



School of Education

**Preliminary Level I
EDUCATION SPECIALIST
CREDENTIAL PROGRAM
Mild/Moderate/Severe Disabilities**



RESOURCE HANDBOOK

2008 - 2009

For:

**Student Teachers
Mentor Teachers
Supervisors
School Administrators**

Revised 10/15/2008

SPECIAL EDUCATION PROGRAM

CREDENTIAL CANDIDATE SIGNATURE REQUIRED:

I understand that the Special Education Handbook provides information on the program as well as the rights and responsibilities of credential candidates, mentor teachers, and supervisors. I acknowledge that I have read the handbook which details professional and ethical conduct for credential candidates as well as information for the resolution of problems related to professional conduct.

Print Name _____

Signature and Date _____

Please tear out this page and return it no later than two weeks after the beginning of the semester to Carmela Paradise in the Office of Education and Credentialing, HGH, Room 202. Thank you.

WELCOME TO STUDENTS

Welcome to the Education Specialist Credential Program at Humboldt State University! We want to take this opportunity to congratulate you on your acceptance into the special education program, a program that selects only a few outstanding students as candidates each academic year.

Students often ask, “What will the year be like?” Briefly, the coursework is interesting, rigorous, and grounded in research-based practice. The faculty will work individually, in the role of a mentor, with you to answer questions about specific curriculum content and instruction. You will spend a considerable amount of time in a special education classroom observing, and working along side local teachers. As is the case of students selected into the program, our mentor teachers and university supervisors are a very select and experienced group of professionals.

Our goal is to offer you an excellent teacher preparation experience with a focus on collaboration. This focus serves to unite the components of the program together. We believe strongly that teacher preparation is a shared responsibility and you, as a credential candidate, will need to extend an effort equal to that of your teachers and mentors to gain the most from the experience.

We are very pleased that you have decided to be part of the special education credential program, and we are committed to making this a successful and rewarding experience for you.

David A. Ellerd, PhD
Program Leader
707-826-5795
dae11@humboldt.edu

Peggy Kirkpatrick
Program Coordinator
707-826-5795
mmk6@humboldt.edu

Special Education Credential Program

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CODE OF ETHICS

Council of Exceptional Children

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of the Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- I. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- II. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- III. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subject.
- IV. Special education professionals exercise objective professional judgment in the practice of their profession.
- V. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- VI. Special education professionals work within the standards and policies of their profession.
- VII. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- VIII. Special education professionals do not condone, nor participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Adopted by the CEC Delegate Assembly (1995)

I. Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

Mission Statement

Education Specialist Credential Program

Humboldt State University

Philosophical Orientation:

The Education Specialist Credential Program at Humboldt State University promotes the vision that students with mild to moderate to severe disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize their learning potential and provide a student-centered learning environment.

Successful Special Education teachers model advocacy for their students. They work well as team players within an expanded educational community student support system of parents, colleagues and community members but also demonstrate strong leadership skills. They are approachable, adaptable and flexible. Through their written and oral communication skills they demonstrate sound subject matter knowledge and pedagogical methods.

Educational Goals:

The Special Education Program, based on the belief that learning is a developmental process, is designed as a continuum of learning opportunities. Candidates progress from the general to the specific through a mixture of theory and classroom application. Theory, presented as research, is realistically versus ideally-based. Candidates study and discuss exemplary educational programs. They progress from students to professional teachers who view learning as a lifelong process demanding they keep current in their field. Candidates are capable of translating and modeling the concept of a continuum of learning opportunities for their students' developmental and educational goals.

Credential candidates in the program (a) understand the characteristics of students with mild to moderate to severe disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respectfulness of special needs students by building curriculum from the foundation of what students know and creating intellectual scaffolding for students' academic success. They create a learning environment in which students develop both individually and as learners within diverse groups.

As advocates for their students, candidates learn the importance of their consultative roles while working in a supportive fashion with colleagues, parents, students and community members. They gain professional confidence as they are sought as resource personnel with specialized expertise.

Preliminary Level I Educational Specialist Coursework Mild/Moderate Disabilities

Courses	Units
EDUC 377 Education of Exceptional Individuals	(2)
SPED 702 Foundations of General & Special Education	(2)
SPED 799 Teaching in Inclusive Classrooms	(2)
SPED 703 Foundations of Assessment & Program Planning	(2)
<i>SPED 704 Fieldwork-Assessment</i>	(1)
SPED 705 Multicultural Special Education	(2)
SPED 706 Applied Behavior Analysis for Teachers	(2)
SPED 707 Curriculum & Instruction – Reading and Language Arts	(3)
<i>SPED 708 Practicum: Reading Instruction</i>	(1)
SPED 709 Curriculum & Instruction – Math	(2)
<i>SPED 710 Practicum: Math Instruction</i>	(1)
SPED 711 Curriculum & Instruction – Science, History, and Social Science	(1)
<i>SPED 732 Practicum: Classroom Management</i>	(1)
SPED 733 Special Education Policies & Procedures	(2)
<i>SPED 734 Student Teaching-Elementary Special Education</i>	(5)
<i>SPED 735 Student Teaching-Secondary Special Education</i>	(5)
SPED 736 Curricular & Instructional Skills Seminar	(1)
SPED 737 Non-violent Crisis Intervention-Special Populations	(1)
Sub Total = 36	
Additional Requirements: _____	
SPED 799 Reading Assessment: DIBELS	(1)
SPED 799 Extended Student Teaching	(3)
TOTAL = 40	

Humboldt State University
Coursework Descriptions

PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL
Mild/Moderate Disabilities

EDUC 377 Education of Exceptional Individuals

Description: This course is designed to introduce core concepts, specific terms and definitions related to special education. Information is provided about broad categories of disability, the laws that govern special education, and issues of compliance with legal requirements.

SPED 702 Foundations of General & Special Education

Description: Foundations of general and special education instruction, overview of instructional techniques and curricula, factors affecting instruction, principles of assessment, trends and issues.

SPED 703 Foundations of Assessment & Program Planning

Description: Evaluate, select, administer, score, and interpret formal and informal assessment instruments. Use assessment results to identify instructional needs of students with disabilities and plan an individual education program.

SPED 704 Fieldwork-Assessment

Description: Closely supervised clinical experience in assessment of children and youth with disabilities; Individualized assessment, instruction, and evaluation of students with mild/moderate/severe disabilities.

SPED 705 Multicultural Special Education

Description: Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis on cross-cultural language and academic development. One of the goals of this course is to prepare candidates to pass the California Teacher of English Learners exam (CTEL).

SPED 706 Applied Behavior Analysis for Teachers

Description: Basic concepts of applied behavior analysis, development of individual positive behavior support plan, and implementation of behavior management strategies in classroom settings.

SPED 707 Curriculum & Instruction – Reading and Language Arts

Description: Introduction to language-arts methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 708 Practicum: Reading Instruction

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in Reading and Language Arts.

SPED 709 Curriculum & Instruction – Math

Description: introduction to mathematics methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 710 Practicum: Math Instruction

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in Mathematics.

SPED 711 Curriculum & Instruction – Science, History, and Social Science

Description: Introduction to science and social studies methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 731 Classroom Management

Description: Credential candidates in special education learn a variety of skills and techniques to manage student behavior and create a positive learning environment.

SPED 732 Practicum: Classroom Management

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; Classroom and school-wide programs for classroom management.

SPED 733 Special Education Policies & Procedures

Description: Introduction to Federal and State laws that govern the provision of special education services; Procedural mandates and safeguards, preparing and implementing successful individual education plans.

SPED 734 Student Teaching-Elementary Special Education

Description: Supervised classroom practice teaching all subjects with small and large groups of Secondary age students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in an **Elementary** school setting.

SPED 735 Student Teaching-Secondary Special Education

Description: Supervised classroom practice teaching all subjects with small and large groups of Secondary age students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in a **Secondary** school setting.

SPED 736 Curricular & Instructional Skills Seminar

Description: Students share curricular ideas, instructional methods and strategies; demonstrate teaching skills, self-assess, and problem solve issues encountered in the special and general education classroom.

SPED 737 Non-violent Crisis Intervention-Special Populations

Description: Students acquire verbal skills to de-escalate crises and nonviolent physical intervention skills to ensure safety of students with disabilities and other individuals in the environment.

SPED 799 Reading Assessment: DIBELS

Description: This is a 15-hour seminar designed to teach candidates how to use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment instrument. DIBELS is a series of research-validated, classroom-tested benchmark, and progress monitoring assessments, that predicts reading performance of young students and points the way to the most appropriate instructional interventions.

SPED 799 Extended Student Teaching

Description: Extended supervised classroom practice teaching all subjects with small and large groups of students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in a **Secondary/Elementary** school setting.

SPED 799 Teaching in Inclusive Classrooms

Description: This course is designed to help prospective general and special educators develop an understanding of the educational needs of students with disabilities. Focus will include assessment, instruction, evaluation and collaboration

Preliminary Level I Educational Specialist Coursework Moderate/Severe Disabilities

Courses	Units
EDUC 377 Education of Exceptional Individuals	(2)
SPED 702 Foundations of General & Special Education	(2)
SPED 799 Teaching in a Diverse Classroom	(2)
SPED 705 Multicultural Special Education	(2)
SPED 706 Applied Behavior Analysis for Teachers	(2)
SPED 707 Curriculum & Instruction – Reading and Language Arts	(3)
<i>SPED 708 Practicum: Reading Instruction</i>	(1)
SPED 709 Curriculum & Instruction – Math	(2)
<i>SPED 710 Practicum: Math Instruction</i>	(1)
SPED 711 Curriculum & Instruction – Science, History, and Social Science	(1)
SPED 733 Special Education Policies & Procedures	(2)
SPED 737 Nonviolent Crisis Intervention - Special Populations	(1)
SPED 740 Assessment and Program Planning	(2)
<i>SPED 741 Practicum: Assessment and Program</i>	(1)
SPED 742 Curricular and Differentiated Instruction	(2)
<i>SPED 743 Practicum: Curricular and Differentiated Instruction</i>	(1)
SPED 744 Communication Methods	(2)
<i>SPED 745 Practicum: Communication Methods</i>	(1)
SPED 746 Movement and Specialized Health Care	(2)
<i>SPED 747 Practicum: Movement and Specialized Health Care</i>	(1)
<i>SPED 748 Student Teaching -- Moderate / Severe disabilities</i>	(8)

Total = 41

Humboldt State University
Coursework Descriptions

PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL
Moderate/Severe Disabilities

EDUC 377 Education of Exceptional Individuals

Description: This course is designed to introduce core concepts, specific terms and definitions related to special education. Information is provided about broad categories of disability, the laws that govern special education, and issues of compliance with legal requirements.

SPED 702 Foundations of General & Special Education

Description: Foundations of general and special education instruction, overview of instructional techniques and curricula, factors affecting instruction, principles of assessment, trends and issues.

SPED 705 Multicultural Special Education

Description: Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis on cross-cultural language and academic development. One of the goals of this course is to prepare candidates to pass the California Teacher of English Learners exam (CTEL).

SPED 706 Applied Behavior Analysis for Teachers

Description: Basic concepts of applied behavior analysis, development of individual positive behavior support plan, and implementation of behavior management strategies in classroom settings.

SPED 707 Curriculum & Instruction – Reading and Language Arts

Description: Introduction to language-arts methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 708 Practicum: Reading Instruction

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in Reading and Language Arts.

SPED 709 Curriculum & Instruction – Math

Description: introduction to mathematics methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 710 Practicum: Math Instruction

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in Mathematics.

SPED 711 Curriculum & Instruction – Science, History, and Social Science

Description: Introduction to science and social studies methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 733 Special Education Policies & Procedures

Description: Introduction to Federal and State laws that govern the provision of special education services; Procedural mandates and safeguards, preparing and implementing successful individual education plans.

SPED 737 Non-violent Crisis Intervention-Special Populations

Description: Students acquire verbal skills to de-escalate crises and nonviolent physical intervention skills to ensure safety of students with disabilities and other individuals in the environment.

SPED 748 Student Teaching -- Moderate / Severe disabilities

Description: Supervised classroom practice teaching all subjects with small and large groups, and individualized instruction with students with severe disabilities. Assessment, differentiated instruction, and evaluation experience with students across elementary and secondary school settings.

Summer course work:**SPED 740 Assessment and Program Planning for students with severe disabilities**

Description: Evaluate, administer, score, and interpret formal and informal assessment instruments. Use assessment results to identify instructional needs of students with severe disabilities and plan an individual education program.

SPED 741 Practicum: Assessment and Program Planning Severe Disabilities.

Description: closely supervised clinical experience and assessment of children and youth with severe disabilities: individualized assessment, instruction, and a valuation of students with severe disabilities

SPED 742 Curricular and Differentiated Instruction for students with severe disabilities

Description: Introduction to core curricular methods, reading, math, science, history and social science, for students with moderate to severe disabilities. Foundations, assessment, instructional interventions, and curricular choices for special populations.

SPED 743 Practicum: Curricular and Differentiated Instruction Severe Disabilities

Description: guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum selection, differentiated instruction observation and practice, for students with severe disabilities.

SPED 744 Communication Methods for students with severe disabilities

Description: Introduction to self-directed strategies, intervention techniques, and the use of technology to enhance social and interpersonal communication skills for students with severe disabilities.

SPED 745 Practicum: Communication Methods Severe Disabilities

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in communication methods and social relationships for students with severe disabilities.

SPED 746 Movement and Specialized Health Care for students with severe disabilities

Description: introduction to the movement, mobility, sensory and specialized healthcare needs of students with severe disabilities. Students develop an understanding of the regulations and local policies regarding specialized healthcare in education settings, and learn appropriate techniques and procedures to meet the individual needs of students with severe disabilities.

SPED 747 Practicum: Movement and Specialized Health Care Severe Disabilities

Description: Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in movement, mobility, sensory and specialized health care needs for students with severe disabilities.

SPED 747 Teaching in Inclusive Classrooms

What are a credential candidate's legal rights and responsibilities?

As enrolled students at HSU, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran's status, or Vietnam-era veteran's status. In addition, HSU students are protected under California State University policies, which prohibit discrimination on the basis of all of the above plus sexual orientation. Legal rights and responsibilities of HSU students are described on page 275 of the Humboldt State University 2007-2008 Catalog.

It is important to recognize that there may be some differences between the legal rights and responsibilities of HSU students and their rights and responsibilities as student teachers serving in cooperating school districts. Copies of school district policies (describing legal rights and responsibilities which apply to student teachers) are available in the SPED coordinator's office. Please be aware that there may be differences between private and public schools in this regard, that is there may be situations where private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the U.S. Constitution.

Employees of Humboldt State University, including faculty and supervisors in credential programs, are bound by CSU nondiscrimination policies in regard to disclosure of personal information about credential candidates. Questions, concerns, or grievances related to credential candidates' legal rights and responsibilities should be directed to the SPED coordinator, who will refer them to the appropriate university office.

What is the SPED attendance Policy?

Attendance at all SPED credential classes is mandatory. In case of illness and/or emergencies, candidates are expected to notify the professor by telephone or e-mail and arrange to receive notes and handouts from a colleague in the class. Candidates who are absent excessively will meet with the Special Education Review Team to assess seriousness of intent and to plan a course of action to maximize their potential for success in the program.

What is the purpose of student teaching?

Student teaching fieldwork provides a real-life laboratory for integrating the knowledge gained in SPED course work with successful teaching practices. The candidate can acquire teaching skills in a relatively safe environment, guided by the experience of a mentor teacher and university supervisor.

At what point may a student teacher take over the class?

Each team of mentor teacher, university supervisor, and student teacher decides when the candidate is ready to take over the class. This decision depends on the specific situation and the student teacher's particular strengths.

The mentor teacher should never hand the class over to the student teacher and abandon the class for many days in succession. The mentor teacher can observe, participate, grade papers or perform maintenance tasks in and out of the room. For the required period of solo student teaching, the mentor teacher, although not in the classroom, must remain at the school site and be available for conferencing, after classroom hours. Student teachers are also encouraged to observe different grade levels and teaching styles to broaden their experience.

What is the formal assessment procedure?

Student Teaching Activity Guidelines: see **pp 41-43 in Appendix**. Interim Checklist see **pp 44-45**. Student Teaching Assessments are conducted by mentor teacher, university supervisor, and student teacher, who meet together to discuss how each member of the triad has met his/her individual responsibilities. The mentor teacher and university supervisor must reach consensus on the grade (CR/NC) and recommendation to continue in the program or overall performance rating. When the mentor teacher and university supervisor recommend the student teacher continue with conditions, the mentor teacher and supervisor create a contract specifically stating which performance criteria the student teacher continue with conditions, the mentor teacher and supervisor create a contract specifically stating which performance criteria the student teacher must meet to their satisfaction to be allowed to begin solo student teaching. For some deficiencies the contract may also extend throughout the solo teaching as a requirement to receive credit for the fieldwork course. The SPED Progress Evaluation forms (**pp 48-53**) must be completed and signed by the student teacher, mentor teacher, and university supervisor. The student teacher's signature is required to verify receipt of the assessment, and does not necessarily imply agreement with the assessment.

When may a student teacher be placed on contract and what is the procedure?

At any time during fieldwork courses a student teacher may be placed on contract. The purpose of the contract is to ensure the student teacher has knowledge of specific teaching practice deficiencies and has a documented and fair opportunity to remedy these deficiencies. When the mentor teacher and/or university supervisor observe a student teacher behavior which will hinder his/her professional development toward becoming an effective teacher, the mentor teacher and/or supervisor is/are responsible for documenting the behavior in relation to the CSTP (California Standards for the Teaching Profession) and discussing the behavior with the student teacher in a non-threatening and sensitive manner. The mentor teacher and supervisor provide the student teacher with documented options for alternative/desired behavior, a clear statement of expectations, and a reasonable time for the student teacher to demonstrate behavior change. If the student teacher does not successfully demonstrate the behavior change within the specified time, the mentor teacher and supervisor collaborate to write a contract after discussion with the student teacher to determine which measures will be most helpful for the student teacher in working to change the behavior.

What are the procedures for resolving fieldwork or supervision problems?

A student teacher with a coursework, fieldwork, or supervision problem should first contact the person with whom the problem exists, such as the professor, mentor teacher, or supervisor. The

university supervisor is the person who should be called upon to mediate any problems between the student teacher and the mentor teacher. The Coordinator assists with conflicts between the supervisor and the student teacher. Once the student has contacted the appropriate individuals and/or is not satisfied with the outcome, the student should contact the Coordinator and request assistance. The Coordinator will investigate the issue; attempt to mediate the dispute, sharing the results with the Program Leader.

If the situation cannot be resolved informally, the Coordinator will forward all documentation about the dispute to the Program Leader. **The Program Leader and Coordinator will meet with the individuals involved and may request written documentation from all involved parties. Once they have reviewed all relevant information, the Program Leader and Coordinator will make a decision about the situation and convey the decision to involved parties in writing. Such decisions are final. Because credential candidates are held to different standards than those students enrolled in traditional academic programs, they do not have access to university grievance processes if they are unsatisfied with an outcome or decision in regard to their status in the credential program.**

What does a student do in case of a strike or work stoppage in the school district?

In the event of a strike or work stoppage, SPED candidates and supervisors will be contacted by the SPED coordinator. SPED candidates will not cross picket lines. They will be expected to fulfill other program related requirements for the duration of the work stoppage or strike.

Is insurance required of the candidate?

School districts require each candidate to carry professional liability insurance, secured at the student's expense, prior to entering the credential program in the fall. All Humboldt State University students pay fees for Student Professional Liability Insurance through registration fees. See Appendix for liability coverage.

During observation and student teaching, the university provides Workman's Compensation insurance for student teachers injured in the performance of their duties. Candidates who want medical coverage may wish to consider a package obtainable through HSU's Student Health Center.

How does the SPED program meet the Standard for the Preparation of Education Specialists Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English?

The California Commission on Teacher Credentialing Standard for the Preparation of Education Specialist Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English requires verification that all mentor teachers are utilizing research-based reading practices.

SPED Program Portfolio

Each candidate is required to complete a program portfolio. The guidelines for this portfolio will be covered in SPED 736. This portfolio is revised, finalized and presented near the end of the second semester of student teaching experience.

Do all candidates complete the program successfully?

Unfortunately, no. Occasionally a candidate experiences problems during course work or fieldwork. Special Education Program faculty or local school personnel may then request termination of a student's credential candidacy. In such a case, a committee consisting of the student's university supervisor, SPED Program Leader, SPED Coordinator, and mentor teacher(s) determines whether the student will continue in the program.

The committee may require remedial action to improve the candidate's progress within the program. If the committee recommends the candidate's removal from the program, that decision is final. The candidate will be notified in writing of the termination from the SPED Program.

A candidate who abuses alcohol or drugs or who is involved in unprofessional conduct will be subject to dismissal from the Special Education Program. If a student is dismissed for cause during either fall or spring semester, that student will not be allowed to participate in commencement ceremonies.

What happens if the student teacher does not exhibit professional conduct?

Teacher education professionals share a responsibility to ensure the care, welfare, safety, and security of children and adolescents as well as K-12 colleagues with whom our credential candidates work. This means we function as gatekeepers for the profession, a responsibility we take very seriously.

On rare occasions and despite our rigorous screening process, a serious problem surfaces during the credential year (e.g., a credential candidate becomes involved in unethical or unprofessional conduct such as endangering students, relating in a romantic or unhealthy way with students, creating an unhealthy climate for others at the school site, abusing alcohol or other drugs, etc.). All credential programs at HSU share a standard procedure for responding to allegations about a credential candidate's unethical or unprofessional behavior.

Allegations of misconduct are first brought forward to the Program Coordinator who immediately informs the Program Leader of the allegations, and together they engage in fact finding. They invite all observers of the alleged behaviors to provide input, both verbally and in writing. They then share the allegations with the credential candidate, asking the candidate to respond. Depending on the seriousness of the allegations, they may request a meeting with all parties present. Once they have collected all relevant information in regard to the allegations, they assess that information and then render a decision in writing. Depending on the seriousness of the conduct, repercussions may include such sanctions as the candidate being placed on contract with the ultimate goal of successful completion of the program, pulled from the school site indefinitely, dismissed immediately from the program, or referred for judicial sanctions within the University, among others.

Request For Change In Student Teaching Placement

To request a change in your assigned student teaching placement, you must have a compelling reason and you must complete the Request for Change form. The program leader and/or coordinator are the only people who can change your placement and potential placements must come from them only. Completing the Request for Change form does not guarantee that you will be granted a new placement; however, your request will be carefully and thoroughly evaluated by the staff and faculty and may include a conference with all involved parties.

**** A maximum of 2 alternate sites may be assigned. Failure to complete student teaching after this will result in termination from the program.**

What are the CCTC standards?

The California Commission on Teacher Credentialing approves teacher preparation programs based on certain standards for program quality and effectiveness. A full text of the CCTC Standards can be accessed at <http://www.ctc.ca.gov/>

What are the California Standards for the Teaching Profession?

The California Standards for the Teaching Profession, adopted by CCTC January, 1997, approved by the State Superintendent of Public Instruction January, 1997, and endorsed by the State Board of Education July, 1997, (State of California, Sacramento, California, July, 1997) were developed “to guide teachers as they define and develop their practice” from preservice preparation through induction and through lifelong professional development. These standards are based on research and expert advice on best teaching practice and developed through work in the California New Teacher Project (CNTP) and Beginning Teacher Support and Assessment (BTSA). The CCTC and California Department of Education are sponsoring preparation of Developmental Scales (useful for teachers to measure their developmental levels in relation to each standard) and an Integrated Formative Assessment System (performance based assessments such as portfolios and observations) designed to enable teachers to derive maximum benefit from the California Standards for the Teaching Profession. The Special Education program uses the California Standards for the Teaching Profession as a framework for portfolio assessment throughout the credential year and as performance criteria in student teacher fieldwork assessment. University Supervisors receive training in application of the standards, and student teachers are introduced to the standards through the SPED Program Portfolio.

California Standards for the Teaching Profession

The California Standards for the Teaching Profession provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals.

The Standards address the diversity of the student population in California schools today and reflect a holistic, developmental view of teaching.

Standard for engaging and supporting all students in learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard for creating and maintaining effective environments for student learning

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Standard for understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard for planning instruction and designing learning experiences for all students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Standard for assessing student learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

Standard for developing as a professional educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

FREQUENTLY ASKED QUESTIONS

For Student Teaching

1. How many units are required for SPED 734 Student Teaching Elementary Special Education and SPED735 Student Teaching Secondary Special Education?
10 for the Mild/Moderate program and 8 for the Moderate/Severe Program
2. How long is student teaching?
“Candidates are required to follow the public school calendar and remain in the classroom until end of the school year.”
3. What will my student teaching placement be?
All students must teach at an elementary level and a secondary level, in a Special Day Class and/or a Resource Specialist Program. Exceptions are made dependent on previous credentials completed and employment.
4. How will I receive my student teaching assignment?
The Coordinator arranges student teaching assignments.
5. I was a long term substitute last semester in a Special Education class. Can I get student teaching credit for that?
NO, student teaching credit must be monitored by the University and you must be registered for SPED 734, SPED 735, and SPED 799 (extended student teaching) during the time you are student teaching.
6. Who will be monitoring me during my student teaching?
You will be assigned an on-site Mentor Teacher and have frequent visits by a University Supervisor. Please feel free to ask them any questions you may have or discuss any concerns with them.
7. What role does the Program Coordinator play during student teaching?
As always, the Program Coordinator is here throughout the program and offers help in any way possible.
8. What are student teacher professional responsibilities?
Candidates are expected to follow the Code of Ethics of the Education Profession developed by NEA and endorsed by CTA, as well as all guidelines described in this handbook.
9. What GPA must a student maintain in the credential program?
Candidates need a 3.0 cumulative grade-point average in all courses used for the credential program. Only B-quality work will receive credit in a credit/no credit course. (Failure to pass a credential class with a grade of C or better is grounds for dismissal from the program).

I. YOUR ROLE AS A STUDENT TEACHER

To whom am I directly responsible?

Since student teaching is a joint responsibility of both the public schools and the University, you are equally responsible to both your Mentor Teacher and your University Supervisor. You are also more generally responsible to the site Administrator.

What can I expect the Mentor Teacher to allow/require me to do in the first week(s) of the assignment?

- 1) Read this information packet thoroughly and make sure all of your questions are answered.
- 2) Meet with your supervisor and find out special assignments.
- 3) Make a schedule with your Mentor Teacher of the semester and decide which subjects to teach first, second, third, etc. gradually working into teaching and planning the whole time.
- 4) Make a seating chart and learn the name and something important about every student. Read all IEPs to learn about the short and long term objectives for each student.
- 5) Assist in a variety of ways: as your Mentor Teacher directs, read sets of papers or workbooks, arrange bulletin boards or displays, work with small groups, prepare supplies or equipment for lessons, distribute books and materials, etc.
- 6) Observe the Mentor Teacher: use the “Special Education Student Teaching Activity Guidelines” form to focus on the many elements, techniques, methods or procedures which facilitate good instruction and student learning (see pp 41-43).
- 7) Students should be prepared to attend all IEP meetings and parent conferences.
- 8) Students should be prepared to perform assessment and assist in IEP preparation when appropriate.
- 9) Emphasize self-assessment. Engage in self-assessment and reflection on a daily basis by conferring with cooperation teacher to identify strengths and areas which need improvement.

How long generally, do I observe lessons taught by the Mentor Teacher before I can begin teaching?

- 1) You observe until you feel secure enough to step before the class. During the first week you should concentrate on learning the students’ names, their strengths and needs, and the methods and materials used by the Mentor Teacher.
- 2) On the second or third day you can assist or teach part of the time, with your Mentor Teacher’s permission.
- 3) Continue to observe the Mentor Teacher teach lessons occasionally for the purpose of polishing skills and obtaining a higher degree of perfection.

1. LESSON PLANS AND PROCEDURES

What is the weekly plan?

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

Check early with your Mentor Teacher to see what weekly plan form is available or may be preferred.

How do I write daily lesson plans?

This is the general plan of instruction with an indication of what you and the students will be doing within each time period (see “**Lesson Plan to Accommodate Individual Special Needs**” in **Appendix**). You may need more space than the form allows. If so, feel free to use standard 8-1/2 x 11 notebook paper to write your plans. In this way you can follow the same format but include the extra details, reminders, questions, and so on which you may need to give you confidence and make your lessons effective. After you have satisfactorily demonstrated the ability to write daily lesson plans, you and your Mentor Teacher may agree on a modified format for these plans.

In what form are my plans made? How are they organized? Where are they to be located?

- 1) They should be typed or legibly written in longhand, and free of errors. Leave room in the left or right-hand margin for comments by your cooperating teacher and your University Supervisor.
- 2) Use form titled “Lesson Plan to Accommodate Individual Special Needs.”
- 3) They should be made in duplicate; give the original and photocopy to your Mentor Teacher and Supervisor.
- 4) The photocopy, with any comments from the Mentor Teacher can then be returned to you for your teaching.

What procedure will the Mentor Teacher follow when my plans are poorly done or not ready in advance?

All plans must be acceptable before you will be allowed to teach. In many instances, you may only have to make minor modifications on the original (or none at all) after lessons are reviewed by the Mentor Teacher. At other times, you will need to re-plan and re-write the entire lesson following suggestions made by the Mentor Teacher or University Supervisor.

You will not be allowed to teach if your lesson plans are not ready. Not having your lessons ready places a severe burden on your Mentor teacher because alternative lessons, often hastily prepared, will have to be implemented; this is extremely unfair to the students. Such failure to produce on your part will be considered a gross form of unprofessional conduct and may result in your removal from student teaching.

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

You will be allowed to use brief plans only after you have shown your ability to teach successfully. This will be determined by your University Supervisor and/or your Mentor Teacher.

LESSON PLAN TO ACCOMMODATE INDIVIDUAL SPECIAL NEEDS

The **desired outcomes** of the lesson should describe action(s) of the student(s) that you will be able to **observe** that **demonstrates mastery** of the skill taught. What constitutes **Mastery is modified for individual students with accommodations** you make to **meet students' individual needs**, through each step of the process. Before teaching the lesson, **ask yourself what pre-skills are needed to perform the skill** successfully and plan on teaching these to students who have not yet mastered them, before the lesson plan is taught. If it is possible to make adjustments to compensate for some of these pre-skills **while teaching** the skill, include these **adjustments** and **define what Mastery will look like for each student**.

SET	This is a short part of the lesson at the start, which presents a reason for the child to DO what the lesson requires. It should motivate the student to listen and try. Types of sets include: the review of a skill previously learned, a continuation of a previous lesson, an activity, an interesting story, a discussion of a desirable activity involving use of the skill or a description of the value of knowing this skill.
INFORM	In this part, you provide information needed to perform the skill, to understand it and/or to remember it. It can be the steps of the process, the data needed to perform the skill or the Internet site that contains vital information related to the skill. There are many varieties of information and skills you can use and combine here.
MATERIALS	This is a list and description of the materials and the physical set up needed for the students to complete the skill successfully.
TEACHER-DIRECTED LESSON	These are steps that constitute the 4-Step Lesson Plan and provide Guided Practice:
I DO IT	Provide explicit demonstration of the new skill by doing each step in the process.
YOU HELP ME DO IT	Have students assist you as you go through each step and do the process again. This is the start of the Guided Practice.
I HELP YOU DO IT	Here you have the students do the task and you prompt them through the process. This is the second part of Guided Practice. It is the step that may need to be repeated until the child can successfully complete the task.
YOU DO IT ALONE	This step is Independent Practice in which the child does the task with teacher observation and verification. The child has reached Mastery level when able to do this. Then they can be assigned homework doing problems involving this skill.
REVIEW	Attain or create adequate examples of this skill for continuing reviews. Do reviews of same skill the next day, next week and next month to check if student can still do the task. Review skill at times through the next months to assure maintenance of Mastery. If child has forgotten parts of process, review using Guided Practice steps.
GENERALIZATION	If child has reached and maintained Mastery, then move on to tasks that require the child to use the skill within a lesson to teach more complicated, new skills.

Advice from Former Student Teachers

- ❖ Review the classroom rule system set up by your mentor teacher before you take over the class. A classroom management style that works for you may be different than your mentors.
- ❖ Manage your time so new things aren't so stressful.
- ❖ Take care of yourself physically, emotionally, and spiritually. If you're not together yourself, you won't be good for others.
- ❖ Take initiative. Be sure you're learning what you need to know.
- ❖ Get, keep, and maintain a sense of humor.
- ❖ Be responsive to constructive criticism. Don't dwell on the bad, but be flexible and try to improve.
- ❖ Establish a comfortable, communicative environment with your supervisor and mentor teacher.
- ❖ Understand and use the resources available: the Career Center, AIR Center, campus buddy system (mutual protection), Humboldt Education Resource Center (HERC, County Office of Education, Eureka), and the Financial Aid Office.
- ❖ Maintain your self-esteem with all your roles – student at HSU and both student and teacher at the local school site.
- ❖ Look forward to the rewards of teaching such as when students learn, when you're respected as a teacher, and when you reach inward for personal rewards.
- ❖ Be flexible in your expectations. Don't get impatient with yourself or students.
- ❖ Be confident, but realize this is a learning experience.
- ❖ Accentuate the positive things in students and don't just focus on the negative.
- ❖ Make copies for your own files of all the materials you develop and use.

What are the SPED requirements of all mentor teachers?

Mentor teachers are required to attend the orientation meeting led by the HSU SPED Staff. The university will distribute and review the updated SPED Handbook; clarify roles, responsibilities, forms, procedures and program changes; and answer questions student teachers, mentor teachers and the administrator may have. The orientation may also provide an opportunity for the administrator to address student teachers regarding expectations and pertinent school site information.

In order to support mentor teachers in providing helpful feedback to their student teachers, new mentor teachers are required to attend a mentoring in-service at the beginning of fall semester. A clinical supervision video is also available for use by mentor teachers and supervisors. Viewing and discussing the video with mentor teacher colleagues and the university supervisor can be helpful.

What are the mentor teacher's responsibilities to the student teacher?

As in any classroom, student teachers have a wide variety of backgrounds and experiences. While some easily adapt to the teaching role, other student teachers will be under stress in this new situation; all will appreciate support and guidance. Mentor teachers should strive to establish a positive professional relationship with the student teacher.

It is important to remember that most student teachers do not come to the classroom fully prepared to teach. The mentor teacher will discover through interaction with the student teacher what skills, talents, and interests the student teacher brings to the classroom. These will help the mentor teacher determine the activities for which the student teacher is ready to safely assume responsibility. The following guidelines may be helpful:

- a. Take a leadership role in orienting the student teacher to the school site, classroom, and curriculum.
- b. Create an atmosphere of acceptance among the students by introducing the student teacher to the class as a co-teacher and by providing personal space (desk, counter space, bulletin board) for the student teacher to use.
- c. Introduce the student teacher to fellow teachers and site personnel.
- d. Beginning with the field experience phase in the fall semester, transition the candidate into greater involvement with students. Ideally the candidate will work one-on-one and then with small groups of students. This will culminate in the spring with the student having full teaching responsibility for the class.

A student teacher should not assume primary teaching responsibilities during the first half of the semester. Even in the second half of the semester, the university supervisor, mentor teacher, and student teacher must agree as to the proper timing for solo teaching.

- e. Set a specific time for conferencing with the student teacher. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. When time is a major factor, consider conferencing by phone, making a list of topics to discuss, writing notes, and/or using e-mail.
- f. Be aware of the teaching competencies, which student teachers need to acquire before they are recommended for a Special Education Credential.
- g. Share planning strategies (daily, weekly, etc.) throughout the year.
- h. Provide the student teacher with professional advice and models of current instructional techniques (e.g., a balance approach to reading instruction, GESA).
- i. Require lesson plans for your review and suggestions before a lesson is taught.
- j. Keep the principal and university supervisor apprised of the student teacher's gains in proficiency. Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. (See the procedure for resolution of problems on p. 20. The student teacher should be absolutely reliable in such matters as attendance, promptness, and daily preparation.
- k. Complete all university required assessment forms in a timely manner, including a final letter of recommendation for the student teacher's placement file.

III. FEEDBACK AND EVALUATION

How will my Mentor Teacher review my progress and evaluate my achievement throughout my student teaching assignment?

- 1) Both your Mentor Teacher and University Supervisor will be sources of feedback and evaluation during this experience. Feedback will be given to you daily in informal ways through conversations, conferences and planning sessions or by means of written comments on your daily lesson plans or possibly in a notebook kept as a journal by your Mentor Teacher. You and your Mentor Teacher should read and discuss this form carefully during your first week in the school. You will be required to demonstrate these competencies primarily in a whole class setting.
- 2) In the evaluation process you should expect your Mentor Teacher to give you candid and honest reactions to your teaching, noting both strengths and weaknesses. Praise and support for what you have tried or accomplished should receive primary emphasis, but suggestions for ways to improve will be made definite and clear to you.

Be sure to let your Mentor Teacher know early how much feedback about performance you need or desire so that an appropriate level of communication can be maintained.

- 3) The Mentor Teacher will emphasize the student teacher's self-assessment. The student teacher will be encouraged to identify his or her own strengths and areas, which need improvement.
- 4) You will have three formal evaluations with your Mentor Teacher, including a conference with each, once at the mid-point of your student teaching assignment and once again near the end. The Progress Evaluation will be used for this purpose. This form is provided to the Mentor Teacher by the University. The conferences will help both you and the Mentor Teacher to set specific goals and ways to achieve them before you conclude student teaching. You should feel free to raise questions or ask for detailed explanations of any rating.
- 5) After these three evaluation conferences, the Mentor Teacher will return one copy of the Progress Evaluation form to your University Supervisor. You must sign the evaluation, not necessarily that you agree with it.

II. THE ROLE OF YOUR UNIVERSITY SUPERVISOR

What will the University Supervisor be “looking for” during an observation/visit?

In your teaching the University Supervisor will be evaluating your progress on the competencies listed on the Special Education Student Teacher Activity Guidelines. Guidelines are on [page 41-43](#). A brief conference will be held with the mentor teacher, supervisor and student teacher.

The University Supervisor will leave a Progress Evaluation or a personal note for you following a visit. Act promptly on all suggestions that are made.

What can I do to avoid being nervous or apprehensive about being observed or evaluated?

First, be thoroughly prepared every day you teach. Second, build your confidence and skills by discussing/reviewing your teaching with your Mentor Teacher. Third, don't panic. Simply do what you normally do when no one is observing. Try not to put on a special show, for this can be confusing to students. Fourth, if you have severe worry and are under great stress, let the University Supervisor or Mentor Teacher know in advance. Each is concerned about you, both as a person and as a student teacher. Some means for alleviating your apprehension will be determined. Just remember, nearly everyone has “butterflies,” especially those teachers who are highly motivated to succeed. Even good, experienced teachers worry about teaching, and not just when visitors come into their classrooms.

Should I schedule regular conferences with the University Supervisor?

Request and schedule them as you feel they are needed. Don't put them off. If you sense a problem or want clarification on some misunderstanding, communicate with the University Supervisor (or Mentor Teacher) before things really become a problem. If it is not possible to hold the conference during break periods, before or after school, you will need to call and arrange an appointment at a convenient time with your University Supervisor and/or Mentor Teacher.

What do supervisors look for in the classroom?

In the pre-observation conference, the objectives of the lesson will be established. During observation the supervisor will record performance and pupil response in relation to the objectives. The supervisor will also note critical incidents that impact on teaching effectiveness. In the pre-observation conference, the student teacher may ask the supervisor to watch for particular things.

The supervisor may want to delay discussing all the negative aspects of the student teacher's performance in the first session. A person can handle only so much criticism at one time. This is especially true when using videotaped reviews, where the student teacher may see many things that are wrong. The role of the supervisor is to support the teacher and point out what went well rather than dwelling too long on the errors. As student teaching progresses and the major problems have been addressed, there will be time to introduce secondary considerations.

We request that you use "Progress Evaluation and Observation" form. Training of the use of forms are provided at the beginning of the academic year.

What is the process of clinical supervision?

Clinical supervision is a continuous series of cycles in which the supervisor assists the student teacher in developing ever more successful instructional strategies (not necessarily the mentor's pet methods). The approach was first published by Goldhammer (1969) and Cogan (1973) but effective supervisors had been using similar methods for some time. In *Clinical Supervision: A State of the Art Review* (ASCD, 1980), Cheryl Sullivan describes clinical supervision as an eight-phase cycle of instructional improvement:

1. Supervisor establishes the clinical relationship with the teacher by explaining the purpose and sequence of clinical supervision. (No secrets; this is not "snoopection.")
2. Planning of the lesson(s), either independently by the student teacher or jointly.
3. Discussion/evaluation of the lesson plan.
4. Observation of the lesson, recording of appropriate data.
5. Teacher and supervisor analyze the teaching/learning process, especially "critical incidents and pattern analysis." Questions are preferable to lectures: "Why do you think the students started to talk when you...?" (Step 5 should follow the observation as soon as possible so that both participants have a clear recollection of what happened.)
6. Teacher makes decisions about his/her behavior and the students' behaviors and learning.
7. Supervisor and teacher decide on changes sought in the teacher's behavior, then create a plan for implementing the changes.
8. Arrangements for the next pre-observation conference.

Obviously these may be modified, but the significant elements of each should be addressed. The process is assessment-formative, not summary-evaluative. Subsequent evaluation may be based on progress toward the goals set in the post-observation conference.

SUPERVISOR GUIDELINES AND OBSERVATIONS

The Beginning of the Class Period:

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

The Lesson:

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

Student Characteristics:

1. What are the ability and achievement levels of students in the class?
2. What has the teacher done to adapt instruction and assignments to meet individual needs?
3. Does the teacher follow the organization or sequence of the texts or workbooks? Are units planned which re-order concepts for individuals or small groups? Does the teacher prepare/use supplemental materials which reflect the many levels of student performance?
4. Is there adequate variety in teaching methods, strategies and daily activities to help compensate for the range of student abilities and interests?
5. Are special allowances in time, length and difficulty of homework, library, or in-class assignments differentiated for individuals or groups on the basis of need?

Management and Discipline:

1. How does the teacher manage the group?
2. How does the teacher manage individuals?
3. What are the rules of the classroom? Are they posted or unposted?
4. How does the teacher convey information about rules to students?

SPED Supervisor Timeline

Please note: This is only a suggested time line. Student teaching responsibility and teaching progression should be decided in collaboration with the student, mentor teacher and supervisor on an individual basis. Three clinical supervisions will be written during the semester.

Part-time Student Teaching

1. Previous to the first student teaching week – Contact candidate for introductions, description of supervisors role, set up of clinical supervisions, request a student teaching field work agreement (this will include the public school schedule) and to set a positive tone of support.
2. At or about the fourth week of student teaching review (and sign) the “Interim Professional Development Checklist” with mentor teacher and candidate. Submit a copy of the checklist to the program coordinator.

Full-time Student Teaching

3. Visit/Contact One – This should occur during the second week of full-time student teaching allowing the first week for familiarity with school schedules, classroom management programs, faculty, students, school personnel and the mentor teacher. This should be considered an introductory visit with student and mentor teacher.
4. Contacts Two and Three (Clinical Supervision) – This should occur during the third, fourth or fifth weeks of school. Students should be planning lessons and working with small groups. Supervisors should be offering support, resources, positive comments and areas of improvement.
5. Contacts Four and Five (Clinical Supervision) – These visits should occur during the sixth and seventh weeks of student teaching. Supervisors should observe students taking over teaching responsibilities for most of the day, including times when the mentor teacher is not present in the classroom. Any areas of the evaluation form that will be ranked at 2 or lower must be aggressively addressed at this time.
6. Visit Six (Clinical Supervision) – This last visit should occur during the eighth week of student teaching and should serve as a cumulative, final review, as well as a time for students to request information, express any concerns or challenges still being faced and to address any additional issues.

Additional Timeline Notes

- Always check in with the mentor teacher at each visit and leave some time for private conversation.
- Always check in and out at the office every time you go to a school campus. You may be asked to sign in and wear a visitor's badge.
- On your first visit to a school site make sure to introduce yourself to the school principal.
- At least one of your visits should not be planned. You would be advised however to call the office that morning to make sure your student's class is not involved in a field trip, assembly, etc.
- After every visit make absolutely sure that you spend time sharing your observations with the student. Ideally this is done immediately after the observation at a recess or lunch break. If this is not possible, a phone call that afternoon or evening should be arranged. It is crucial that you give the student immediate feedback after every visit. This should be followed up on as soon as possible with completed evaluation forms for students.
- The amount of time spent at each observation is to be determined by the supervisor and the length of time necessary to obtain needed information.
- Paperwork should be turned into the Program Coordinator as soon as possible, preferably before the end of the eighth week unless other arrangements have been made.
- Make sure students and mentor teachers have a way of contacting you.
- Weekly check-in calls to students and mentor teachers are highly recommended.
- Be prepared to provide ideas, suggestions and resources to students as the need arises.
- Set a positive and encouraging tone when discussing student teaching performance. Always point out what was done well! Concerns can be addressed as "Things to consider for next time," "Some things to think about," "Suggestions," or "Ideas to try,"
- Ask to see student's lesson plans, IEP's, goals and objectives, and completed assessments.
- You can expect that the student should be doing almost all of what the mentor teacher is doing as far as teaching responsibilities, hours, extraneous activities, parent conferences and contacts, meeting, and other obligations involving the teaching of Special Education.
- Expect the highest standards of professionalism at all times from your students.
- Students must sign, date and receive a copy of all evaluation forms after every visit.
- Make sure to meet with the student and mentor teacher together at least two times during the placement.
- Inform the Program Coordinator of any questions, concerns or conflicts that arise.
- Keep the Program Coordinator apprised of student's progress on a bi-monthly basis.

Supervisor Contact Log Of Student Teachers

Student
Supervisor

Credential Programs
Department of Education
Humboldt State University

School

Mentor Teacher

Contact # Date By email/phone In person On Site Clinical Supervision
Brief Summary:

Contact # Date By email/phone In person On Site Clinical Supervision
Brief Summary:

Contact # Date By email/phone In person On Site Clinical Supervision
Brief Summary:

Contact # Date By email/phone In person On Site Clinical Supervision
Brief Summary:

APPENDIX

FORMS

SPECIAL EDUCATION STUDENT TEACHER ACTIVITY GUIDELINES

INTERIM PROFESSIONAL DEVELOPMENT CHECKLIST

LESSON PLAN FORM

PROGRESS EVALUATION ON CLASSROOM ORGANIZATION & INSTRUCTION

CONFIDENTIAL REQUEST FOR CHANGE IN STUDENT TEACHING PLACEMENT

REQUEST TO SUBSTITUTE TEACH

CERTIFICATE OF ELIGIBILITY

DEVELOPMENT OF AN INDUCTION PLAN

VERIFICATION OF EMPLOYMENT AS AN EDUCATION SPECIALIST

CSURMA-CALIFORNIA STATE UNIVERSITY RISK MANAGEMENT AUTHORITY

Candidate Name _____
 Mentor Teacher _____
 HSU Supervisor _____

School _____
 Semester _____

Special Education Student Teacher Activity Guidelines

This chart is a guideline for the Student Teacher Mentor and Supervisor to implement and complete important learning activities, whose sequence and time-lines are flexible. These can be re-arranged to fit the schedule of IEP's, SST's, Special Education referrals and other activities at the school where the student teaching takes place. Most should be achieved by the end of the second eight week placement. In all cases, the Mentor teacher's discretion and supervision will be the vital factor.

** As each activity is successfully performed, please check box and/or describe progress and indicate steps taken toward completion.*

Activities	Mentor/ Supervisor Initials	Fall	Spring	Progress/Comments
1.1 Meet Staff: offices, classrooms, bus, playground, other 1.2 Learn school procedures, requirements, locations. 1.3 Read school and district handbooks. 1.4 Observe students, procedures, methods. 1.5 Learn roles and procedures for contacting Specialists, DIS staff and community/school agencies.				
2.1 Continue to work with students and observe teacher in a variety of settings. 2.2 Become familiar with student IEP's, especially needs and goals, begin to track progress, add samples to file, give careful attention to the cues and goals in the IEP when working with students. 2.3 Observe assessments by Special Educator and/or Psychologist, arrange some modifications/adaptation for students bases on results.				
3.4 Observe IEP meeting and participate. 3.2 Instruct students (individually/small groups) and continue to observe. 3.3 Observe, and then confer and assist General Education teacher(s) in class with identifying and solving instructional and/or behavior problems and making needed modifications.				

<p>4.1 Attend IEP meetings for assigned students and participate (give report on part of assessments completed and answer questions.)</p> <p>4.2 Continue to work with students and confer with teachers, as needed (including alternative programs.)</p> <p>4.3 Plan lessons, deliver for group of assigned students, keeping IEP goals in mind and evaluate if appropriately related to IEP identified strengths and needed modifications.</p>				
<p>5.1 Fill role of RS for selected “caseload” of students (At least 3 students)</p> <p>5.2 Continue to confer with target students’ general education teacher(s) and parent(s), as needed.</p> <p>5.3 Attend conferences and meetings with Special Education teacher (shadowing).</p> <p>5.4 Create lesson plan designed to meet students’ IEP’s within Mentor teacher classroom for at least one subject, deliver lesson, assess results for effectiveness and plan next steps.</p>				
<p>6.1 Complete formal assessment (Annual, 3 year or Initial) of student and score, under close supervision of teacher: plan appropriate assessment, arrange for time to test student, do assessment of student and score.</p> <p>6.2 Work with IEP Team to create behavior plan for student with identified/ observed behavior difficulties.</p> <p>6.3 Create appropriate goals and objectives, including Transition goals, under mentor guidance and supervision for IEP meeting.</p> <p>6.4 Write Report (form 8), assist with scheduling of IEP meeting (with Mentor), including contacting agencies involved with student, such as Regional Center.</p> <p>6.5 Plan and give lessons geared to individual needs of students within larger group, (in at least one subject).</p> <p>6.6 Coordinate, inform and instruct Aide, as needed for instructional role.</p> <p>6.7 Continue to work with students and confer with target students’ general education teachers, counselor and parent(s): curriculum, activities, evaluation etc.</p>				

<p>7.1 PRE-SOLO (INTRO): Do planning and instruction within Mentor teacher classroom.</p> <p>7.2 Fill role of RS for caseload of students, under guidance of Mentor.</p> <p>7.3 Hold IEP/ITP meeting: present assessment results, work with Team to develop appropriate goals/objectives, present Range of Options for placement to parent and facilitate decision of placement.</p> <p>7.4 Join Mentor in conferring with Community Agencies, such as Regional Center, in finding solutions for student problems.</p> <p>7.5 Evaluate plan for individualization of instruction for your students and update, based on their IEP goals and identified needs, learning style and preferences.</p> <p>7.6 Fill other duties of teachers at school (adjunct duties such as yard duty).</p>				
<p>8.1 SOLO week: Do planning, instruction, monitoring, communication, evaluation and follow-up for instruction.</p> <p>8.2 Continue to evaluate student progress and find appropriate materials to meet student needs.</p> <p>8.3 Record progress, save indicators and enter attained goals on form 11 in IEP folder.</p> <p>8.4 Fill role for caseload of students, do required teacher “duty” assignments, fill all roles: attend Faculty meetings, conferences, confer with students, teachers, parents, etc.</p> <p>8.5 Assist general education teachers in identifying source of problems and finding solutions through assignment modifications and adaptations of instruction.</p> <p>8.6 Work with Mentor to prepare students for a smooth transition back to Mentor assumption of functions.</p>				

Interim Professional Development Checklist

The Interim Professional Development Checklist is an evaluation of the student teacher's performance during each semester of fieldwork. This form is to be completed during the fourth week of each semester of the special education credential year and is in conjunction with the fieldwork courses. While this is not considered student teaching it is a very important prerequisite. Any concerns or issues that may arise during this phase of the credential year can result in termination of acceptance in the program. All such concerns will be reviewed by the mentor teacher, program leader, and coordinator.

Interim Professional Development Checklist for Level 1 Education Specialist Candidates

Candidate: _____ **Placement Site:** _____ **Mentor Teacher:** _____

Directions: For each item, place a check in the box that best describes the status of the candidate.
N = NOT OBSERVED **1** = NEEDS IMPROVEMENT **2** = SATISFACTORY **3** = AREA OF STRENGTH **4** = EXCEEDS EXPECTATIONS FOR THIS LEVEL

CRITERIA	N	1	2	3	4	EVIDENCE (What did you observe?)	Observation Date(s)
Interacts positively with school staff							
Adheres to school dress code for professional staff							
Demonstrates a professional commitment, e.g. punctuality, maintenance of confidentiality, awareness of legal requirements, attendance at meetings							
Demonstrates a willingness to perform educational duties, e.g. works with teacher to complete fieldwork assignments and other classroom tasks							
Demonstrates a positive attitude toward teaching <i>(Does the candidate appear to like working with students with disabilities?)</i>							
Accepts classroom procedures and rules							
Accepts suggestions and responds positively							
Functions effectively (instruction, behavior management, student interaction) in a large group teaching setting							
Functions effectively in a small group teaching setting							
Functions effectively during individual instruction and student interaction							
Demonstrates an awareness of student's varying educational needs <i>(Does the student appear aware that students are learning at different rates?)</i>							

Explanation of ratings and suggestions:

Student Teacher _____ **Mentor Teacher** _____

University Supervisor _____ **Date** _____

Lesson Plan Template

Topic/Title of Lesson	Class Name and Level(s)	Date:
Content Standard(s) you will cover: (Please note if CA standard or other and description)		Language objective for English Learners in your class/Literacy Objective for all learners: Key Vocabulary for Lesson: <hr style="width: 80%; margin-left: 0;"/> Accommodations/Differentiation for special needs-especially for your Focus Student.
Learning <u>Goal</u> or <u>Question</u> (The overarching idea/goal or question for this lesson)		
Motivation of Hook for the Lesson: (How will you get students interested in this lesson?)		
Learning Objectives: What should students know and be able to do to demonstrate mastery of this concept/ Standard? Should be written as SWBAT (student will be able to) (must be observable/measurable/assessable)		
1. 2. 3.		
Strategies you will use to link prior knowledge/personal experience to this lesson:		
What materials and/or technology will you need for this lesson?		
Classroom Management: List any logistical, materials-related or behavioral issues you may need to consider during your lesson.		

Procedure/Sequencing of Lesson and Teaching Strategies you will use:

Modeling/Interactive/Sharing (More teacher centered-I'll do, you help) Time: _____

Guided Learning: (More student centered-You do it and I'll help)

Whole Class Time: _____

Team/Small Group Time: _____

Partner Work Time: Time: _____

Independent Practice Time in Class: _____ Approx. Time at Home: _____

In Class:

At Home:

Assessment and Performance Levels: How will you assess your students' attainment of the learning objectives? *(You may include any or all of following: informal, formal, formative, summative)*

Reflection on lesson/Notes to self:

Student Teacher _____ Mentor Teacher _____

University Supervisor _____ Date _____

HUMBOLDT STATE UNIVERSITY – EDUCATION SPECIALIST CREDENTIAL PROGRAM

School _____ Student Name _____
Principal _____ Semester _____
Supervisor _____ Mentor Teacher _____

PROGRESS EVALUATION ON CLASSROOM ORGANIZATION & INSTRUCTION
CLASSROOM VISIT – CLINICAL SUPERVISION

California Standards for the Teaching Profession

Standard (1) – Engaging and Supporting All Students in Learning

Criteria – at a beginning teacher level the candidate can do most of the following:

- Connect students' prior knowledge, life experiences, and interests with learning goals.
- Use a variety of instructional strategies and resources to respond to students' diverse needs.
- Use a variety of instructional arrangements, individual, small and large groups, effectively.
- Facilitate learning experiences that promote autonomy, interaction, and choice.
- Engage students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- Promote self-directed, reflective learning for all students.

What did you observe?

Observation completed by: _____ ***Date:*** _____

Rating for this standard (circle one):

1 = needs improvement

2 = met criteria

3 = exceeded expectations

Comments and suggestions:

Standard (2) – Creating and Maintaining Effective Environments for Student Learning

Criteria – at a beginning teacher level the candidate can do most of the following:

- ___ Create a physical environment that engages all students.
- ___ Establish a climate that promotes fairness and respect.
- ___ Promote social development and group responsibility.
- ___ Establish and maintain standards for students behavior.
- ___ Plan and implement classroom procedures and routines that support student learning.
- ___ Use instructional time effectively.

What did you observe?

Observation completed by: _____ **Date:** _____

Rating for this standard (circle one):

1 = needs improvement

2 = met criteria

3 = exceeded expectations

Comments and suggestions:

Standard (3) – Understanding and Organizing Subject Matter for Student Learning

Criteria – at a beginning teacher level the candidate can do most of the following:

- Demonstrate knowledge of subject matter content and student development.
- Organize curriculum to support student understanding of subject matter.
- Interrelate ideas and information within and across subject matter areas.
- Develop student understanding through instructional strategies that are appropriate to the subject matter.
- Use materials, resources, and technologies to make subject matter accessible to students.

What did you observe?

Observation completed by: _____ **Date:** _____

Rating for this standard (circle one):

1 = needs improvement

2 = met criteria

3 = exceeded expectations

Comments and suggestions:

Standard (4) – Planning Instruction and Designing Learning Experiences for All Students

Criteria – at a beginning teacher level the candidate can do most of the following:

- ___ Draw on and value students’ backgrounds, cultural heritage, interests, and developmental learning needs.
- ___ Establish and articulate goals for student learning.
- ___ Develop and sequence instructional activities and materials for student learning.
- ___ Design long-term and short-term plans to foster student-driven transition to adult life outcomes.
- ___ Modify instructional plans to adjust for student needs.

What did you observe?

Observation completed by: _____ **Date:** _____

Rating for this standard (circle one):

1 = needs improvement

2 = met criteria

3 = exceeded expectations

Comments and suggestions:

Standard (5) – Assessing student learning

Criteria – at a beginning teacher level the candidate can do most of the following:

- Establish and communicate learning goals for all students.
- Collect and use multiple sources of information to assess student learning.
- Involve and guide all students in assessing their own learning.
- Use the results of assessments to guide instruction.
- Communicate with students, families, and other agencies about student progress.

What did you observe?

Observation completed by: _____ **Date:** _____

Rating for this standard (circle one):

1 = needs improvement

2 = met criteria

3 = exceeded expectations

Comments and suggestions:

Standard (6) – Developing as a Professional Educator

Criteria – at a beginning teacher level the candidate can do most of the following:

- ___ Reflect on teaching practice and plan professional development.
- ___ Establish professional goals and pursue opportunities to grow professionally.
- ___ Work with families to improve professional practice.
- ___ Work with colleagues (teachers and aides) to improve professional practice.
- ___ Balance professional responsibilities and maintain motivation.
- ___ Describe current legal mandates set forth in IDEA and other laws.

What did you observe?

Observation completed by: _____ **Date:** _____

Rating for this standard (circle one):

1 = needs improvement

2 = met criteria

3 = exceeded expectations

Comments and suggestions:

Signature of individuals reviewing this report:

Student Teacher _____ **Mentor Teacher** _____ **University Supervisor** _____
Date _____ **Date** _____ **Date** _____

**CONFIDENTIAL REQUEST FOR CHANGE
IN STUDENT TEACHING PLACEMENT**

Name _____

Current Placement: _____

School _____

Mentor _____

Completed mentor/student teacher interview date _____

Compelling reason for change request _____

Date of consultation _____

Signed:

Program Leader _____ **Coordinator** _____

Other _____

Action Taken:

Date _____ **Request Granted** _____

New Placement _____

Request Denied _____

Humboldt State University Special Education Program

Request to Substitute Teach

Substitute Teaching Guidelines

Credential candidates who have emergency permits to substitute teach may do so for pay if they (1) provide advance notice to the mentor teacher and school site principal, (2) do not miss required class meetings at HSU, and (3) are able to complete the required hours of fieldwork excluding the hours of substitute teaching and absences.

Substitute work is only allowed in the mentor teacher's classroom.

Number of days available for paid substitute teaching:

Fall semester = 10 days Spring semester = 10 days

Directions to the credential candidate

1. Complete a separate request form for each semester.
2. Credential Candidate's Name (print) _____
3. Request to substitute teach (check one):
Fall semester _____ or Spring semester _____
4. Valid permit to substitute teach (attach photocopy).
5. Number of days absent from student teaching to date, or planned absences:
Fall semester _____ or Spring semester _____

Verification signatures

Mentor Teacher _____ Candidate _____

Principal _____ Date _____

Coordinator _____ Date _____

CERTIFICATE OF ELIGIBILITY

The Commission will issue **Certificates of Eligibility** to individuals who meet all the requirements for the Preliminary Level I credential but cannot provide verification of employment in a specialist position. The certificate will not have an expiration date and should not be used for employment purposes as it is not a credential. The certificate verifies that the individual meets all the academic requirements to hold the Preliminary Level I Credential. The Certificate allows the individual to actively seek employment in the specialist position(s) listed on the certificate.

Converting the Certificate of Eligibility to a Preliminary Level I Credential

Once employment is secured the Certificate of Eligibility will be converted to the Preliminary Level I Education Specialist Credential effective the date of employment. To convert the Certificate of Eligibility the following materials and fee must be submitted to the Commission.

- Application form 41-4
- One-half of the current credential application fee
- The original Certificate of Eligibility, and
- Verification of employment submitted on Form CL-777.1

Special Note: The application to convert the Certificate of Eligibility to the Preliminary Level I credential can be filed directly to the Commission by the applicant and employing agency. It does not need to be filed through the college or university.

Level I Educational Specialist Program

DEVELOPMENT OF AN INDUCTION PLAN

NAME: _____

ADDRESS _____

CITY: _____ STATE: _____ ZIP CODE: _____

PHONE: _____

E-MAIL: _____

DIRECTIONS:

As you transition from a Level I Program into a special education teaching assignment, the development of an induction plan is required. You develop the induction plan with the assistance of your Support Provider and Level II University Program Coordinator. Enrollment in the HSU Level II Program begins with SPED 751 – Professional Development in Special Education. In this course, your induction plan will be further developed and guide your professional development as you complete the Level II program.



State Of California
 California Commission On Teacher Credentialing
 Box 944270
 1500 Capitol Avenue
 Sacramento, CA 94344-2700

Telephone:
 (916) 445-7254 or (888) 921-2682
 E-mail: credentials@ctc.ca.gov
 Web site: www.ctc.ca.gov

VERIFICATION OF EMPLOYMENT AS AN EDUCATION SPECIALIST

1. PERSONAL INFORMATION

Applicant's Full Legal Name: _____

Social Security Number: _____ - _____ - _____

2. EMPLOYING AGENCY

Title of Education Specialist Position _____

Date of Initial Employment (mm/dd/yy) _____

County of Employment _____

Name of Employing Agency _____

Mailing Address _____

City _____ State _____ Zip _____

Telephone () _____ - _____

Name of Immediate Supervisor _____

Position _____

 Signature of Employer or Designee

 Date

 Printed Name of Employer or Designee

 Title

3. TENTATIVE PLAN FOR DEVELOPING THE INDIVIDUALIZED INDUCTION PLAN

Name of Support Provider(s) Assigned to New Specialist _____

Position Held by Support Provider(s) _____

Credential(s) Held by Support Provider(s) _____

Employing Agency (if different from teacher) _____

Institution Tentatively Selected for Development of Individualized Induction Plan and

Completion of Professional Clear Level II Program _____

I understand I must develop an Individualized Induction Plan during the first 120 days of employment on my Preliminary Level I Education Specialist Credential with the Level II institution and employer designee.

 Signature of Applicant

 Date

Submit this form with Level I application; copies to Level II institution and support provider.

CL-777.1 6/01

STUDENT PROFESSIONAL LIABILITY INSURANCE

Coverage Summary

This is a “claims-made” policy. Coverage is only provided for claims which are both: (1) first made against the Insured during the Policy Period; and (2) reported to the Carrier as soon as practicable, but not later than 3 years after the Policy Period. Coverage is only provided for claims arising from Professional Services which are rendered or Incidents which occurred during the Policy Period.

Named Insured: The California State University (CSU), all campuses

Carrier: Catlin Syndicate, lead underwriter at Lloyd’s, London

Policy #: SLS 106 500510

Coverage Period: August 1, 2008 to July 31, 2009

Cost: \$20.00 per Enrolled Student, includes premium taxes/fees

This flat rate is non-refundable, and is not subject to a prorated premium Return if student is enrolled for less than one year.

Coverage: A. Medical Professional Liability
B. Educator’s Errors & Omissions Liability
C. Personal Liability

Description: Covers “professional liability” of enrolled students in a CSU Health Profession practicum or a CSU Education credential program and who are required by a host institution to obtain professional liability insurance for participation in the institution’s affiliation program.

Covered Parties: California State University (CSU)
All campuses of the CSU
Employees, Faculty, Staff of the CSU
CSU Enrolled Students in nursing/allied health training or teacher training Program who have paid the cost for this coverage.

Extended Reporting Period: Three (3) years from policy Expiration date.

Coverage Limits: \$2,000,000 each Loss
\$10,000,000 Aggregate for all Covered Parties, and not per student.

This summary of the policy terms is provided for information only. It does not convey any rights upon the insurance nor alters condition for coverage. Please refer to the actual policy for full disclosure of the policy terms

Deductible: None

Coverage Extensions:

1. **Legal Representation:** defense cost included for coverage claims.
2. **Personal Injury Liability:** protects up to the Coverage Limits against covered claims arising from charges of privacy violation, libel, slander, assault, & battery, and other alleged personal injuries.
3. **School Grievance/Academic Disciplinary Hearings:** reimburses for expenses incurred for defense of a school grievance or academic disciplinary hearing or proceeding; \$5,000 per proceeding; \$100,000 aggregate.
4. **Damage to Property of Others:** for damage caused accidentally by a covered Party to the property of others at your location; \$5,000 per incident; \$100,000 aggregate.
5. **Assault Coverage:** covers your medical expenses or reimburses you for damage to your property if you are assaulted at your location; \$5,000 per proceeding; \$100,000 aggregate.
6. **Medical Payments:** reimbursement of medical expenses to others injured on your location; \$5,000 per proceeding; \$100,000 aggregate.
7. **First Aid Expenses:** for expenses you incur in rendering first aid to others: \$5,000 per proceeding; \$100,000 aggregate.
8. **Defendant Expense Benefit:** reimburses you for lost wages and other expenses incurred when you attend a required trial, hearing or proceeding as a defendant in covered claim: \$5,000 per proceeding; \$100,000 aggregate.

No Exclusion for: Sexual Harassment, Abuse or Molestation

Claims/Incident Reporting: Enrolled Student shall immediately provide written notice of any incident which may result in a claim under this policy to:

Michelle Schlack
 Associate Director, Systemwide Risk Management
 Office of the Chancellor
 401 Golden Shore Blvd.
 Long Beach, CA 90802-4210

Phone: 562-951-4859
 Fax: 562-951-4859
 Email: mschlack@calsate.edu

This summary of the policy terms is provided for information only. It does not convey any rights upon the insurance nor alters condition for coverage. Please refer to the actual policy for full disclosure of the policy terms

