School</p> <p>EDSS 446 (4) Language & Literacy Across Curriculum: Mid/Sec Schools</p>	
	Phase 2 (Fall) Coursework	
<p>Focuses on developing skills specific to special educators including learning to administer formal assessments, IEP development, developing and implementing positive behavior support plans, communication development (M/S) and developing academic performance for students with mild to moderate disabilities (M/M). Students complete 60 hours of fieldwork during Phase Two in the same classroom where they will participate as a Student Teacher.</p>	<p><u>14 units (17, if adding EDSP 430)</u></p> <p>EDSP 422A (3) Case Management & Transition Planning in SPED</p> <p>EDSP 422B (1) Participant Observation/Fieldwork & Seminar</p> <p>EDSP 423 (3) Assessment of Students with Disabilities</p> <p>EDSP 424 (3) Positive Behavior Support for Students with Disabilities</p>	
	Mild/Moderate	Moderate/Severe
	<p>EDSP 425 (4) Developing Academic Performance of Students with Disabilities</p>	<p>EDSP 426 (4) Communication Development: Assessment & Instruction</p>

Phase 3 (Spring) Coursework		
<p>Student teaching occurs in the classroom of a resident teacher over the course of twelve weeks, at a minimum. The placement is made through SSU by the Director of Field Placements.</p> <p><i>Note: Due to the intensive nature of student teaching, candidates are restricted to taking one additional academic class during the student teaching semester.</i></p>	EDSP 460 (4) Teaching Event Seminar	
	Mild/Moderate	Moderate/Severe
	EDSP 465 (9) Student Teaching	EDSP 467 (9) Student Teaching
	EDMS 474 (3) Mathematics in the Elementary School	EDSP 428 (4) Teaching Students with Moderate/Severe Disabilities
	16 units	17 units
ECS-ITEPSE Students		
ECS-ITEP students will partially follow the pattern set above. However, each one will have a unique program, spread over 4 rather than 3 phases. Please work closely with your advisor to develop your plan.		
Interns		
Interns follow the same program pathway as all candidates with the exception of any fieldwork requirement and related seminar. Interns enroll in a maximum of 13 units, which must include EDSP 481: Intern Seminar. Intern program plans are individualized and developed in collaboration with the Intern Coordinator.		
Candidates with Previous Credentials		
*EDSP 430 and EDSP 421C are program requirements even for candidates with previous credentials. Other courses may have been met through the initial credential program. Please refer to your individualized program plan.		

EXPECTATIONS THROUGHOUT THE PROGRAM

Teacher Candidate Ethical and Professional Behavior Policy

Throughout prerequisites and program courses, candidates shall demonstrate personality and character traits that satisfy the standards of the teaching profession as well as the dispositions outlined in the Conceptual Framework of the School of Education. Since teaching is a profession rooted in developing relationships and since teachers are held to high professional standards and behaviors, the School of Education expects all teacher education candidates to demonstrate professional behavior in all components of the teacher credential program.

The teacher education faculty, including field site supervisors, of the School of Education will assess student behavior for correspondence with professional standards and School of Education expectations. Faculty will consider student conduct in the initial pre-program interview, all pre-requisite and program coursework, and field placements. Faculty may also consider information from other higher education faculty, university staff, and public-school personnel who have had direct contact with the candidate. Evidence for these assessments may include course tests and assignments, observations, and interviews.

If a student is shown to have engaged in inappropriate behavior, the following procedures will be followed:

- The candidate will meet with the Program Director, the Department Chair, and/or a relevant faculty member for a discussion of the behavior of concern. This meeting will provide all parties with an opportunity to present information about the incident(s) in question. In some cases, the student will be asked not to attend classes until the case is settled.
- The Department Chair, after consultation with department faculty, will determine an appropriate course of action to address the behavior. Remedies may include, but are not limited to, completion of program-related assignments, recommendation for appropriate counseling, and termination from the program.
- After meeting with the student, the Department Chair must notify in writing all appropriate persons and offices (School of Education Director of Student Services, Dean of the School of Education, and if appropriate, the Disability Services for Students center. The Department Chair maintains all records supporting the decision.
- Students who disagree with the Department Chair's decision may meet with the Dean of the School of Education. If the Dean and the student do not come to a satisfactory resolution, the student may appeal the decision through the SSU Student Grievance Policy.

http://www.sonoma.edu/uaffairs/policies/student_grievance.htm

Please see the Field Placement section of this handbook for further information about ethical and professional behavior specifically related to field placements.

For more information about these standards please see the following sources for descriptions of appropriate, professional behavior in the teaching profession: the California Commission on Teacher Credentialing Rules of Conduct (<http://www.ctc.ca.gov/credentials/rules-of-conduct.html>), and the National Education Association Code of Ethics (<http://www.nea.org/home/30442.htm>).

Advising

Our Education Specialist (ES) Program offers candidates advising sessions during key program events as well as academic advising each semester.

Orientation Advising

In the letter informing you of your admissions into the program, you are notified of your initial advising/orientation date. You must attend this mandatory advising session. At this meeting you will receive vital information regarding our overall program expectations as well as map your anticipated course of study via completion of a Program Planner.

Group Advising

Each semester we offer Group Advising sessions in your regularly scheduled ES classes. Dates for these sessions will be announced in your classes and via email and will occur a week or two prior to registration for the next semester. At these sessions we will provide any significant program updates, provide you an opportunity to ask general programmatic questions, disseminate any needed forms/petitions, and ask that you review your Program Planners to ensure you remain on track with your anticipated course of study.

Note: It is your responsibility to review and monitor your course of study. If you miss a Group Advising session it is your responsibility to seek this information by scheduling an appointment during regular office hours with the appropriate program advisor.

Program Completion Advising

Candidates who are completing the program will be provide a final advising session during their Teaching Event Seminar and/or Intern seminar to review all final program requirements and expectations.

Additional Advising

If other questions surface during the semester, please contact the appropriate program advisor or the Department Chair for individual advising. Address questions about credentialing requirements to the Credentials Office in 1078 Stevenson, 707-664-2832.

Change of Name/Address/Contact Information

Be sure and keep an updated, accurate address on file in the Credentials Office. Please, at all times, use your Sonoma.edu email!

Campus Policies

The School of Education adheres to all SSU policies, a list of which may be viewed at this link: <http://www.sonoma.edu/uaffairs/policies/>

This section of the handbook highlights some of the more relevant policies.

Class Attendance

Given the professional nature of the Education Specialist program, punctual attendance and active participation in class and online activities will be included as part of the grading criterion for each course. Please refer to each course syllabus for details on the attendance, tardiness, and participation expectations for each class.

The campus attendance policy states:

Class attendance is an important part of a student's university experience. However, there are legitimate reasons for missing class, such as illness, accidents, death of a close family member, jury duty, religious observance or representing the University at officially approved University activities. Students should be cautioned that even though absences may be for legitimate reasons, such absences can impair performance and result in a lower grade. Faculty have primary authority for setting class attendance policy according to discipline standards. There are class activities, such as labs, assignments and discussions that cannot reasonably be made up.

When students are absent from classes, it is their responsibility to provide the instructor with due notice and documentation when possible, and to inform the instructor of the reason for absence. Students are also responsible for requesting, in a timely manner, to make up missed assignments and class work if these are reasonably able to be provided.

Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are also responsible for providing an opportunity to complete make-up work or grade substitution, if the instructor determines that such is reasonably able to be provided.

Grades & Incompletes

You must maintain a cumulative 3.0 grade point average (GPA) in all program coursework and receive positive recommendations from your instructors, field supervisors and mentor teachers in order to remain in good standing in the program.

Please refer to SSU policy regarding academic probation and academic disqualification at: <http://www.sonoma.edu/uaffairs/policies/academic>

In addition, you must earn a letter grade of "C" or better in all required credential courses. This includes successful completion of all course assignments – that is – candidates may not elect to miss or not submit key course assignments as these are tied to specific program or state standards.

Incompletes will be permitted in accordance with university policy. The incomplete grade indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health problems. If the Incomplete is not converted within the prescribed time limit, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned a grade.

Grade Appeals and Grievances

Candidates may appeal course grades that they believe to be arbitrary, unreasonable or capricious by following the University Grade Appeal Procedures (available on the SSU website). All other appeals are covered by the University Student Grievance Procedures available at:

http://www.sonoma.edu/uaffairs/policies/student_grievance.htm

Academic Honesty Policy

It is the policy of Sonoma State University to be pro-active in dealing with issues of cheating and plagiarism. Faculty members are encouraged to discuss with students academic ethics and the formulation of one's own intellectual material. It is also the policy of Sonoma State University to impose sanctions on students who cheat or plagiarize. Students are expected to be honest in meeting the requirements of courses in which they are enrolled. Cheating or plagiarism is dishonest, undermines the necessary trust upon which relations between students and faculty are based, and is unacceptable conduct. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanction, including probation, suspension, or expulsion.

http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

Accommodations for Students with Disabilities

If you are a student with a disability and you require academic accommodations you must register with the campus office of Disability Services for Students, located in Salazar Hall Room 1049 or via phone at 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made.

<http://www.sonoma.edu/dss/>

Procedures for Waiving a Required Course

Any course in the Education Specialist program may be challenged or waived. If candidates believe that they have taken equivalent coursework, they must complete a [Request for Substitution of School of Education Requirements](#) and submit it to the Department Chair. A grade of “B” or better in previous coursework is required in order to be considered for equivalency. Students must submit the syllabus of the course that they have previously taken and their grade transcript.

Technology Use

The field of special education is greatly supported by the use of technology. In many ways, it has evolved because of technology (speaking/listening devices; text to speech, speech to text; video instruction; digital picture schedules and communication boards; assessment tools; and more) In your course work you will be given opportunities to learn more about the pedagogy and integration of technology in special education classrooms to improve student outcomes and to meet the California Standards for the Teaching Profession (CSTP). Additionally, as a credential candidate you will be required to utilize technology to support your own educational goals such as researching and writing graduate level papers, which is best done via computers. The following is helpful information regarding technology expectations to successfully accomplish your work in the credential program.

- **Email:** It is imperative that you check your Sonoma State email daily for class information, notes from your course instructor, advising, scheduling and more. All official communication at SSU occurs via email.
- **Devices and computer literacy:** You will need access to a computer, tablet, or device; feel free to bring it to classes for note taking, research, or collaborative projects. You must know your way around a computer, navigate the internet using typical browsers, use basic word processing programs, and create electronic presentations.
- **Canvas:** Canvas is a Learning Management System (LMS) that faculty may use to present course content and resources, supplemental instruction, or electronic methods of assignment submission. Be prepared to engage with the LMS as a class requirement.
- **Cameras and Video:** Before taking pictures or videos of your students in classrooms you must first have signed consent from parents or guardians. Pictures and videos, taken with permission, should be used for only for academic and instructional purposes and **not ever** placed on public social media sites. Be mindful when taking pictures of classroom walls that sensitive information may be posted on walls and should not be shared publicly.
- **Netiquette:** Internet Etiquette includes respectful and appropriate language when communicating with others in discussion forums online. Also, maintain confidentiality of students, mentor teachers, and peers as you post online.

- **IT Help Desk:** In Schulz 1000, the IT Help Desk provides support to students in learning about software tools and (computer/tablet) devices, as well as with log-in and password issues. (707) 664-HELP (4357)

Certificate of Clearance: Notice of Delay

When a person applies for a Certificate of Clearance or a credential via the California Commission on Teacher Credentialing (CCTC), a thorough criminal background check is performed by the CCTC. In some cases, if an applicant has a previous criminal record, including any DUI charges, the CCTC requests additional documentation before a Certificate of Clearance or credential can be granted. This may result in an applicant appearing on a Notice of Delay list. The policy below describes the implications appearing on such a list would have on a School of Education student.

If you have a previous record and would like to discuss the clearance process prior to applying for your Certificate of Clearance, please contact our office at credentials.office@sonoma.edu or 707-664-2832.

Notice of Delay Policy

When students in our programs are placed by CCTC's Professional Practices Division on a Notice of Delay list, they will be immediately placed on a leave of absence from our program (not necessarily removed from the program) until the issue that placed them on the Notice of Delay list is resolved. Individuals on a Notice of Delay list, by law, are not allowed to participate in pk-12 classrooms.

Students on a Notice of Delay list are not allowed to continue in coursework, field related or not, until the Division of Professional Practices has made a determination about their status. Should a student appear on a Notice of Delay list, he or she must immediately contact the appropriate department chair in the School of Education to address this issue.

If a student is removed from courses and he or she is otherwise making satisfactory progress in the program, the withdrawal will be grade neutral (w); fees will not be refundable under this type of withdrawal unless otherwise allowed by University policy. If a school district continues to allow a student on a Notice of Delay list to participate in a pk-12 classroom, as an intern, substitute teacher or in any other capacity, it is clear that the student will be under the responsibility of the school district and not Sonoma State University.

Important: Being placed on a leave of absence from the School of Education does not equal being on a leave of absence from the University. If an enrolled student does not resolve a Notice of Delay issue & re-enrolls within 1 semester after being removed from coursework, he or she will need to reapply for University admission in order to register for courses in a subsequent semester.

Key Program Assessments

Your progress as an Education Specialist candidate is determined by both successful course completion as well as your performance on key programmatic assessments. You are expected to complete all course assignments which are aligned to state standards for teacher preparation. In addition, our program has additional performance measures which ensure that you have anticipated knowledge, skills and activities to become an effective special educator. You must successfully complete each key assessment to be recommended for a teaching credential.

Teaching Event

The Teaching Event is a culminating program assessment which ensures your competence as a beginning special educator. It is aligned with the [California Standards for the Teaching Profession \(CSTPs\)](#) and the [Teacher Performance Expectations](#). This multiple step written activity is divided into 4 segments including:

- **Teaching Event Task 1: Context for Learning** To better understand your teaching environment, you must place it in the broader context of the community from which your students come and the school in which your classroom is situated.
- **Teaching Event Task 2: Assessing Student Learning** Before teachers begin planning instruction for their students, they must discover what skills and abilities the students already have so that they can teach to the students' ability levels. To help you plan for your teaching event, you will begin by assessing the baseline skills of your selected students.
- **Teaching Event Task 3: Planning, Providing and Evaluating Instruction & Assessing Student Learning** In this segment, you will plan a series of lessons according to the needs of your selected students. You will also provide and then evaluate the results of the instruction, reflecting not only on your own teaching, but also on the progress made by your students.
- **Teaching Event Task 4: Reflecting on Teaching & Learning** The final teaching task is designed so that you reflect upon the work you did to assess, plan for, provide and evaluate student learning as well as to provide commentary on your instructional practices. An important part of being a special education teacher is the ability to analyze your teaching and the learning of your students so that you may continually improve your ability to reach individuals with special needs.

Evaluation of Student Teaching/Internship

Sound professional practice and the standards of the Commission on Teacher Credentialing require that the student teaching experience be reflectively and self-critically evaluated. The Resident Teacher (for Student Teachers) or Support Provider (for Interns), University Supervisor and credential candidate complete a clinical practice evaluation. At Sonoma State University, this evaluation formally occurs two times during the student teaching practicum ([Midterm = 6 weeks and Final = 12 Week](#)) although ongoing (formative) feedback to the student teacher is essential. Interns are formally assessed at the end of their first semester (Midterm) and at the end of the semester in which they complete the Teaching Event (Final).

As well, the ES program uses the [Pre-service Observation Instrument for Special Education \(POISE\)](#) for formative assessment during classroom observations and debriefs. Each element of POISE describes a high-leverage practice demonstrated by research to make special educators more effective teachers to students with special needs. POISE is designed to be used interactively, with the teacher candidate engaging in self-evaluation while the university supervisor provides feedback and coaching.

Program Completion and Exit Interview

During the final semester, completing candidates attend an exit interview where the application process for the ES Preliminary credential and the ES Clear Credential requirements are described. Candidates complete the departmental exit interview and CSU exit survey procedures which are explained at this meeting.

Recommendation for Credential

Recommendation for an ES credential is based upon many factors including successful completion of university coursework, satisfactory completion of all key program assessments, positive evaluation of teaching competencies, and the recommendation of the Department of Educational Leadership and Special Education for the ES credential. This recommendation must be completed before the candidate's application for the credential can be processed.

Application for the Credential

To apply for the ES Preliminary credential, candidates complete the application provided at the exit interview. The application is turned in to the credentials office, the credential analyst reviews the student's file and given the completion of all requirements and the recommendation of the department, the credential analyst electronically submits the application for the Preliminary credential. Within two weeks of submission, candidates will receive an email from the Commission for Teacher Credentialing requesting an electronic payment at a secure website. Once payment is received, the credential application is typically processed within two weeks. An electronic copy of the credential is emailed to the newly credentialed teacher.

Clear Induction

Upon successful application and receipt of their credential, candidates will hold a Preliminary Education Specialist Credential. Candidates will be required to complete the requirements noted on their preliminary credential prior to issuance of a Clear credential.

EDUCATION SPECIALIST CREDENTIAL FIELDWORK

What follows is designed as a working guide for all members of the fieldwork team – credential candidates, resident teachers, school administrators and university supervisors. It outlines the roles and responsibilities of each member, the guidelines for planning and implementing teaching activities, and instructional competencies credential candidates should acquire during their assignments. While every effort has been made to be comprehensive and clear, we recognize that not all individual needs can be anticipated; we therefore expect that discussion among team members will be required to clarify and adapt these guidelines to specific school settings and particular situations.

We look forward to a stimulating, rewarding and successful fieldwork experience for all involved.

Description of Field Placements

To prepare our Education Specialist candidates for successful entry into the field of special education, we require that all special education credential candidates participate in field-based experiences during each phase of their credential program. These sequentially designed experiences help bridge theory to practice and culminate in a Student Teacher Practicum or an Internship. Our field-based classes include (1) the Early Fieldwork Practicum, (2) Participant Observation Practicum, and (3) the Student Teaching Practicum or (4) Internship. All credential candidates participating in practicum courses have been formally admitted into our credential program and have completed the statutory requirements (Certificate of Clearance/Fingerprinting, Legal Seminar/Mandated Reporting Requirements) that permit them to begin observing/working in schools.

Selection of Fieldwork Sites

Following the policy developed with the Education Specialist Community Advisory Committee, the Director of Field Placements works with public and nonpublic special education administrators to identify appropriate student teaching placements for the candidates. Placements are selected to be representative of current practices within the field of Special Education. Candidates working as paraprofessionals in a special education setting may be able to fulfill fieldwork requirements in their workplaces if the classroom teacher and school administrator approve.

Criteria for site selection

- Recommendation by the local district administrator responsible for special education programs of an appropriate site for field work/student teaching
- Confirming recommendation by the school site principal
- Demonstrated excellence on the part of the school, resident teachers, and support staff. Evidence of excellence includes: compliance review data, standardized achievement results, program quality review data, school report card, productive staff development programs
- Informal reputation in the community as effective schools and resident teachers which are supportive of students with diverse learning needs

- Diversity of student population within the school and classroom program
- Access to educational technology at the school

Criteria for resident teachers

- Have demonstrated interest and ability in mentoring credential candidates and/or supervising student teachers
- Are fully certified and have at least three years of experience with the credential appropriate to the student population they teach
- Have been recommended by their administrators
- Have indicated to the University their willingness to engage in supervision and collaborative teamwork via their agreement to the terms and conditions of our *Field Placement Handbook*
- Are flexible and will to work with the credential candidate to:
 - Provide opportunities for candidates to design, organize and implement curriculum
 - Discuss and apply research-based pedagogy that they are learning in their SSU course work
 - Allow opportunities for the above, even when using scripted or mandated programs
 - Support the development and implementation of the Teaching Event, which is described in detail elsewhere in this handbook.
 - Provide opportunities for candidates to observe a variety of instructional models in the class and/or in the school
 - Facilitate opportunities for students to observe or work in general education classrooms that include students with disabilities.
 - Meet with the university supervisor to review candidates' progress and review best practice for teacher preparation.
 - Assist candidates to develop connections, extensions and appropriate modifications and adaptations to state and mandated curriculum.

EARLY FIELDWORK PRACTICUM

The EDSP 421B: *The Early Fieldwork Practicum (EFP)* is a course taken in *Phase One* of the Preliminary Education Specialist Credential Program. It is designed to provide an overview of special education classrooms in the community and support credential candidates to explore the teaching profession in a focused, reflective way and begin to bridge what they are learning at the university with what they are observing in district classrooms.

- Candidates observe in 3 different special education classrooms. These classrooms will represent 3 special education settings (e.g., self-contained class, resource specialist program, mainstream/inclusion or co-taught) across elementary, middle and high school, and serving students across the continuum of ability/disability.
- Candidates will observe in each classroom for 12-15 hours. These hours will be divided so that observations occur:
 - once a week for approximately 4 hours
 - 4-5 consecutive weeks.
- Candidates will have observation assignments to complete each week of the observation period.

EFP District Participation.

We continuously seek schools and teachers who are willing to have credential candidates observe in special education classrooms. Participating schools and classrooms will host three Education Specialist candidates each semester, one candidate at a time. The first candidate will spend approximately one month of EFP in the special education classroom, one day a week. At the end of the first rotation, a second candidate will begin the EFP for the next 4-5 weeks, followed by a third candidate for a final 4-5 week EFP observation period. We ask that the teacher participate, for each candidate in each rotation, by:

- Working with the candidate to arrange a schedule for observations.
- Signing a time card of observation hours, provided by the candidate.
- Providing the candidate with a summary of the day's activities that s/he will observe.
- Scheduling one meeting in week 2-3 to discuss how you make decisions about your curriculum, instruction, assessment and classroom management.
- Providing guidance in developing a lesson plan that is aligned to the curriculum used in your classroom and appropriate for your students that is turned in to SSU.
- Facilitating an observation of a general education classroom that includes students on your caseload.
- The Education Specialist candidate may work directly with students if requested to do so by the classroom teacher, but it is not a requirement for the EFP.

PARTICIPANT OBSERVATION PRACTICUM

EDSP 422B: *Participant Observation Practicum (POP)* is a course taken in *Phase Two* of the Preliminary Education Specialist Credential Program. It is designed to allow credential candidates an opportunity to explore the role of Special Education teacher in a systematic and focused way and to prepare them for their student teaching experience.

- Candidates will work in a special education classroom one day or two mornings each week for 12 weeks.
- This experience leads to a full-time student teaching placement in spring semester, in the same classroom.
- Candidates will complete an assessment case study, design and implement a behavior plan and become responsible for teaching a small group of students under the teacher's supervision.
- Candidates will learn about the school community, classroom curriculum, collaborative partners and the responsibilities of the special education teacher.
- The POP mentor teacher must recommend the candidate for student teaching in that classroom on the [POP Evaluation](#) for the candidate to successfully move to the next stage.

POP District Participation.

We continuously seek schools and teachers who are willing to allow credential candidates to complete their *Participant Observation Practicum* and subsequent Student Teaching Experience in their special education classrooms. We ask that the teacher participate by:

- Introducing the candidate to the specialists with whom you collaborate.
- Allow and assist the candidate to complete an assessment case study.
- Support the development and implementation of a behavior change project.
- Provide access to curriculum materials and guidance in developing lesson plans.
- Facilitate teaching small groups of students, eventually designing lessons and monitoring student outcomes, if possible.
- Permitting the candidate to observe one IEP meeting, if possible.
- Making yourself available to discuss how you make decisions about your curriculum, instruction, assessment and classroom management.
- Working with the candidate to prepare for a full time student teaching placement in the spring.
- Signing a time card of observation hours, provided by the candidate.
- Completing a [short evaluation](#) at the middle and end of the placement.

STUDENT TEACHING PRACTICUM

Student teaching is a culminating experience that occurs in the final (Phase Three) semester of the program. During the student teaching semester, the credential candidates have opportunities to make connections between theories and best practices learned in their coursework and the realities of classroom life as the full responsibilities of a classroom teacher are assumed.

- Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected Resident Teacher.
- All student teaching placements are arranged by the School of Education (SOE) Director of Field Placements.
- The placement is made through SSU, with the candidate's requests as to location and grade level taken into consideration.
- The candidate works in the classroom for the full length of each school day and related professional activities, including faculty meetings, IEP meetings, Back to School or Open House nights, and parent conferences.

Student Teacher: Roles and Responsibilities

This section addresses Sonoma State University's expectations of each student teacher in regards to instructional roles, non-instructional roles, evaluation, and university course work.

Non-Instructional Role

Daily Schedule. The student teacher will follow the daily schedule of the school to which he/she is assigned. Details of the schedule will be developed with the resident teacher.

Absences. The student teacher should notify his/her resident teacher and university supervisor if he/she will be unable to attend. Specific procedures for reporting absences should be clearly outlined.

School Policies and Procedures. The student teacher should become knowledgeable about the total school program. Often there will be a site handbook that should be read. The resident teacher should outline the general rules and procedures by which the school operates.

Dress. The appropriate standard of dress may vary slightly from school to school. Appropriate dress may vary with the age group or specific exceptionality to which a student teacher is assigned. Observe and follow the dress standards of the resident teacher and that of other faculty members.

Interpersonal Skills. The resident teacher may have a different teaching style than the one the student teacher will eventually adopt. However, the resident teacher has been chosen based on recommendations and his/her desire and commitment to working with a student teacher. Therefore, the student teacher should be flexible and willing to adjust to differences in style and setting. Personality differences may occur in student teaching settings just as they do in any professional setting. If an assignment does not seem appropriate for both the student teacher and the resident teacher, a change may be made at the discretion of the program faculty.

Ethics and Confidentiality. The student teacher should use discretion in discussing specific students or specific practices. It is important to adhere to the [*Code of Ethics of the Council for Exceptional Children*](#). Confidentiality should be maintained at all times.

Confidentiality

The communication of confidential information about another person, except within the frameworks authorized by the "Family Educational Rights and Privacy Act" of 1974, is a violation of individual rights. It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality summarized below.

The communication of confidential information to another person except within the authorized educational framework is a violation of individual rights that are legally protected. Violation of these rights may lead to serious consequences. Student teachers are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative personnel or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution. It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect confidentiality of the information to which they have access.

While student teachers may be permitted access to the records of certain student under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records. As a student teacher, you will at times have access to student information such as IEPs, test scores, teacher reports, or even verbal comments. All such information comes under the "Family Educational Rights and Privacy Act," which protects its confidentiality. Therefore student teachers are advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence;
- Discuss specific student information only with your supervising teacher, and ask him/her what you may or may not do with any information;
- Maintain appropriate ethic of confidentiality when students are discussed in the teacher's room or anywhere else;
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, IEPs, etc. Do not leave them where they might get out of your possession.

Instructional Role

Initial Observations and Interactions. The student teacher begins his/her experience with two or three days of interactive observation. The student teacher should observe the general needs, abilities, and disabilities of the students in the program. Notation of specific pupil behaviors and of the resident teacher's responses to individual students is helpful. The student

teacher should also observe the general expectations and overall management style of the resident teacher.

Learning Log. The student teacher will maintain an ongoing log or journal detailing the student teaching experience updated at least once a week. Topics to be included are: daily experiences, student teacher reflections, observation notes about students such as learning styles, behavior patterns, and special considerations (e.g. medication or seizure disorders). Include a description of the duties you have begun to assume, the new skills you have acquired and the aspects of your assignment you find the most challenging. These logs may be shared with your university supervisor or resident teacher. Your seminar facilitator in EDSP 460 may ask that you post some of your reflections in the Moodle online environment.

Lesson Plans/Activity Analysis. The student teacher will be expected to develop and implement individual and group lesson plans and/or activity analyses. When appropriate, the university supervisor and the resident teacher should be presented with copies of the plans or analyses prior to scheduled observation. The student teacher will also include selected lesson plans in their Student Teaching Portfolio.

Individual Education Plan (IEP) and Behavior Intervention Plan (BIP). The student teacher should complete a minimum of one IEP as well as develop a behavior management plan for a student in the class. He/she should collect baseline data, develop and implement the plan, and document student change. To the extent possible, follow the format provided by the school for a formal BIP even if it isn't typically used or needed for the behavior you are addressing.

Teaching Event. Each candidate will complete a performance assessment during student teaching which is a structured teaching event that includes (1) planning for instruction, (2) implementing and evaluating instruction, (3) assessing student learning and (4) focused reflection.

The "Take Over". To the degree possible, the student teacher becomes the primary instructor for the total school day. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling. The take over is typically implemented between weeks 8-11 and lasts for at least two weeks. Each class is different, and the specific expectations for the "take-over" should be discussed and planned with the resident teacher and university supervisor.

Evaluation

Student Self-Evaluation. Following are sample questions that should serve as part of continuing self-evaluation and may be included in your learning log:

1. What was the best part of the lesson or activity? How do I know?
2. What techniques/procedures/materials worked well?
3. What did I try to do that just didn't work?
4. Why didn't it work as I planned?
5. How could the lesson or activity be improved?
6. What management issues arose and how did I handle them?

7. What is my next step?
8. How can my cooperating teacher and the SSU supervisor best assist me?

The student teacher should also become familiar with the midterm and final evaluation form and use it as a guide for self-evaluation.

Individual Transition Plan (ITP). The ITP is developed toward the end of the student teaching experience. The ITP form may be found in the appendices. To develop the plan, the following questions should be considered:

1. What are my strengths/best qualities?
2. Where or in what ways have I improved?
3. What areas need improvement?
4. What are my plans to make needed improvements?

Informal Feedback. There will be many opportunities for the student teacher to discuss all phases of his/her work with both the resident teacher and the university supervisor. Each student teacher should schedule a regular meeting time with his/her resident teacher. This is the time when questions can be answered, feedback given, and suggestions for improvement noted.

Formal Feedback: Observation Form. Lesson evaluation and feedback will be completed routinely by both the resident teacher and the university supervisor. These evaluations will provide a clear record of performance during student teaching.

Comprehensive Evaluation. A comprehensive evaluation should be completed at the end of six weeks and again at the end of twelve weeks by the university supervisor in collaboration with the resident teacher and the student teacher. During the 6-week evaluation, progress towards meeting the goals of the student teaching placement should be discussed.

University Coursework Component

Student teachers will be expected to attend related seminars at Sonoma State University throughout the student teaching experience. Most student teachers will be also be enrolled in an additional credential class to complete their specific credentialing requirements.

RESIDENT TEACHER: ROLES AND RESPONSIBILITIES

The resident teacher is the individual who is primarily responsible for the daily direction of the student teacher. In this capacity the resident teacher serves as a co-teacher with the student teacher and as co-instructor with the university supervisor. When a teacher agrees to serve as a resident teacher, the following commitments are implied:

1. Model exemplary teaching behaviors.
2. Release a part of his/her role as primary instructor to the student teacher.
3. Guide the student teacher into gradual assumption of all instruction in the classroom.
4. Establish rapport with the student teacher.
5. Assist the student teacher in translating theory into practice.
6. Confer on a regular basis with the student teacher, providing feedback on performance and making suggestions for future instructional plans and activities.
7. Complete evaluation forms at the appropriate intervals.
8. Inform the cooperating principal and the SSU supervisor immediately if there are any serious problems or concerns about the student teacher.

The following sections detail important initial information to be shared with the student teacher, the continuum of student teaching responsibilities as they relate to a transition of increasing responsibility, and evaluation of the student teacher.

Important Initial Information

There are many important details the student teacher needs to acquire quickly to become effective in the classroom. The following are some specific types of information and assistance that will benefit the student teacher:

1. Provide as much information as you can about the routine aspects of the classroom such as daily schedule, IEP's, ITP's, behavior contract, cumulative folders, lunch count, ordering materials, parent conferences, in-service meetings, and behavior management systems.
2. Provide the student teacher with any specific expectations the administrator may have for his/her performance. For example, if all staff members are required to sign-in, should the student teacher follow this directive?
3. Assist the student teacher in developing relationships with other support staff, such as instructional assistants, counselors, or therapists who may work regularly with students in the program.

Continuum of Student Teaching Responsibilities

The resident teacher should consider the following continuum as a framework for organizing and supporting the student teacher to take over full responsibility of the classroom. This continuum is aligned with expectations outlined in the section titled *Guidelines for Scheduling*.

Initial Observations and Interactions. During the first few days in the classroom, the student teacher should become familiar with classroom procedures and daily routines.

During the first week in the classroom, the resident teacher can assist in the student teacher's active observation by talking frequently with him/her about the activities of the classroom. This will alert the student teacher to the aspects of the program deemed most critical by the resident teacher.

Student teachers will have already completed a field experience prior to student teaching; therefore, it is expected that only one or two days will be spent entirely in observation. During the first week, the student teacher should begin to operate in some capacity as an instructional assistant in the classroom. He/she should also begin a student teaching learning log.

Learning about the school, curriculum and individual students. During this time, the student teacher will investigate the community and the school culture; examine the assessment and curricular resources; and learn more about the IEP process and the student population.

Preparing to Teach. A student teacher should begin by assuming some of the procedural and routine classroom tasks as early as possible. Daily teacher duties including behavior management, attendance grade recording, and data collection procedures should quickly become a part of the student teacher role. This ensures that as the student teacher begins taking on more of an instructional role, these activities will have become routine and easily integrated into the teaching day. If appropriate, the student teacher should begin to perform the regular duties required of faculty at the school, such as meeting buses, hall duty, and lunchroom duty.

The student teacher also begins working with small groups of students and assisting the resident teacher with other instruction. At this point, all instruction should follow plans developed by the resident teacher.

Partial Instructional Responsibility. In this phase, the student teacher assumes responsibility for planning lessons as well as teaching. He/she plans, discusses, implements, and evaluates lessons with the resident teacher. A great deal of planning must occur at this stage. One way to begin might be to choose a specific subject area (such as math) or a skill area (such as self-help) and have the student teacher plan the instruction for several days. The resident teacher should assist in planning and then should review the plans and make suggestions prior to their implementation by the student teacher.

Throughout this time, the resident teacher continues to provide the student teacher with the necessary support. This includes plenty of time for cooperative planning, feedback on performance, suggestions for the next day and time for informal talk about events in general. At

this stage of the student teaching experience, the resident teacher and the student teacher are teaming for most of the instruction.

Full Instructional Responsibility. During the last half of student teaching, depending on entry-level skills, the student teacher should begin to assume responsibility for the full teaching day. This should include scheduling all personnel in the classroom, assuming responsibility for ensuring that students attend all their instructional/designated programs, making parental contact, monitoring behavior programs as well as planning and implementing new and appropriately task analyzed lessons.

Experience has shown that some student teachers are ready more quickly than others to assume the full instructional load. The SSU supervisor may be helpful in determining how quickly to progress. It is important that the resident teacher continue to provide support and feedback to the student teacher during all phases of the student teaching experience. The goal is that each student teacher assumes full responsibility for at least two weeks during the student teaching assignment. Progress towards taking on full responsibility should be discussed at the 6-week evaluation.

Change in Classroom Dynamics. The educational needs of the students in the classroom must always come first. For example, a situation may arise where a program receives several new students at once and the resident teacher has increased demands on his/her time. In instances where the nature of a classroom changes dramatically, it may be necessary to have the resident teacher re-assume responsibility until the situation is normalized. In some cases it may be advisable to seek a new placement for the student teacher. The university supervisor should be consulted if there is concern about a change in classroom dynamics.

Evaluation

The resident teacher plays an important and multi-faceted role in the evaluation of his/her student teacher.

Student Self-Evaluation. Each student teacher will keep a Learning Log to document their progress through student teaching. Resident teachers can support this evaluation by meeting regularly with their student teacher, helping the student teacher reflect on his or her practice, and noting important moments or evidence of growth.

Informal Feedback. The resident teacher sets the stage for an easy exchange of information and feedback between him/herself and the student teacher. The student teacher needs to know that the resident teacher is willing to regularly set aside time for informal discussion.

Formal Feedback. We request that resident teachers complete two or three written lesson evaluations each week, beginning about the fifth week when the student teacher begins taking specific instructional responsibility. Lesson evaluation forms should be completed throughout to provide a clear record of performance during student teaching. [Observations forms](#) are appended to this handbook.

Comprehensive Evaluation. Comprehensive evaluations provide assessment of more than the instructional abilities of the student teacher. The resident teacher should complete these

evaluation forms at the end of six weeks and again at the end of the twelve-week student teaching experience. These evaluations assess important interpersonal and professional skills along with instructional skills. These evaluations will be discussed with the student teacher and the SSU supervisor in three-way conferences. Administrators may be invited to participate. During the 6-week evaluation, progress towards meeting the goals of the student teaching placement will be assessed.

UNIVERSITY SUPERVISOR: ROLES AND RESPONSIBILITIES

The university supervisor is the person who assists both the student teacher and the resident teacher in the overall planning, implementation, and evaluation of the individual student teaching experience. The university supervisor also serves as the liaison between the university, the resident teacher, and the student teacher.

General Role and Responsibilities

The university supervisor should establish rapport with the student teacher and the resident teacher to ensure open communication between all participants. Visits should be arranged so both the student teacher and resident teacher have an opportunity to speak with the university supervisor. It may be necessary to arrange a visit outside of the regular supervision time to accomplish this objective.

Both the student teacher and the resident teacher may have many questions as the placement begins. The SSU supervisor is a resource person for both individuals, assisting in clarifying SSU's expectations of the student teacher and the resident teacher. Supervisors provide various levels of support, depending on resident teacher needs and requests of the student teacher.

The following are examples of types of assistance that may be provided by the university supervisor.

1. Visit and observe the student teacher in his/her classroom at least 6 times.
2. Keep records of necessary forms that are distributed to each resident teacher, completed during the placement, and then returned to Sonoma State University at the end of the placement, even if copies of forms are also turned in by the student teacher.
3. Communicate about program objectives, guidelines, and procedures.
4. Assist the student teacher in developing lesson plans and in finding appropriate resources for lessons.
5. Provide feedback and support to the student teacher that supplements comments from the resident teacher; use the POISE instrument.
6. Assist the resident teacher if questions or problems should arise.
7. Refer problems that need further discussion to the Department Chair at SSU.

Evaluation

The university supervisor is responsible for giving both informal and formal feedback to the student teacher.

Informal Feedback. This form of feedback is usually verbal and, depending on its nature, should be shared with the resident teacher using the 6-week and 12-week evaluation tool as a frame for these discussions. The use of the [POISE](#) may be instrumental in facilitating informal feedback in the context of candidate self-evaluation.

Observation Feedback. This form of evaluation is written and should be provided to the student teacher after each visitation.

Comprehensive Evaluation. Comprehensive evaluations provide assessment of more than the instructional abilities of the student teacher. The university supervisor should complete these evaluation forms at the end of six weeks and again at the end of the twelve-week student teaching experience. During the 6-week evaluation, progress towards meeting the goals of the student teaching placement should be discussed.

These evaluations assess important interpersonal and professional skills along with instructional skills. These evaluations will be discussed with the student teacher and the resident in three-way conferences. Administrators may be invited to participate. The university supervisor is responsible to collect this information and electronically submit the 6 and 12-week ratings for their corresponding Student Teachers.

GUIDELINES FOR SCHEDULING STUDENT TEACHING

The transition of responsibilities from the resident teacher to the student teacher requires careful planning. Below are suggestions for scheduling that transition. The actual schedule of moving to full-time responsibility for the classroom program depends on the individual situation (ex. readiness of student teacher, classroom demands); but should allow for at least two weeks of complete classroom responsibility in the final phase of the student teaching placement. Please note that the student teaching placement is twelve weeks in duration (unless extended in order to provide additional experience) and is full-time. Student teachers follow the full-time schedule of the program in which they are placed including non-duty time before and after school. During the first month it is expected that students will spend time in the afternoon at the school site becoming familiar with the curriculum, visiting other classrooms, planning and developing lesson plans and other student teacher assignments.

First Phase: Weeks One through Four

Phase One typically lasts for the first month. Student teachers observe and assist during the morning hours of school, beginning to assume instructional responsibilities. In the afternoon they visit other classrooms, examine curriculum and other instructional and assessment resources, begin to plan for their initial teaching responsibilities, and gather information and resources to complete the Teaching Event, IEP and behavior plan.

Week One

As the student teacher begins this assignment, he/she should have one or two days to become acquainted with the school, the students, and classroom routines. Emphasis during this week should be on preparing the student teacher to function as a member of the instructional team. The student teacher may assist the resident teacher in routine tasks and instructional activities. A suggested plan for week one is as follows:

- Introduce student teacher to class members
- Become familiar with the school and classroom: school policies, schedule, classroom rules
- Participate in routine tasks such as setting up and cleaning up classroom, lunch count, yard/hall duty
- Assist individuals or small groups during instructional activities.
- Begin planning and organizing materials to complete SSU assignments.

Week Two

The student teacher will begin assuming the teacher's role for a portion of each day. Cooperative planning and consultation should precede this step, as the student teacher will be implementing plans outlined by the resident teacher. Suggested activities for week two include:

- Continue activities begun during week one
- Perform general classroom duties and provide instructional assistance as requested by the resident teacher.
- Begin teaching for part of each morning using plans outlined by the resident teacher and working directly under that teacher's supervision.

Week Three

The student teacher will repeat some of the same activities of preceding weeks but will use his/her own plans. The resident teacher must have the opportunity to review and approve plans for each activity. The student teacher should assume primary responsibility for planning and instruction for at least two activities or groups each day. Suggested activities for week three include:

- Continue activities begun during prior weeks
- Develop lesson plans and implement them after they have been approved by the resident teacher

Week Four

The student teacher assumes more responsibility for morning instruction during week four. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the professional judgment of the resident teacher. It should also be noted that the nature of a specific program may require that a student teacher assume responsibility more gradually than he/she might in another setting. Suggested activities for this week include.

- Continue activities begun during prior weeks
- Develop lesson plans for half the morning and implement them after they have been approved by the resident teacher
- Assist the resident teacher the rest of the morning

Second Phase: Weeks Five through Eight

During Phase Two, the student teacher continues to assume responsibility for planning and implementing morning lessons. In the afternoon, the student teacher begins to assist the teacher and work with small groups of students. The Teaching Event is typically implemented during Phase Two. The midterm evaluation is also completed and planning for the remainder of the semester is organized.

Week Five

The student teacher should assume responsibility for planning and implementing 50-75% of the morning instruction by the end of this week. Some student teachers will be ready to assume additional responsibilities more rapidly than others. Neither the student nor resident teacher should be concerned about rushing this process.

Weeks Six through Eight

A gradual extension and expansion of all activities takes place during these weeks. During week six, the student teacher begins to assume responsibility for scheduling instructional assistants and other personnel in the program and for ensuring that students go to appointments/other classes at their assigned times.

By the end of this period, student teachers are typically responsible for 75% of the instructional day.

Third Phase: Weeks Nine through Twelve

Weeks Nine through Eleven

To the degree possible, the student teacher should be the primary instructor for the total school day. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling.

Week Twelve

During the final week, the student teacher has the opportunity to finish or remediate any remaining responsibilities to successfully complete the student teaching assignment. It is also the time in which the resident teaching gradually resumes the role of the primary instructor.

RESOLUTION OF PROBLEMS THAT MAY OCCUR DURING FIELDWORK

Placements of SSU students in the classrooms of experienced teachers are made carefully. In most cases, the relationships between the student, the teacher, and the children in the class are rich and rewarding. However, if a situation arises that is not beneficial to any member of those relationships, there are steps that may be taken to resolve fieldwork related problems.

Professional dispositions on the part of the student teacher are of utmost importance. These are further described in the [Professional Expectations for Fieldwork](#) document. If problems arise in terms of professional dispositions and expectations, the university supervisor, mentor teacher, and student teacher should document the concerns on the expectations form.

Having discussed expectations, the following steps must be followed to resolve the problems encountered:

1. The participant-observer, student teacher, or the resident teacher notifies the university supervisor as soon as a concern arises.
2. The university supervisor or Director of Field Placements holds a two-way or three-way conference with the student teacher and/or resident teacher to discuss concerns and find solutions.
3. The university supervisor notifies the Department Chair of the problem.
4. If problems continue, the university supervisor or Director of Field Placements schedules a formal three-way conference with the student teacher and resident teacher. This conference is to result in clear identification of the problems and development of specific, written plans for resolution.
5. The university supervisor or Director of Field Placements notifies in writing the student teacher, the resident teacher, the site principal, and the Department Chair of the problems and the plans for resolution.
6. If the plan for resolution is not followed or is unsuccessful in resolving the problems, the university supervisor or Director of Field Placements consults the Department Chair to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

Extension of Field Placement Assignment

In circumstances where the participant observer or student teacher is unable to complete the field assignment successfully as outlined in the Program Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the university supervisor or Director of Field Placements, the resident teacher, and the Department Chair. In cases where disagreement exists, the Department Chair will make the final decision.

Removal of a Student from a Field Placement

When a student is being considered for removal from a field placement, a number of options are available including:

1. The student may be placed immediately in another field placement with specified stipulations and requirements.
2. The student may be placed in another field placement in the following semester with specified stipulations and requirements.

If the first or second option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken and conditions for the student's continuation in the program. The Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field placement and specify agreements regarding re-placement and conditions/requirements for the student's continuation in the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field placement.

If the second option is chosen, the student will receive a no-credit (NC) grade for the first placement and must re-register for the new field placement. The student is expected to complete the repeat placement in the semester immediately following the semester of the original placement. A student may repeat a placement once; if he or she does not meet specified requirements and/or is not successful in that placement, termination from the program is likely.

3. The student may be denied another placement and counseled out of the program.

If the third option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to counsel him/her out of the program. After meeting with the student, the Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and will not be continuing in the placement. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience.

4. The student may be denied another placement and terminated from the program.

If the fourth option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform him/her of termination from the program. The Department Chair must document in writing the causes for student termination from the program. The Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and terminated from the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

Notification List - Required

Student

- Site Personnel, e.g., resident teacher, principal
- University Supervisor
- Credentials Analyst
- Department Chair

Notification List – Optional as Appropriate

- Dean, School of Education
- Disability Services for Students Office

Immediate Termination of Field Placement

When the presence of the student teacher is detrimental to the classroom or when performance does not meet minimum standards after every effort has been made to resolve identified problems, the student teacher's field placement may be terminated, effective immediately, at any point during the assignment.

SONOMA STATE UNIVERSITY EDUCATION SPECIALIST INTERN PROGRAM

Overview of the Intern Program

The Education Specialist Intern Program at Sonoma State University is a partnership with the [North Coast School of Education \(NCSOE\)](#), and is a state approved university-based program. This program allows the intern to complete the requirements for a Preliminary Education Specialist (PES) credential while employed in a local school district as a special education teacher. The program includes coursework at the university, university supervision in the K-12 classroom, a district support provider, and special support seminars provided by NCPTP.

The internship program is designed for individuals who are already working or are about to be working in the field of special education who have met the criteria to be an intern described on the following pages. For example, some interns have previous multiple or single subject credentials and join the intern program as a condition of employment when they are offered a job as a special educator. Other interns have previously worked in special education classrooms as an instructional assistant or a behavioral support specialist and have been offered a position as a special education teacher contingent on enrollment in an intern program. Credential candidates already enrolled in the PES candidates are sometimes offered jobs as special education teachers and choose to complete the credential program as an intern.

Interns take the same basic credential coursework as all of the PES credential candidates and are bound by the same policies and procedures as all ES credential candidates except for selected fieldwork and student teaching requirements. Instead of fieldwork and/or student teaching, interns are provided with university supervision in their K-12 classrooms throughout their internship, typically ranging between two and three semesters. An integral part of the intern program is the intern seminar, where interns meet with their supervisor and other interns to discuss their classrooms while bridging theory and practice, gathering suggestions and support, and discussing topics that are applicable to their current teaching situations.

Because of the increased responsibilities that an internship demands, interns are not allowed to take more than 12 units each semester. This sometimes alters a candidate's original program plan, delaying completion of the ES credential program by one or two semesters. The intern credential is valid for up to two years, provided the intern continues to be enrolled in university classes. It is important that the intern completes both the university coursework and all statutory requirements before the intern credential expires.

Purpose of Internships

The primary purpose of internship programs is to enable candidates to provide a full range of professional services while they pursue preparation that is planned and comprehensive. Internships are particularly suitable for specialties in which shortages exist, and for individuals who are capable of assuming complex responsibilities at an accelerated pace. Private schools are not legally eligible to participate in internship programs.

The California Commission on Teacher Credentialing defines an intern as a person who (1) is enrolled in an internship program accredited by the Committee on Accreditation, and (2) is serving with an Internship Credential that has been issued on the recommendation of the institution that offers the accredited internship program. The California Commission on Teacher Credentialing has the following policy regarding Internship programs:

Because increased responsibilities and accelerated pace are encountered in internships, these programs include appropriate admission criteria for identifying and selecting those applicants who can assume complex responsibilities relatively quickly.

Please Note: The School of Education is not involved in finding internship positions for its students. It is the district/employer's responsibility to certify that interns do not displace certified employees.* If you are interested in an Internship, you are responsible (1) completing the Intern Application with the Education Specialist Intern Coordinator; (2) securing employment; (3) and communicating with the School of Education credential analyst and Intern Coordinator to complete the Intern Program application process.

** A Memorandum of Understanding (MOU) between the school district and university states that the school district "consult the local bargaining unit on matters pertaining to the intern program" to make sure no certified employees are displaced.*

Intern Qualifications

To be eligible to apply to the Sonoma State University Preliminary Education Specialist (PES) Internship program **you must have the following completed** requirements, which are detailed further below

- Program Admission: Application to the Sonoma State University ES Internship program
- Statutory Requirements
- Legal Seminar
- Preconditions
- Intern Application

Program Admission

If you are already a student in the PES Credential Program and become an intern during the program, completion of the intern application process and filing for an intern credential will automatically admit you into the intern program.

If you have not submitted an application for the ES Credential Program you can find information and the application for the Educational Specialist Internship Program at the following website: <http://www.sonoma.edu/education/applications.htm>

Documentation to accompany the application includes:

- Statement of Professional Goals
- Two current and professional letters of recommendation
- 1 set of unofficial transcripts from all universities and colleges attended

- Verification of having completed 45 hours of Pre-program field experience within the age group you will be teaching
- Employment verification. This must be verified by a letter of employment, on official letterhead from the employing school or district, verifying the date employment began, the type of assignment, and whether it is a full time or part time position (if it's part time the letter needs to specify the percentage of time you will be working).
- Documentation of university Graduate/Postbac Admission or Application

Statutory Requirements

- Verification of U.S. Constitution (college level course or exam)
- Verification of having passed the CSET exams or a subject matter waiver program*
- Basic Skills Requirement (i.e. passage of CBEST exam; OR passage of CSET: Multiple Subjects plus Writing Section; OR via other alternatives established by CCTC after July 31, 2007)
- Copy of valid TB (not older than 12 months)
- Verification of Fingerprints: submit one of the following documents
 - Valid or expired Substitute Teaching Permit
 - Valid or expired Emergency Permit OR
 - Certificate of Clearance**

Please Note: For employment purposes, the Education Specialist Intern Coordinator may advise teacher candidates generally on which CSET exams will fulfill subject matter requirements that will align to the intern's desired grade level or special education program of employment. However, it is the student's responsibility to communicate with his/her district hiring director to confirm that the subject matter requirements are met for each specific employment position, and if not, the intern must work with the district to complete any additional requirements.

***Please check with your district of employment for CPR verification requirement.*

Pre-service Requirements.

These requirements are commonly met by completing the following coursework or by evidence of prior credential preparation:

Classroom Management and Planning

- EDSP 421 A&B or previous multiple or single subject credential

Communication Skills including Reading

- EDSS 446 or previous multiple or single subject credential

Specialty Specific Pedagogy

- EDSP 430 and EDSP421 A&B or previous multiple or single subject credential including a special education class

Developmentally Appropriate Teaching Practices

- EDSP 400 and EDSP 421 A&B or previous multiple or single subject credential

Teaching English Language Learners

- EDSS 446 or multiple or single subject credential with authorization to teach English Learners

Legal Information Requirement:

The legal seminar covers Illegal Discrimination, Sexual Harassment, and Child Abuse. You can meet this requirement by viewing the School of Education Legal Seminar Video cast and passing a test related to the content of that video OR by providing documentation showing you have met this requirement through other trainings.

Intern Application

- Employment verification: A letter of employment, on official letterhead from the employing school or district, verifying the date employment began, the type of assignment and location, and whether or not it is a full or part time job (if it is a part time the letter needs to specify the percentage of time you will be working).
- Completion of the Intern Credential Application packet.
- Completed and passed the Intern Applicant Interview process
Based on academic progress and professional dispositions and responsibilities

Reading Instruction Competence Assessment (RICA) for Interns

Many of the statutory requirements to earn an ES preliminary credential are met as part of the eligibility criteria for the intern credential. However, for interns who do not possess a previous multiple subject or single subject credential, there is an additional requirement, passage of the RICA, prior to issuance of their Preliminary credential. As defined by the California Commission on Teacher, the RICA is an assessment that “measures an individual’s knowledge, skill and ability relative to effective reading instruction.” Coursework in the ES credential program help prepare interns to pass the RICA, in particular EDMS 463, EDSS 446, EDSP 425 and EDSP 428. Interns will be advised about the sequence of courses and RICA test dates, and should carefully plan when to take this assessment, if needed, in order to apply for the PES credential before university coursework is completed and while the intern credential is still valid. More information about the RICA can be found at the [RICA website](#).

Intern Program Design

Interns take the same basic credential coursework as all of the ES credential candidates, however, they are only allowed to take 12 units per semester, which can alter the amount of time it may take to complete the credential program. Instead of student teaching in the final semester of the program, which is typical in a credential program, interns are provided with university supervision in their K-12 classrooms throughout their internship, typically ranging between two and three semesters. An integral part of the supervision is the EDSP 481 Intern Seminar course, where interns meet with their supervisor and other interns to discuss their classrooms while bridging theory and practice, gathering suggestions and support, and discussing topics that are applicable to their current teaching situations.

Interns with a Multiple or Single Subject Credential

Candidates who hold a clear Multiple and/or Single Subject Credential do not need to retake classes that they have already taken in the previous credential program. There are some exceptions including (but not limited to) candidates who held out of state credentials and

credentials that do not have English Learner authorization (CLAD, CTEL or SB 2042). The intern director and/or the credentials analyst evaluates all previous credentials and transcripts to determine which, if any, general education courses will need to be taken to complete the ES credential. This is determined on an individual basis. Most interns with previous Multiple and/or Single Subject Credentials enroll in 12 semester units (required classes) each semester and complete the program in three semesters. Some interns, however, prefer to take fewer classes each semester, extending the program over four semesters.

If an intern is struggling to meet competencies in their district K-12 classroom or in their university courses, he or she may be required to take fewer courses each semester and extend the time to complete the ES program.

Intern Evaluation

Interns are evaluated each semester.

Intern Self-Evaluation. Following are sample questions that should serve as part of continuing self-evaluation and may be included in a learning log:

1. What was the best part of the lesson or activity? How do I know?
2. What techniques/procedures/materials worked well?
3. What did I try to do that just didn't work?
4. Why didn't it work as I planned?
5. How could the lesson or activity be improved?
6. What management problems arose and how did I handle them?
7. What is my next step?
8. How can my district support provider and the SSU supervisor best assist me?

The student teacher should also become familiar with the mid-program and final evaluation form and use it as a guide for self-evaluation.

Individual Transition Plan (ILP). The ITP is developed toward the end of the internship. To develop the plan, the following questions should be considered:

1. What are my strengths/best qualities?
2. Where or in what ways have I improved?
3. What areas need improvement?
4. What are my plans to make needed improvements?

Informal Feedback. There will be many opportunities for the intern to collaborate with both the district and the university supervisor. Each intern should schedule a regular meeting time with his/her district support provider. This is the time when questions can be answered, feedback given, and suggestions for improvement noted. During the intern seminar and other scheduled meetings, the intern will also have time to exchange information with the university supervisor.

[Formal Feedback](#). Lesson evaluation and feedback will be completed routinely by both the district support provider and the university supervisor. These evaluations will provide a clear record of performance during the internship.

[Comprehensive Evaluation](#). Evaluation forms are completed at the end of the first semester by the intern and district support provider and at the completion of the internship in a three way conference including the intern, university supervisor and district support provider. Administrators may be invited to participate.

Intern Advising

The intern coordinator serves as the Intern Program advisor. The university supervisor also becomes an important advisor to the intern throughout the intern program, but questions regarding intern requirements and program completion should be directed to the intern coordinator.

Each intern develops a program plan upon entering the intern program with the intern coordinator. The intern is provided with an overview of the Educational Specialist coursework and the program plan is developed with consideration to any applicable course substitutions s/he may be eligible for through a prior credential or coursework equivalency. The program plan outlines all of the courses the intern must complete to fulfill the requirements of the program and when (semester, year) they should be taken. Deviations from the initial plan should be discussed and agreed upon with the intern coordinator prior to implementation. An intern is allowed to take up to 12 units each semester during his/her internship. Each intern is required to attend an ES group-advising meeting each semester.

Prior to the intern's final semester in the program, the intern consults with the intern director to request a review of the program plan and an evaluation of program completion.

Intern Professional Development Program Plan

The employing district will develop and implement a Professional Development Plan for interns in consultation with Sonoma State University and the North Coast School of Education (NCSOE). The plan shall include all of the following:

- a. Provisions for an annual evaluation of the intern; fulfilled by SSU (see *Intern Evaluation*).
- b. A description of the courses to be completed by the intern; fulfilled by SSU within the initial program plan (see *Intern Advising*).
- c. Additional instruction through all semesters of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities; fulfilled by SSU through EDSP 481 Intern Seminar (see *Intern Program Design*).
- d. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities; fulfilled by the NCSOE with 144 hours of professional development support with an appointed district site provider, and an additional 45 hours of English Language Acquisition (ELA) professional development (see [NCSOE Intern Support and Supervision Program](#)).

Requirements for Continuing in the PES Intern Program

Interns are responsible for understanding the requirements of the intern program and maintaining continuous enrollment and participation in the Internship Program (courses and seminars and all responsibilities pertaining thereto). This includes:

- Enrollment in university coursework
- Work with a district support provider
- Participate in intern meetings and seminars organized by the North Coast Beginning Teacher Program,
- Meet grade point average (GPA) standards
 - 3.0 or better in program coursework
 - C or better in each program course
 - *An intern whose GPA falls below 3.0 will either be required to take fewer classes each semester, be put on probation for one semester or be dropped from the program.*
- Successfully advance/meet program expectations
- Receive positive recommendations from your instructors, university supervisor and district support provider
- Maintain employment as a special education teacher.

Advancement in the Program/Meeting Program Expectations

Interns whose performance is judged to below standards in any component or phase of the program will be expected to improve and/or repeat problem courses before advancing. The Intern Program Faculty meet regularly to discuss interns' progress and make recommendations that will best assist the interns to acquire the professional knowledge, skills and attitudes expected of all credential candidates in the ES credential program.

If an intern is struggling to meet competencies in their district K-12 classroom or in their university courses, he or she may be required to take fewer courses each semester and extend the time to complete the PES program.

Continued Employment

Interns must continue to be employed as a special education teacher to participate in the intern program. If the intern is laid off from his/her job, not elected to return to the position as a special education teacher, or chooses not to remain employed in the intern position, they are no longer eligible to participate in the intern program. Program coursework will be counted towards completing the ES credential, but the credential candidate will be required to complete the practicum requirement as a student teacher unless three semesters of the intern seminar have been completed and the final practicum evaluation is completed and passed successfully.

Completion and Exit Interview

In the final month of the semester, interns completing the intern program attend an exit interview where the application process for the PES credential and the ES Clear Credential requirements are described. Interns complete the departmental exit interview and CSU exit survey procedure is explained at this meeting.

APPENDICES

Appendix A: TPE and CSTP Alignment

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	CSTP 1: Engaging and Supporting All Students in Learning
TPE 2: Monitoring Student Learning During	
TPE 3: Interpretation and Use	CSTP 2: Creating and Maintaining Effective Environments for Student Learning
TPE 4: Making Content Accessible	
TPE 5: Student Engagement	CSTP 3: Understanding & Organizing Subject Matter for Student Learning
TPE 6: Developmentally Appropriate	
TPE 7: Teaching English Learners	CSTP 4: Planning Instruction and Designing Learning Experiences for All
TPE 8: Learning about Students	
TPE 9: Instructional Planning	CSTP 5: Assessing Student Learning
TPE 10: Instructional Time	
TPE 11: Social Environment	CSTP 6: Developing as a Professional Educator
TPE 12: Professional, Legal, and Ethical Obligations	
TPE 13: Professional Growth	

Appendix B: Evaluation of Participant Observation Practicum (EDSP 422B)

This evaluation provides the candidate and the Education Specialist Credential Program with feedback prior to student teaching. *This form must be completed twice during the semester and returned to the student's EDSP 422B instructor by the dates indicated.* Please rate the candidate using the following scale:

1= limited time to observe 2= needs improvement 3= developing appropriately 4= above average

Candidate Name: _____ School _____

Site/Setting: _____

Mid-Semester Evaluation Date:	Rating	Final Evaluation Date:	Rating
Candidate demonstrates reliability, punctuality, and consistency		Candidate demonstrated reliability, punctuality, and consistency	
Candidate maintains a consistent observation and participation schedule		Candidate maintained a consistent observation and participation schedule throughout the semester	
Candidate appears passionate about and committed to teaching		Candidate appeared passionate about and committed to teaching	
Candidate is approachable and responsive to all students in your class		Candidate was approachable and responsive to all students in your class	
Candidate takes initiative to be actively involved in your class and school		Candidate took initiative to be actively involved in your class and school	
Candidate demonstrates professional and ethical behaviors in all interactions with students and staff		Candidate demonstrated professional and ethical behavior in all interactions with students and staff.	
Candidate demonstrates basic knowledge of common special education practices (IEP, small group instruction, collaboration, class management)		Candidate demonstrated basic knowledge of common special education practices (IEP, small group instruction, collaboration, class management).	
Candidate readily accepts advice and guidance from resident teachers		Candidate readily accepted advice and guidance from resident teachers	
Comments:		Recommendation to advance to Student Teaching: Please check one and comment below or on a separate sheet. <input type="checkbox"/> I would recommend this student advance to student teaching. <input type="checkbox"/> I would have some *reservations recommending this student. <input type="checkbox"/> I would *not recommend this student advance to student teaching at this time. *Please provide more information on your concerns on a separate page	

Resident Teacher: _____ Teacher Candidate: _____

Signature: _____ Signature: _____

Email or Phone: _____ Email or Phone: _____



Appendix C: Professional Expectations for Field Placements in Educational Leadership and Special Education

Candidate _____ Date _____
 Supervisor _____
 Mentor _____ School _____

This form is to be completed by the mentor teacher and/or supervisor and should be used at the first sign of concern regarding a candidate's progress in fieldwork.
 Use this form to facilitate discussion/agreement by mentor and the university supervisor regarding the areas and degrees of concern.
 Document illustrative examples of unusual or concerning events
 Determine appropriate next steps (e.g., additional support, alternative arrangements)

Professional Attributes Expectations	Notes (with dates if possible)
Attendance & Punctuality ◇ Regular punctual attendance at school site. ◇ Participation in the full range of expected activities, time period of placement. ◇ Absences are reported in a timely fashion.	
Reliability/Initiative ◇ Perceives needs and attends to them immediately. ◇ Responsible. Attends to assigned tasks or duties on schedule without prompting. ◇ Creative and resourceful; independently implements plans. ◇ Works effectively with limited supervision.	
Interaction with Students ◇ Treats students with respect and kindness. ◇ Actively seeks opportunities to work with students. ◇ Responds appropriately to students' questions and comments. ◇ Advocates and accepts responsibility for the learning of every child ◇ Uses instructional strategies that provide opportunities for all students to achieve learning outcomes. ◇ Recognizes diversity as an asset and builds on students' backgrounds while teaching.	
Collegiality ◇ Willingly shares ideas and materials and values others' input. ◇ Sensitive to others' feelings and opinions; diplomatic. ◇ Perceives what to do or say in order to maintain good relations with others and responds to them immediately. ◇ Maintains high ethical standards, including confidentiality	
Response to Feedback to Improve Work Performance ◇ Solicits suggestions and feedback from others. ◇ Receptive and adjusts performance accordingly. ◇ Considers constructive feedback and uses it to improve ◇ Continually seeks new and better ways of teaching/leading.	

<p>Communication (Oral and Written expression)</p> <ul style="list-style-type: none">◇ Orally articulates ideas and information to students, other professionals, and families.◇ Frequently and effectively communicates with parents and/or administrators.◇ Organizes and clearly expresses ideas using correct grammar, spelling, and mechanics.	
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Comments on Next Steps:

Appendix D: Observation Form

Credential Candidate: _____ School _____

Subject & Lesson _____ Date _____

Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

Engaging Students In Learning

TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students
TPE 9: Instructional Planning

Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning
TPE 11: Social Environment

Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations
TPE 13: Professional Growth

OBSERVATION	COMMENTS

OBSERVATION	COMMENTS
<p>Observer: _____ Conference time / date: _____</p> <p>Next Steps:</p>	

Appendix E: Education Specialist Student Teaching and Intern Comprehensive Evaluation

Candidate: _____

Resident Teacher or Support Provider: _____

University Supervisor: _____

Credential Program/Emphasis: (circle) M/M M/S Internship

Dates: _____
Midterm Evaluation Final Evaluation

Sound professional practice and the standards of the Commission on Teacher Credentialing require that the student teaching experience be reflectively and self-critically evaluated. The Resident Teacher (for Student Teachers) or Support Provider (for Interns), University Supervisor and credential candidate complete this evaluation within a context of candor and accountability, recognizing the importance of overall professionalism with our practice. At Sonoma State University, this evaluation formally occurs two times during the student teaching practicum (Midterm = 6 weeks and Final =12 Week) although ongoing (formative) feedback to the student teacher is essential. Interns are formally assessed at the end of their first semester (Midterm) and at the end of the semester in which they complete the Teaching Event (Final).

Conducting the Evaluations

When conducting the Midterm and Final evaluations, the intent of this process is to come to consensus on how the candidate is progressing or has met the desired performance expectations. Thus, the evaluation process is a collaborative activity completed by the student teacher/intern, the resident teacher or support provider and the university supervisor. Each member of the team individually completes an evaluation of the student teacher/intern and then the team meets to come to a consensus score for each Teaching Performance Expectation.

On occasions when collaborative dialogue does not produce consensus, any of these three individuals may submit “minority” evaluations as appropriate. In these instances, the judgments of the field supervisor and university supervisor are used for administrative purposes (e.g. pass/fail, repeat student teaching experience or additional intern supervision).

The evaluation elements are based on the 13 Teaching Performance Expectations (TPEs) set forth by the California Commission on Teacher Credentialing. TPEs are aligned with the six California Standards for the Teaching Profession. Candidates must be evaluated on each TPE. Under each TPE is listed a set of elements to consider in the evaluation process. These elements should also be used as discussion points at the consensus meeting.

The scoring system follows a 4-point scale (from 0-3) that is explained below. In addition to assigning a score for each TPE, please include any descriptive evidence or reference that was used when evaluating the TPE (e.g., lesson plans, IEP development, professional dispositions). There is a textbox provided for your comments.

We recognize that student teaching occurs in varied settings and with varied populations. Many of the TPEs are tied to content standards. Please use the CAPA or CMA alternative content standards if they are more appropriate to the students served in your classroom. Your university supervisor can answer any specific questions you may have as you complete this evaluation.

When this form has been completed and signed, the University Supervisor will return the consensus scores to the Chair of the Educational Leadership and Special Education Department at Sonoma State University. Thank you for your time and reflective thought in contributing to this evaluation effort.

Please use the following code when completing this form:

0 = Not applicable

1 = Needs additional work

2= Developing appropriately

3= Well developed

A. Making Subject Matter Comprehensible to Students		
TPE 1: Subject Specific Pedagogical Skills for Education Specialist Candidates		
<p>Elements:</p> <ul style="list-style-type: none"> ● Instructs students with disabilities in the core academic curriculum (including CMA/CAPA) at the grade levels and in the service delivery modes of their legal assignment. ● Instructs and delivers a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects (including CMA/CAPA) of their assignment based on their students' IEP. ● Demonstrates knowledge of disabilities and their effects on learning, skills development and behavior. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
B. Assessing Student Learning		
TPE 2: Monitoring Student Learning During Instruction		
<p>Elements:</p> <ul style="list-style-type: none"> ● Use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards (including CMA/CAPA) for students. ● Pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. ● Anticipate, check for, and address common student misconceptions and misunderstandings 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
TPE 3: Interpretation and Use of Assessments		
<p>Elements:</p> <ul style="list-style-type: none"> ● Understands and uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. ● Uses on-going assessment to evaluate student progress and to modify instruction. ● Modifies and adapts assessment tools and strategies as appropriate to meet the diverse needs of learners. ● Appropriately implements the state-adopted student assessment program(s). ● Clearly and accurately explains assessment results to families. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
C. Engaging and Supporting Students in Learning		
TPE 4: Making Content Accessible		

<p>Elements:</p> <ul style="list-style-type: none"> ● Uses varied instructional materials to reinforce state-adopted academic content standards (including CMA/CAPA) for students. ● Prioritizes and sequences essential skills and strategies in a logical, coherent manner relative to students' current level of achievement and vary instructional strategies according to purpose and lesson content. ● Balances instruction by adjusting lesson designs and take additions steps to foster access and understanding for all learners. 		
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<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
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TPE 5: Student Engagement

<p>Elements:</p> <ul style="list-style-type: none"> ● Clearly communicates instructional objectives to students. ● Ensures that students understand what they are to do during instruction and monitors student progress toward academic goals. ● If students are struggling and off-task, candidate examines why and uses strategies to re-engage them. ● Uses community resources, student experiences, and applied learning activities to make instruction relevant. ● Provides students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels. ● Develops strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills. 		
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<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
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TPE 6: Developmentally Appropriate Teaching Practices

<p>Elements:</p> <ul style="list-style-type: none"> ● Demonstrates professional practices that are most commonly used and needed for students in their classroom, and appropriate to the specific phase of schooling. ● Demonstrates the ability to set student expectations based on their knowledge of typical and atypical development. ● Develops and implements behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability. 		
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<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
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TPE 7: Teaching English Learners

<p>Elements:</p> <ul style="list-style-type: none"> ● Knows and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. ● Implements an instructional program that facilitates English language development. ● Uses systematic instructional strategies, including contextualizing key concepts to make curriculum content comprehensible to English learners. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

<p>Elements:</p> <ul style="list-style-type: none"> ● Draws upon an understanding of patterns of child and adolescent development to understand their students. ● Using formal and informal methods, they assess students’ prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. ● Demonstrates knowledge about multiple factors, including disability, gender and health and their impact on learning, skill development and behavior. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)

TPE 9: Instructional Planning

<p>Elements:</p> <ul style="list-style-type: none"> ● Establishes clear long-term and short-term goals for student learning, based on state and local standards for student achievement (including CMA/CAPA) as well as on students’ current levels of achievement. ● Connects the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. ● Plans how to explain content clearly and make abstract concepts concrete and meaningful. ● Selects or adapts explicit instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs including direct instruction, inquiry and differentiated instruction. ● Understands the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. ● When support personnel are available, the candidate plans how to use them to help students reach instructional goals. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time		
<p>Elements:</p> <ul style="list-style-type: none"> ● Allocates instructional time to maximize student achievement in relation to state-adopted academic content standards (including CMA/CAPA) for students, instructional goals and scheduled academic tasks. ● Establishes procedures and routines that maximize instructional time. ● Demonstrates the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/ instructional assistants, and volunteers for useful instructional activities. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
TPE 11: Social Environment		
<p>Elements:</p> <ul style="list-style-type: none"> ● Develops and maintains clear expectations for academic and social behavior. ● Promotes student effort and engagement and creates a positive climate for learning. ● Demonstrates the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students. ● Knows how to write and implement a student discipline plan. ● Knows how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
F. Developing as a Professional Educator		
TPE 12: Professional, Legal and Ethical Obligations		
<p>Elements</p> <ul style="list-style-type: none"> ● Fulfills professional responsibilities and activities consistent with legal requirements and ethical practices. ● Displays collegiality, courtesy and respect for student, fellow workers and supervisors. ● Fulfills requirements delineated in the student teaching/intern handbook. 		
<i>Evidence:</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)
TPE 13: Professional Growth		
<p>Elements:</p> <ul style="list-style-type: none"> ● Evaluates their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. ● Improves their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. ● Uses reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. 		
<i>Evidence</i>	Midterm Evaluation (0-3)	Final Evaluation (0-3)

Completion of Student Teaching/Internship Requirements: As a part of the final evaluation meeting, please check one and comment below or on a separate sheet.

_____ This student has satisfactorily completed the student teaching/internship requirement.

_____ This student has not satisfactorily completed the student teaching/internship requirement.

Resident Teacher _____ Date _____

University Supervisor _____ Date _____

Credential Candidate _____ Date _____

Additional Comments:

Appendix F. Preservice Observation Instrument for Special Education (POISE)

Candidate:	Observer:
School:	Lesson topic:
Date:	

Directions: For each scale, you will provide evidence in the notes section of how individual behaviors represented in each scale were met. Also, you will rate a candidate's performance on each individual behavior on a scale of 1 - 3. A 1 represents either a behavior that was not observed and should have been (all bold faced behaviors must be observed) or was poorly executed. All behaviors rated as a 2 have been executed with some errors. Information gained from the interval recording instrument should be used to rate explicit and systematic instruction and responsiveness to individual student learning.

Classroom	1	2	3
Uses instructional time productively			
Attends quickly to multiple demands on attention			
Establishes and Sustains clear expectations for behavior and participation in class activities throughout the lesson			
Maintains respectful interactions			
Uses unobtrusive management strategies			
Delivers the instruction at a brisk pace (i.e., teacher moves instruction along, engaging students)			
Prompts student to use appropriate behavior prior to or during different activities			
Works effectively with other adults during instruction			

NOTES:

Individual Student Management	1	2	3
Uses research-based approaches to teach positive behavior			
Promotes self-regulated behavior			
Encourages self-reflection on behavior			

NOTES:

Explicit and Systematic Instruction	1	2	3
Orients students through opening activities tied to the lesson (e.g., provides advance organizer, rationale, review of previous learning)			
Criteria for effective performance are clear (e.g. teacher tells students what to do or students clearly understand what to do as evidenced by their performance)			
Models/describes/explains concepts, strategies, and skills clearly			
Provides clear examples and/or non-examples of a concept when appropriate.			
Provides students repeated practice opportunities			
Aligns practice opportunities with a clear learning objective			
Provides a conclusion for the lesson (e.g. activity or review)			

NOTES:

Responsiveness to Individual Student Learning	1	2	3
Monitors students to assess their understanding			
Enables high rate of success for student responses			
Gives timely appropriate feedback in form of error correction or response affirmation			
Restructures tasks/questions based on student responses			

NOTES:

Content	1	2	3
Presents content in clear fashion			
Presents content with enthusiasm			
Presents content as accurate and free of obvious errors			
Aligns pedagogical practices with needs of the learner(s).			

NOTES:

Final Scoring of Domains	Unsatisfactory	Developing	Proficient	Exemplary
Classroom Management				
Individual Student Management				
Explicit and Systematic Instruction				
Responsiveness to Individual Student				
Content Instruction				

NOTES

Appendix G: Individualized Transition Plan

Candidate: _____ **ID#:** _____

Anticipated Credential (s): _____

Student Teaching Placement: _____

School Address: _____ City _____ State _____ Zip Code _____

Resident Teacher: _____ **Telephone:** _____

University Supervisor: _____ **Telephone:** _____

Self-Assessment of Strengths

Self-Assessment of Needs

Areas for Continued Professional Growth

Strategies and Activities

What will I do to pursue my professional growth?

Outcomes

What effects do I expect as a result of these efforts?

Sources of Evidence

Anticipated Timeline/Completion

Candidate's Signature _____ Date _____

University Faculty Signature _____ Date _____