



**HUMBOLDT STATE UNIVERSITY**

**School of Education**

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



**RESOURCE HANDBOOK**

**2020-2021**

**For Student Teachers, Mentor Teachers, Supervisors & School Administrators**

## **SPECIAL EDUCATION PROGRAM**

*CREDENTIAL CANDIDATE, MENTOR TEACHER, AND SUPERVISOR 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.

Check one:

*CREDENTIAL CANDIDATE*

*MENTOR TEACHER*

*SUPERVISOR*

Print Name \_\_\_\_\_

Signature and Date \_\_\_\_\_

Please submit a signed copy of this page no later than two weeks after the beginning of the semester to the Office of Education and Credentialing, HGH, Room 202. Thank you.

# WELCOME 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 alongside 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.

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# Special Education Credential Program

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[Interim](#) Professional Development Checklist

[Unit](#) and Lesson Plan Template

[SPED](#) 734/735/748 Fieldwork Assessment

[Confidential](#) Request for Change in Student Teaching

Placement

[Request](#) to Substitute Teach

Certificate of Eligibility

California State University Risk Management Authority

\*To access these forms on our website click [here](#).

# COUNCIL FOR EXCEPTIONAL CHILDREN

## Special Education Professional Ethical Principles

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

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

Approved, January 2010

## **Code of Ethics of the Education Profession**

### **Preamble**

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

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 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 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 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 actions.

—Adopted by the 1975 Representative Assembly, amended 2010

**Mission Statement**  
(Adopted 9/18/2013)

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The mission of the School of Education is to prepare knowledgeable and effective education professionals to promote excellence and equity with students of diverse talents and cultural backgrounds in rural and urban settings. We develop professionals who are committed to reflective practice, scholarship, collaborative action, and social justice to take leadership in improving the quality of education for all students.

Candidates in School of Education Learning Outcomes

- Demonstrate an ability to work effectively with diverse students, parents, colleagues, staff, and others in the community;
- Develop and maintain safe, positive, and productive educational environments;
- Use research-based practice to inform their work;
- Demonstrate a coherent theoretical framework of learning and human development that supports reflection on their practice;
- Collaborate on efforts to improve education opportunities for all students.

**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.

**Program Learning Outcomes – Education Specialist:**

Candidates will understand the characteristics of students with mild to severe disabilities and advocate for their education.

Candidates will develop and implement classroom management and individual behavior plans which include positive behavioral supports.

Candidates will use informal and formal assessment tools to develop and implement effective individualized instructional plans.

Candidates will select, create and adapt instructional strategies and materials based on educational theory and research.

Candidates will describe models and methods of collaboration, which increase the effectiveness of teaching students with disabilities in inclusive environments.

## **Program Completion Requirements to Apply for the Education Specialist Credential**

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution.
- Satisfaction of the Basic Skills Requirement (i.e. CBEST).
- Completion of the subject matter requirement (i.e. CSET).
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States.
- Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates]
- Completion of an accredited professional preparation program all courses and fieldwork.

### **Preliminary Educational Specialist Coursework Mild/Moderate Disabilities**

<b>Courses</b>	<b>Units</b>
SPED 777/ EDUC 377	Education of Exceptional Individuals (2)
SPED 702	Foundations of General and Special Education (3)
SPED 703	Foundations of Assessment & Program Planning (3)
SPED 705	Multicultural Special Education (2)
SPED 706	Applied Behavior Analysis for Teachers (3)
SPED 707	Curriculum & Instruction – Reading and Language Arts (3)
SPED 708	Practicum: Reading Instruction (1)
SPED 709	Curriculum and Instruction Mathematics (2)
SPED 710	Practicum: Math Instruction (1)
SPED 711	Curriculum & Instruction – Science, History, and Social Science (2)
SPED 721	Transition Planning (3)
SPED 722	Autism Intervention Strategies (2)
SPED 731	Classroom Management (1)
SPED 733	Special Education Policies & Procedures (2)
SPED 736	Curricular & Instructional Skills Seminar (1)
SPED 737	Non-violent Crisis Intervention-Special Populations (1)
SPED 738	Student Teaching - Full Semester (9)
SPED 739	Student Teaching - Spring Semester (9)
	<b><u>50</u></b>

## Coursework Descriptions

### **PRELIMINARY EDUCATION SPECIALIST CREDENTIAL Mild/Moderate Disabilities**

SPED 777/EDUC 377 Education of Exceptional Individuals  
**(2-units; class meets two hours per week)**

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 and Special Education  
**(3-units; class meets three hours per week)**

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  
**(3-units; class meets three hours per week)**

Description: Evaluate, select, administer, score, and interpret comprehensive assessment instruments in relation to students with disabilities. Instruction emphasizes the role of ongoing assessment in informing instruction and making programmatic decisions.

SPED 705 Multicultural Special Education  
**(2-units; class meets two hours per week)**

Description: Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis is on cross-cultural language and academic development.

SPED 706 Applied Behavior Analysis for Teachers  
**(3-units; class meets three hours per week)**

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  
**(3-units; class meets three hours per week)**

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  
**(1-unit; candidates participate at HSU's Curriculum Support Clinic 30 hours each semester)**

Description: Guided observations and closely supervised fieldwork experiences specific to reading assessment and instruction in a teaching lab setting. The purpose is to train teachers in diagnosing reading difficulties and providing small group and individual help to students. The clinic is staffed by two credentialed teachers who are specialists in the area of reading instruction.

SPED 709 Curriculum & Instruction-Mathematics

**(2-units; class meets two hours per week)**

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

**(1-unit; candidates participate at HSU's Curriculum Support Clinic for 30 hours each semester)**

Description: Guided observations and closely supervised fieldwork experiences specific to math assessment and instruction in a teaching lab setting. The purpose is to train teachers in diagnosing math difficulties and providing small group and individual help to students. The clinic is staffed by two credentialed teachers who are specialists in the area of math instruction.

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

**(2-unit; class meets one hour per week)**

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

SPED 721 Transition Planning

**(3-units; class meets three hours per week)**

Description: An in-depth examination of issues related to interdisciplinary consultation, collaboration, and implementation of transitional life experiences for students with mild to severe disabilities.

SPED 722 Autism Intervention Strategies

**(2-units; class meets two hours per week)**

Description: An in-depth examination of issues and practices related to intervention strategies for students with Autism.

SPED 731 Classroom Management

**(1-unit; class meets one hour per week)**

Description: Introduction of methods to prevent problems, reduce misbehavior and to increase motivation. Specific techniques such as social skills instruction, mediated problem solving, and logical consequences are studied.

SPED 733 Special Education Policies & Procedures

**(2-units; class meets two hours per week)**

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 736 Curricular & Instructional Skills Seminar

**(1-unit; class meets one hour per week)**

Description: A review of the application of effective research-based teaching practices experienced via fieldwork and coursework. Activities address areas of curricular essentials identified by candidates on a needs assessment. Each candidate develops a personal Special Education Portfolio that demonstrates attained competencies and reflections on his/her own growth and mastery of instructional techniques.

SPED 737 Non-violent Crisis Intervention-Special Populations

**(1-unit; class meets one hour per week)**

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 738 Student Teaching – Fall semester

**(9-units; candidates meet at local school sites for approximately thirty hours per week)**

Description: Supervised classroom practice teaching all subjects with small and large groups, and individualized instruction with students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in either elementary, secondary or moderate/severe settings.

SPED 739 Student Teaching – Spring semester

**(9-units; candidates meet at local school sites for approximately thirty hours per week)**

Description: Supervised classroom practice teaching all subjects with small and large groups, and individualized instruction with students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in either elementary, secondary or moderate/severe settings.

## Preliminary Educational Specialist Coursework Moderate/Severe Disabilities

<u>Courses</u>	Units
SPED 777/	
EDUC 377	(2)
SPED 702	(3)
SPED 705	(2)
SPED 706	(3)
SPED 707	(3)
<i>SPED 708</i>	(1)
SPED 709	(2)
<i>SPED 710</i>	(1)
SPED 711	(2)
SPED 721	(3)
SPED 722	(2)
SPED 733	(2)
SPED 737	(1)
SPED 740	(2)
<i>SPED 741</i>	(1)
SPED 742	(2)
SPED 744	(2)
SPED 746	(2)
<i>SPED 747</i>	(1)
SPED 738/739	(9)

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**Total = 47**

## Coursework Descriptions

### **PRELIMINARY EDUCATION SPECIALIST CREDENTIAL Moderate/Severe Disabilities**

SPED 777/EDUC 377 Education of Exceptional Individuals

**(2-units; class meets two hours per week)**

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 and Special Education

**(3-units; class meets three hours per week)**

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

**(2-units; class meets two hours per week)**

Description: Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis on cross-cultural language and academic development.

SPED 706 Applied Behavior Analysis for Teachers

**(2-units; class meets two hours per week)**

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

**(3-units; class meets three hours per week)**

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

**(1-unit; candidates meet at local school sites about three hours per week)**

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-Mathematics

**(2-units; class meets two hours per week)**

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

**(1-unit; candidates meet at local school sites about three hours per week)**

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

**(2-unit; class meets one hour per week)**

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

SPED 721 Transition Planning

**(3-units; class meets three hours per week)**

Description: An in-depth examination of issues related to interdisciplinary consultation, collaboration, and implementation of transitional life experiences for students with mild to severe disabilities.

SPED 722 Autism Intervention Strategies

**(2-units; class meets two hours per week)**

Description: An in-depth examination of issues and practices related to intervention strategies for students with Autism.

SPED 733 Special Education Policies & Procedures

**(2-units; class meets two hours per week)**

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

**(1-unit; class meets one hour per week)**

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 740 Assessment and Program Planning: Severe Disabilities

**(2-units; class meets two hours per week)**

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

**(1-unit; candidates meet at local school sites about three hours per week)**

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: Severe Disabilities

**(2-units; class meets two hours per week)**

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 744 Communication Methods: Severe Disabilities

**(2-units; class meets two hours per week)**

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 746 Movement and Specialized Health Care: Severe Disabilities

**(2-units; class meets two hours per week)**

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

**(1-unit; candidates meet at local school sites about three hours per week)**

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 738/739 Student Teaching - Fall or Spring semester

**(9-units; candidates meet at local school sites for approximately thirty hours per week)**

Description: Supervised classroom practice teaching all subjects with small and large groups, and individualized instruction with students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in either elementary, secondary or moderate/severe settings.

### **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 283 of the Humboldt State University 2014-2015 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. **Ten full-days of solo teaching are required.** Student teachers are also encouraged to observe different grade levels and teaching styles to broaden their experience.

### **What is the formal assessment procedure?**

The following assessments are used to measure candidate performance:

- Interim [Checklist](#).
- Student Teaching Activity [Guidelines](#).
- Student Teaching Fieldwork [Assessment](#).

Student Teaching Fieldwork 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 Fieldwork Assessment forms 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.

### **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.

### **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.

### **Do all candidates complete the program successfully?**

Unfortunately, no. Occasionally, a candidate may experience 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.

**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.

## **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.

### **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, 2009, approved by the State Superintendent of Public Instruction January, 2009, and endorsed by the State Board of Education July, 2009, (State of California, Sacramento, California, July, 2009) 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.

## **Mild to Moderate Support Needs Teaching Performance Expectations Comparison Chart**

This table shows the Universal (General Education) TPEs next to the Mild to Moderate Support Needs (Education Specialist) TPEs. The underlined, highlighted text is for TPEs that are unique for a Special Education teacher. The numbers in parenthesis located at the end of the Education Specialist TPEs indicate which corresponding Universal TPE is associated with the additional knowledge, skills, and abilities required for a Special Education teacher. Teacher candidates obtaining the MMSN credential will be responsible for both the Universal and MMSN TPEs.

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<b>TPE 1: Engaging and Supporting and Students in Learning Elements</b>	<b>TPE 1: Engaging and Supporting and Students in Learning Elements</b>
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	2. Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. [1.6]
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning	3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. [1.6]
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). [1.4]
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	5. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. [1.3]

<b>Universal TPEs (common trunk)</b>	<b>Mild to Moderate Support Needs (MMSN) TPEs</b>
<b>TPE 1: Engaging and Supporting and Students in Learning Elements</b>	<b>TPE 1: Engaging and Supporting and Students in Learning Elements</b>
<p>6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>	<p>6. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. [1.3]</p>
<p>7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p>	<p>7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. [1.1]</p>
<p>8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p>	

<b>Universal TPEs (common trunk)</b>	<b>Mild to Moderate Support Needs (MMSN) TPEs</b>
<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements</b>	<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements</b>
<p>1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</p>	<p>1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. [2.2]</p>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<p style="text-align: center;"><b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b></p> <p><b>Elements</b></p>	<p><b>TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements</b></p>
<p>2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</p>	<p>2. Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. [2.3]</p>
<p>3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</p>	<p><b>3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.</b></p>
<p>4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p>	<p><b>4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</b></p>
<p>5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p>	<p>5. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. [2.1/2.6]</p>
<p>6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</p>	<p>6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. [2.6]</p>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<p align="center"><b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b></p> <p><b>Elements</b></p>	<p><b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b></p> <p><b>Elements</b></p>
	<p>7. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. [2.4]</p>
	<p>8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p>
	<p>9. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. [2.5]</p>
	<p>10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. [2.6]</p>
	<p>11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</p>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<p align="center"><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><b>Elements</b></p>	<p><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><b>Elements</b></p>
<p>1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</p>	<p>1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). [3.5]</p>

<b>Universal TPEs (common trunk)</b>	<b>Mild to Moderate Support Needs (MMSN) TPEs</b>
<p align="center"><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><b>Elements</b></p>	<p><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><b>Elements</b></p>
<p>2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</p>	<p>2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. [3.2]</p>
<p>3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.</p>	<p>3. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p>
<p>4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</p>	
<p>5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	
<p>6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</p>	
<p>7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.</p>	
<p>8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</p>	

<b>Universal TPEs (common trunk)</b>	<b>Mild to Moderate Support Needs (MMSN) TPEs</b>
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<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b> <b>Elements</b>	<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b> <b>Elements</b>
<p>1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</p>	<p>1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. [4.4]</p>
<p>2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.</p>	<p>2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. [4.3]</p>
<p>3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</p>	<p><b>3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.</b></p>
<p>4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> <li>• appropriate use of instructional technology, including assistive technology;</li> <li>• applying principles of UDL and MTSS;</li> <li>• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>• appropriate modifications for students with disabilities in the general education classroom;</li> <li>• opportunities for students to support each other in learning; and</li> <li>• use of community resources and services as applicable.</li> </ul>	<p>4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. [4.1]</p>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<p><b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b></p> <p><b>Elements</b></p>	<p><b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b></p> <p><b>Elements</b></p>
<p>5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p>	<p>5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.</p>
<p>6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p>	<p>6. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. [4.6]</p>
<p>7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p>	<p>7. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. [4.5]</p>
<p>8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.</p>	

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<p><b>TPE 5: Assessing Student Learning</b></p> <p><b>Elements</b></p>	<p><b>TPE 5: Assessing Student Learning</b></p> <p><b>Element</b></p>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<b>TPE 5: Assessing Student Learning</b> <u>Elements</u>	<b>TPE 5: Assessing Student Learning</b> <u>Element</u>
<p>1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</p>	<p>1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. [5.1/5.2]</p>
<p>2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</p>	<p>2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.</p>
<p>3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</p>	<p>3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.</p>
<p>4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</p>	<p>4. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. [5.6]</p>
<p>5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p>	<p>5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p>
<p>6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.</p>	<p>6. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. [5.2/5.4]</p>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<b>TPE 5: Assessing Student Learning</b> <b>Elements</b>	<b>TPE 5: Assessing Student Learning</b> <b>Element</b>
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<b>TPE 6: Developing as a Professional Educator</b> <b>Elements</b>	<b>TPE 6: Developing as a Professional Educator</b> <b>Elements</b>
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. [6.4]
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	2. <b>Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.</b>
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. [6.7]
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	4. <b>Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</b>

Universal TPEs (common trunk)	Mild to Moderate Support Needs (MMSN) TPEs
<p align="center"><b>TPE 6: Developing as a Professional Educator</b></p> <p><b>Elements</b></p>	<p><b>TPE 6: Developing as a Professional Educator</b></p> <p><b>Elements</b></p>
<p>5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</p>	<p>5. <u>Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.</u></p>
<p>6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.</p>	<p>6. <u>Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</u></p>
<p>7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>	



## FREQUENTLY ASKED QUESTIONS

### For Student Teaching

1. How many units are required for SPED 738/739 Student Teaching Elementary and Secondary Special Education?  
***18 units total***
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 738 or SPED 739 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.)***

## 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. 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.
- 3) 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.
- 4) 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.
- 5) 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, or online at: [http://humboldt.edu/education/images/uploads/documents/Student\\_Teacher\\_Activity\\_Guidelines.pdf](http://humboldt.edu/education/images/uploads/documents/Student_Teacher_Activity_Guidelines.pdf))
- 6) Students should be prepared to attend all IEP meetings and parent conferences.
- 7) Students should be prepared to perform assessment and assist in IEP preparation when appropriate.
- 8) 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.

## LESSON AND UNIT PLANS

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 topic units and 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	<b>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.</b>
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 mentor's.
- ❖ 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.

## **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.)
- 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 Fieldwork Assessment 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 Fieldwork Assessment 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.

Click [here](#) to view the Guidelines on our web page. A brief conference will be held with the mentor teacher, supervisor and student teacher.

The University Supervisor will leave a Fieldwork Assessment 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 "SPED 734/735/748 Fieldwork Assessment". Training of the use of forms are provided at the beginning of the academic year and are on the web page.

## **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 "snoopervision.")
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 reflects and 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 whiteboard? 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? How do you encourage participation?
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 un-posted?
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.**

## **Introductory Visit:**

1. If you haven't met the candidates during our base camp training, you need to contact candidate for introductions, description of supervisor's role, and to set a positive tone of support.
2. No later than four weeks into each placement, contact mentor and student teacher to arrange for a brief classroom observation (15 min. or less) and to review, sign and pick up the completed "Interim Developmental Checklist." Submit a copy of the checklist to the program coordinator.
3. At each placement, allow the first couple of weeks for familiarity with school schedules, classroom management programs, faculty, students, school personnel and the mentor teacher.

## **Clinical Supervision:**

1. A minimum of two formal observations should occur after the interim checklist period is completed for each placement. Students should be planning lessons and working with small groups. Supervisors should be offering support, resources, positive comments and areas of improvement.
2. During each placement, by the sixth to 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 will be ranked at 2 or lower must be aggressively addressed at this time, and a "Plan for Success" should be developed.
3. Final evaluation – the last visit should occur after the solo during the final week of student teaching in each placement 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.

## **Minimum Contacts:**

- Initial (introductory)
- Two clinical observations per placement
- Additional communication as needed (phone calls, email, etc.)
- Final evaluation

## **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.

# Special Education Student Teacher Activity Guidelines

Candidate Name	Candidate Signature
Fall Mentor Teacher	Fall Placement Site
Spring Mentor Teacher	Spring Placement Site
HSU Supervisor	

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 twelve week placement.

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

	Fall Mentor/ Spvr. Initials	Spring Mentor/ Spvr. Initials	Progress/Comments
<b>Introductory Activities</b>			
1 Meet Staff: offices, classrooms, bus, playground, other			F: S:
2 Learn school procedures, requirements, locations.			F: S:
3 Review school webpages and handbook and dashboard.			F: S:
4 Observe students, procedures, methods.			F: S:
5 Learn roles & procedures for contacting Specialists, DIS staff & community/school agencies.			F: S:
6 Work with students & observe teacher in variety of settings.			F: S:
<b>Assesment/IEP Activities</b>			
1 Become familiar with student IEP's, SEIS data system & become familiar with the needs & goals of the students. Learn to track progress.			F: S:

2	Observe IEP meeting and participate.			F: S:
3	Attend IEP meetings for assigned students & participate (give report on part of assessments completed & answer questions.)			F: S:
4	Monitor student progress towards IEP goals and work collaboratively with specialists and general education teachers.			F: S:
5	Create lesson plan designed to meet students' IEP's within Mentor Teacher classroom for at least one subject, deliver lesson, assess results for effectiveness. Reflect and plan next steps.			F: S:
6	Complete formal assessment (annual, triennial or initial) of student & score, under supervision of teacher: plan appropriate assessment, arrange for time to test student, do assessment of student & score.			F: S:
7	Work with IEP Team to create and/or implement behavior plan for student with identified/observed behavior difficulties.			F: S:
8	Create appropriate goals and objectives, including Transition goals, under mentor guidance & supervision for IEP meeting.			F: S:
9	Present complete assesment report or present levels, assist with scheduling of IEP meeting (with Mentor), including contacting agencies involved with student, such as Regional Center			F: S:
10	Attend or review Transition Planning Meeting			F: S:
11	Record progress, save indicators & enter attained goals on SEIS.			F: S:
<b>Curricular/ Instructional Activities</b>				
1	Observe assessments by Special Educator and/or Psychologist; arrange some modifications/adaptation for students based on test results.			F: S:
2	Instruct students (individually/small groups) & continue to observe.			F: S:
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.			F: S:

4	Plan and give lessons geared to individual needs of students within larger group (in at least one subject).			F: S:
5	SOLO week: Do planning, instruction, monitoring, communication, evaluation and follow-up for instruction.			F: S:
6	Coordinate, inform and instruct Paraeducator, as needed for instructional role.			F: S:
7	Work with Mentor to prepare students for a smooth transition back to mentor assumption of functions.			F: S:
<b>General Education Activities</b>				
1	Observe, then confer & assist General Education teacher(s) in class with identifying & solving instructional and/or behavior problems & making needed modifications.			F: S:
2	General Education Log: 45 observation hours for the school year			F: S:
3	Fill role for caseload of students, do required teacher "duty" assignments, fill all roles: attend Faculty meetings, conferences, confer with students, teachers, parents, etc.			F: S:
4	Assist general education teachers in identifying source of problems & finding solutions through assignment modifications & adaptations of instruction.			F: S:

_____	Candidate Signature	_____	Date
_____	Fall Mentor Signature	_____	Date
_____	Spring Mentor Signature	_____	Date
_____	University Supervisor Signature	_____	Date

# Interim Professional Development Checklist for Education Specialist Candidates

Candidate: \_\_\_\_\_ Placement Site: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

<p>Directions: For each item, place a check in the box that best describes the status of the candidate.  <b>N = NOT OBSERVED    1 = NEEDS IMPROVEMENT    2 = SATISFACTORY    3 = AREA OF STRENGTH    4 = EXCEEDS EXPECTATIONS FOR THIS LEVEL</b></p>								
	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 <b>large group</b> teaching setting							
	Functions effectively in a <b>small group</b> teaching setting							
	Functions effectively during <b>individual instruction</b> 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>							
<p><b>Explanation of ratings and suggestions:</b></p>   								

Student Teacher \_\_\_\_\_ Mentor Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Candidate Name \_\_\_\_\_

# Unit and Lesson Plan Template

**Name:**

**Date:**

**Type of Class and Grade(s):**

**School, Class, & Mentor Teacher:**

**Number of Students:**

**Length of Lesson:**

**Unit of Study (broad category) and Lesson Plan Title (specific lesson from Unit):**

**CA Standard covered:**

**Initial Assessment:** (What do students know before the lesson? What prerequisite skills are required?)

**Objective:** (Student will be able to...)

**Method(s) to Evaluate Student Learning:**(How will mastery be determined?)

**Vocabulary/Concepts:** (Specific words/concepts to pre-teach or include in lesson)

**Materials needed:**

**Use of Educational and Assistive technology:** (computer/software, iPad/app, phone, talker, etc.)

**Learning modalities included in lesson:**(Visual, Auditory, Kinesthetic)

**Accommodations/Differentiation for ESL and students with special needs:** (How are you going to keep students of all abilities engaged and learning? What are the language, cultural, and family considerations?)

**Developmental Considerations:** (attachment, temperament, social maturity)

**Anticipated Problems/Classroom Management:** (Behavioral or logistical issues you will need to consider)

**Strategies for using support staff:** (What will your aides be doing to help students?)

**Lesson Narrative:**

**Describe in sequenced detail what the lesson will look like. How are you going to address each of the following:**

**1. Motivation:** (How will you encourage your students to be interested in this lesson? What is your “hook”? Link prior knowledge/personal experience/importance to their lives to this lesson)

**2. State Objectives and Evaluation to students** (How will you communicate to students what is expected?)

**3. Teach concepts & skills, inviting student participation**

**A. Demonstration (I do)** (Teach concepts & skills, work through an example)

**B. Guided Practice (We Do)** (Students do exercises with help. Check for understanding. Adjust instruction as needed and re-teach if necessary)

**C. Independent Practice (You Do)** (Students practice on their own. How will you ensure students retain this knowledge over time?)

**4. Monitoring:** (List embedded checks for understanding to be sure students are actively engaged and learning. How will you re-teach if necessary?)

**5. Closure** (Review learning; have students state what they learned)

**6. Reflection** (What worked, what didn't work, what you will do differently next time?)

**7. Next Lesson:** (Based on your assessments and reflections, what would be a logical lesson to follow this one?)

**SPED 738/739 Fieldwork Assessment**  
 Special Education Credential Program, Humboldt State University

Student Teacher (ST) \_\_\_\_\_ Date \_\_\_\_\_  
 Mentor Teacher (MT1) \_\_\_\_\_ School (P1) \_\_\_\_\_  
 Mentor Teacher (MT2) \_\_\_\_\_ School (P2) \_\_\_\_\_  
 University Supervisor (US) \_\_\_\_\_ Grade(s) \_\_\_\_\_

*Directions:* The student teacher (ST), mentor teacher (MT), and university supervisor (US) shall conduct a three-way communication to evaluate progress and complete the rating portion of this form. Individual ratings may differ; however, the *mentor teacher and university supervisor need to reach consensus* on their recommendation below. If the university supervisor has not observed a criterion themselves, they may ask for examples of its occurrence from the mentor teacher and the student teacher. **Ratings are for performance as student teachers, not as experienced teachers.**

Performance Criteria	Rating		
	P1	P2	US
<b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b>			
<b>TPE 1: SPECIFIC PEDAGOGICAL SKILLS FOR SUBJECT MATTER INSTRUCTION (CLO 1,2,3,4)</b>			
A. Demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.			
<b>ASSESSING STUDENT LEARNING</b>			
<b>TPE 2: MONITORING STUDENT LEARNING DURING INSTRUCTION (CLO 2,3,4)</b>			
A. Uses progress monitoring based on IEP at key points during instruction to determine if students are progressing adequately toward achieving academic content standards.			
<b>TPE 3: INTERPRETATION AND USE OF ASSESSMENTS (CLO 2,3,4,5)</b>			
A. Use and understand a variety of formal and informal tests including state-adopted student assessment programs, diagnostic instruments and informal classroom assessments.			
<b>ENGAGING AND SUPPORTING STUDENTS IN LEARNING</b>			
<b>TPE 4: MAKING CONTENT ACCESSIBLE (CLO 1,2,3,4)</b>			
A. Develop and implement IEP goals aligned to CA content standards and general education curriculum.			
<b>TPE 5: STUDENT ENGAGEMENT (CLO 1,2,3,4)</b>			
A. Builds opportunities that allow students to develop independence, practice self-determination and engage in pragmatic interaction skills.			
<b>TPE 6: DEVELOPMENTALLY APPROPRIATE TEACHING PRACTICES (CLO 1,2,4)</b>			
A. Developmentally Appropriate Practices in K-12: Creates a structured day with opportunities for movement, designs academic activities that suit attention spans/learning styles, implements activities that connect with child's immediate world and includes hands-on experiences and manipulatives to help students learn. Teaches and models norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). Makes special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.			

<b>TPE 7: TEACHING ENGLISH LEARNERS</b>			
A. Implements an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade-level reading/language arts program for English speakers			
<b>Planning Instruction and Designing Learning Experiences for All Students</b>			
<b>TPE 8: LEARNING ABOUT STUDENTS (CLO 1,2,3)</b>			
A. Identifies students needing specialized instruction by understanding how multiple factors can influence student behavior and understand the connections between student health and ability to learn.			
<b>TPE 9: INSTRUCTIONAL PLANNING (CLO 2,3,5)</b>			
A. Plans comprehensive subject matter instruction in accordance with state-adopted academic content standards establishing long and short term goals for learning based on state and local standards for student achievement as well as on students' current levels of achievement.			
<b>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b>			
<b>TPE 10: INSTRUCTIONAL PLANNING (CLO 2)</b>			
Demonstrate the ability to coordinate and communicate effectively with other special education service providers, general education teachers, para-professionals/instructional assistants and volunteers for useful instructional activities.			
<b>TPE 11: SOCIAL ENVIRONMENT (CLO 2)</b>			
Develops and maintains clear expectations for academic and social behavior and know how to write and implement a student behavior plan.			
<b>Developing as a Professional Educator</b>			
<b>TPE12: PROFESSIONAL, LEGAL, AND ETHICAL OBLIGATIONS (CLO 1,2,3,4,5)</b>			
Maintains confidentiality, understands and honors legal and professional responsibilities relating to the health and safety of students, families and school professionals as well as professional conduct and moral fitness.			
<b>TPE: 13: PROFESSIONAL GROWTH (CLO 3,4,5)</b>			
Reflect and evaluate on knowledge and skills to continually improve their teaching practice and formulate and prioritize goals through engaging in cycles of planning, teaching, reflection, discerning problems and applying new strategies.			
<b>Additional Competencies – Using Educational and Assistive technology (Computer/software, iPad/app, iPhone, talker, etc.)</b>			
39. Use computer-based technology for information collection, analysis, management (e.g. SEIS), student use, communication, skill development, etc.			

**Recommendation** (check appropriate responses): Grade earned is \_\_\_\_ “credit” \_\_\_\_ “no credit”

The candidate is \_\_\_\_ qualified to continue in the SPED Program; \_\_\_\_ allowed to continue in the SPED Program only under a contract addressing areas of concern; \_\_\_\_ not qualified to continue in the program (see attached explanation).

Student Teacher (ST)

Mentor Teacher (MT1)

Mentor Teacher (MT2)

HSU Supervisor (US)

**Comments and Suggestions:**

**HUMBOLDT STATE UNIVERSITY – EDUCATION SPECIALIST CREDENTIAL PROGRAM**

School \_\_\_\_\_ Principal \_\_\_\_\_ Supervisor \_\_\_\_\_

Student Name \_\_\_\_\_

Placement (circle one) FALL SPRING Mentor Teacher \_\_\_\_\_

**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 30-DAY SUBSTITUTE TEACHING PERMIT 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. Candidates may substitute 9 days at each placement.

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

Number of days available for paid substitute teaching:

Fall placement = 9 days      Spring placement = 9 days

### Directions to the credential candidate

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

### Verification signatures

_____	_____
<b>Mentor Teacher</b>	<b>Candidate</b>
_____	_____
<b>Principal</b>	<b>Date</b>
_____	_____
<b>Coordinator</b>	<b>Date</b>

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