



SPECIAL EDUCATION HANDBOOK

FOR

CANDIDATES

DISTRICT MENTORS

(Master Teachers and District Intern Support Providers)

UNIVERSITY SUPERVISORS

SPECIAL EDUCATION CREDENTIALS:

MILD MODERATE SUPPORT NEEDS

EXTENSIVE SUPPORT NEEDS

EARLY CHILDHOOD SPECIAL EDUCATION

ECSE ADDED AUTHORIZATION

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WELCOME TO THE SPECIAL EDUCATION PROGRAM

Introduction

Welcome to the Special Education Program (SPE) in the College of Education (COE) at California State University, Dominguez Hills (CSUDH). The faculty and staff wish you much success on your journey to becoming the best Special Education teacher and/or obtaining your Master of Arts in Special Education degree.

Handbook Design

The SPE Handbook is designed to provide a comprehensive overview of the SPE program with detailed information about programs offered. In order to successfully complete the program, candidates must meet all requirements and follow all procedures described in this handbook and established by the University. Additional information may be accessed on [our SPE website](#).

This handbook provides comprehensive information to our clinical fieldwork candidates, District Mentors/ District Partners, and University Supervisors. We encourage you to carefully read this handbook to ensure effective collaboration. CSUDH's focus on principles of justice, equity, and critical consciousness will facilitate success in today's global and multicultural world. We wish you a positive and productive semester as you complete your journey as an educator, making a difference in the lives of children and their families! We are Toro Strong!

Our Vision

Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

Our Mission

Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- a justice-focused agenda
- The Pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research

- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

PRELIMINARY CREDENTIAL PATHWAYS

Student Teaching Option

The Student Teaching Program is a traditional credential pathway that allows student teachers to be placed in public school P-12 classrooms under the guidance of a Master Teacher for fieldwork experiences while completing university coursework necessary to obtain their credential.

Intern Option

The Special Education Intern Program (SEIP) is an alternative credential pathway that allows candidates to work in P-12 schools as teachers-of-record while they complete university coursework necessary to obtain their credential. The SEIP is a collaborative effort with school districts, Non-Public School (NPS), or Charter Schools. Interns receive assistance from school site support providers and university supervisors.

Integrated Teacher Education Program (ITEP)

The ITEP Program for the Education Specialist Mild Moderate Support Needs Credential is an option within the undergraduate Liberal Studies major wherein students earn a BA degree in Liberal Studies while also earning an Education Specialist Credential-Mild Moderate Support Needs (Student Teaching Option only). To meet all requirements for the ITEP program, students must also complete a depth of study in Educating Children with Disabilities and be accepted into the Special Education Credential Program. The total number of units for the BA and Credential is 135 units. Please see the Liberal Studies section of the catalog, as well as an advisor in the Liberal Studies Office for more information about the ITEP Option.

PROGRAM REQUIREMENTS

Below are the general program admissions requirements for entry into the Special Education programs followed by program specific requirements. Candidates may apply to the Preliminary or Teacher Induction Program, the MA, or the MA and Teacher Induction Program. Candidates must hold a Preliminary credential to enroll in the Induction Program.

Candidates who desire to enroll in the Teacher Induction Program and MA are advised to do so simultaneously. In addition to the admission requirements listed below, candidates are advised to follow the detailed requirements on the Special Education program application.

In addition to the general program admission requirements, the following prerequisites are common to all Preliminary credential programs (Intern and Student Teaching Options):

- [Verification of Basic Skills Requirement](#) (BSR may be met by a passing score on the CBEST, verification of coursework, or other qualifying exams).
- [Verification of Subject Matter](#) through the CSET Exam or through a CTC-approved Subject Matter Program or coursework.

Notes:

- Subject Matter is not required for the ECSE credential.
- Please check with the program about COVID flexibilities on meeting the subject matter as an admissions requirement.
- Verification of U.S. Constitution requirement through university coursework with a minimum grade of C or passage of the US Constitution Exam.
- Valid Certificate of Clearance.
- Tuberculosis test and vaccination verifications.

In addition to the general program admission requirements, the following are specific for the Intern Option only:

- Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school with CSUDH Memorandum of Understanding (Intern Agreement).
- Successful completion of the three pre-service courses (SPE 480 Educating Exceptional Children and Youth; SPE 458 Positive Classroom Environments and SPE 462 Language, Literacy and Cognition) or the equivalent with a grade of "B-" or better for advancement to Intern status. Candidates who hold a Preliminary or Level I credential in another specialization or General Education may take the Pre-services classes in the first semester of their internship.
- Proof of advisement from Special Education Faculty or Advisor prior to applying for the Intern Credential.
- Submission of Intern Credential Application at the Student Services Center **and** obtaining verification of the Intern Credential issued by CCTC.

Early Childhood Special Education Added Authorization

The Early Childhood Special Education (ECSE) Education Specialist Preliminary teaching credential authorizes a candidate who already has an Education Services Credential in another area to provide services for children ages birth to pre-kindergarten with mild/moderate/severe developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and serious emotional disturbance.

Master of Arts in Special Education

The master's degree program prepares candidates to assume advanced roles in the field of Special Education. Current research and best practices in the field of Special Education underpin the curriculum. The program consists of a prerequisite, a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that support advanced study in the field of Special Education (for additional information see Program Design Section in this handbook).

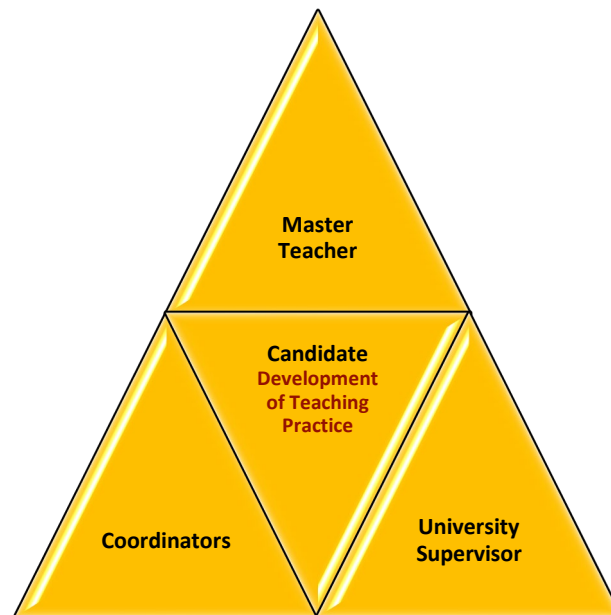
WELCOME TO FIELDWORK

“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” ~ Rita Pierson

Welcome to the final step in your journey to becoming the number one special education teacher in California!

This handbook provides comprehensive information to our clinical fieldwork candidates, District Mentors/ District Partners, and University Supervisors. We encourage you to carefully read this handbook to ensure effective collaboration. CSUDH’s focus on principles of justice, equity, and critical consciousness will facilitate success in today’s global and multicultural world. We wish you a positive and productive semester as you complete your journey as an educator, making a difference in the lives of children and their families! We are Toro Strong!

SYSTEM OF SUPPORT – ROLES AND RESPONSIBILITIES



Fieldwork is a collaborative effort among the university, school partners, supervisor, mentors, and credential candidates. Everyone holds a role and responsibilities that contribute to the success of the experience:

Role of the Student Teacher /Intern

The role of the special education student teacher/Intern is to demonstrate one's ability to combine knowledge learned through coursework and field observations to successfully teach in a special education assignment serving students ages three to twenty - two. Candidates seeking the Mild/Moderate Support Needs Credential will be authorized to serve students with mild/moderated disabilities in grades K-12 and in classes organized primarily for adults upon completion of the CSUDH and CTC requirements. Candidates seeking the Extensive Support Needs Educational Specialists Credential are authorized to serve students with significant disabilities in the same age range. The Early Childhood Special Education Credential authorizes Candidates to provide service to young children, birth through kindergarten with special education eligibility. While in their fieldwork to earn these credentials, Candidates are expected to observe, ask questions, and implement the classroom curriculum and behavior management system. The candidate is expected to take initiative in learning classroom routines, school culture, and working with colleagues and communicate with district mentors to ensure competency in the required TPE's.

All Candidates (Student Teachers/Interns)

- Are student focused
- Are professional: ethical, committed, responsible, punctual, well-prepared, professional in appearance,
- mindful they are a guest at the school
- Follow school rules and district policies, including maintaining student confidentiality and privacy
- Engage in reflection to continuously improve your teaching practice
- Seek opportunities to integrate into the school community through observation of colleagues and participation in school meetings and activities
- Coordinate schedules with the supervisor and District Mentor (master teacher/intern support) for observations and completing the CalTPA
- Respond promptly to District Mentors, supervisor, and coordinator inquiries via email and phone
- Meet deadlines for uploading videos and assignments to GoReact and Blackboard.
- Understand and communicate to the District Support Providers the University evaluation process/documents and supporting assignments and documentation.
- Maintain personal copies of all documents including forms provided by the supervisor and district mentor.
- Proactively share concerns and ask questions to address concerns
- Candidates are expected to be present for Teacher contracted hours.

Student Teacher

Upon receiving your student teaching assignment, call the school site and speak to the principal and your master teacher to introduce yourself and confirm your start date as a student teacher. Schedule a three-way conference between your master teacher, university supervisor and yourself within the first two weeks of your assignment to clarify expectations and address any questions you or your master teacher may have.

Student Teacher hours are consistent with the contract hours of the master teacher. You are expected to allow time to plan, meet with your master teacher, attend staff meetings, professional development, Back to School Night, Open House, parent conferences and any other school event. With parent permission, you are highly encouraged to observe/participate in IEP meetings.

As a student teacher, absences should not exceed three days. Notify the master teacher and supervisor when you are absent from student teaching. When excessive absences and/or tardiness occur, the supervisor and master teacher will discuss a plan of action.

Dates of placement will be clarified by your supervisor. Student teachers will take holiday breaks based upon the district you are completing your student teaching, even though it may be different from CSUDH.

You will be evaluated by both your master teacher and your university supervisor. Your master teacher will complete an evaluation at the end of the semester. Your university supervisor will complete an evaluation-- mid-term and end of semester. These evaluations are to demonstrate growth over the semester and to support growth and development of skills.

Student Teachers must track hours to ensure they meet the University and CTC requirements for credential recommendation.

Intern

- Keep logs as appropriate. For interns, the CTC requires a specific number of support hours per year and for both student teachers and interns, the CTC has minimum hours requirements to complete clinical fieldwork ([Appendix E](#)). Interns log (72 general hours PLUS 22.5 EL hours per semester) support hours on the Intern Mentoring & Support Log and maintain the record for submission when requested.
- Schedule a three-way conference between your intern support provider, university supervisor and yourself within the early in your assignment to clarify expectations and address any questions you or your master teacher may have.
- Intern hours are the district teacher contract hours. You are expected to allow time to plan, meet with your intern support provider, attend staff meetings, professional development, Back to School Night, Open House, parent conferences and any other school event.
- You will be evaluated by both your site administrator and your university supervisor. Your school site admin will complete an evaluation at the end of the semester. Your university supervisor will complete an evaluation-- mid-term and end there is only an end of semester eval of semester. These evaluations are to demonstrate growth over the semester and to support growth and development of skills.
- The candidate is responsible for completing the Mentor/Principal Agreement, acquiring the signatures of the mentor and principal, and emailing the document to appropriate staff at CSUDH.
- Intern supplemental Pamphlet ([Appendix H](#))

Role of the District Mentors (Master Teachers/Intern Support Providers/Admin)

The District Mentor's responsibility is to model effective teaching, classroom management, and motivational strategies which promote learning in a positive classroom environment. A mentor is expected to share their expertise with the student teacher.

The mentor should expect to communicate regularly with the candidate. Providing guidance, coaching and feedback regarding the student teacher's classroom activities is a primary way a candidate will develop and improve their teaching skills. A mentor guides the student towards mastery in the teaching competencies. All candidates must master each competency at a "Proficient Practice" level in order to be recommended for their Educational Specialists preliminary credential.

The District Mentor should share any concerns regarding demonstrated skills with the student teacher and with the university supervisor. Concerns should be expressed as early as possible so that the issues can be addressed in a timely manner.

Master Teachers

- Support the candidate in decision-making that focuses on the best interests of students
- Master teachers are required to participate in ten hours of training including the University Orientation. The Master Teacher Orientation PowerPoint and the flier with specifics of the training requirements and the mechanism for obtaining hours are attached ([Attachment C](#) and linked to this document.
- Understand that candidate readiness to teach varies and initial expectations and support will vary
- Provide curriculum and instructional materials for the candidate
- Provide continuous informal, constructive feedback based on observation to improve the candidate's confidence, lesson preparation, and delivery
- Confer and plan with the candidate during a regular conference period
- Support the candidate to integrate into the school community
- Report any absences to the supervisor and coordinators
- Communicate concerns about the candidate's performance to the coordinators in a timely manner
- Share feedback to inform the Midpoint and Final Evaluations of the candidate's teaching practice
- Suggested Timeline for Gradual Increase of Responsibility for the Candidate and the Release of Responsibility of the Master Teacher ([Appendix B](#))
- Complete the following (provide one copy to the candidate and one copy to the supervisor)
- Final Competency Evaluation Form
- IEP evaluation survey

Intern Support Providers

- Support the candidate in decision-making that focuses on the best interests of students
- Understand that candidate readiness to teach varies and initial expectations and support will vary
- Provide curriculum and instructional materials for the candidate
- Provide support for candidate focused on teaching ELs
- Support the candidate in observing colleagues' classes to build upon their own teaching practice
- Ensure the candidate is receiving the required hours of support (72 general hours PLUS 22.5 EL hours per semester) This is a shared responsibility between district and university
- Provide continuous informal, constructive feedback based to improve the candidate's confidence, lesson preparation, and delivery
- Confer and plan with the candidate during a regularly scheduled time each week.
- Support the candidate to integrate into the school community
- Communicate concerns about the candidate's performance to the coordinators in a timely manner
- Contribute and provide feedback to the school site admin and University Supervisors for the Final Competency Evaluation Forms.

Administrators (for Interns Only)

- Support the candidate to secure a qualified school site mentor possessing a clear credential in the student's area of study and at least three years of teaching experience.
- Communicate district and school site rules and policies to the candidate
- Communicate professional development goals for employment to the candidate and school site mentor that may be synthesized in the candidate's Midpoint and Final Evaluation
- Communicate concerns about the candidates' teaching practice or professionalism to the coordinators.

Role of the University Supervisor

The university supervisor, along with the master teacher or district support provider, supports and coaches the student teacher or intern in developing effective instructional skills. The university supervisor guides the student teacher or intern in meeting the requirements to demonstrate skills in all the competency areas. Classroom visits target specific competencies and include at least two directed lessons. A mid-term and culmination Evaluation Rubric and narrative are completed by the university supervisor. The university supervisor will coordinate the exit interview.

Supervisors

- Support the candidate, while providing evaluative feedback on the candidate's teaching practice
- Provide timely, authentic feedback to the candidate for Midpoint, and Final Evaluations
- Proactively communicate concerns about a candidate's teaching practice (see Improvement Plan process and timelines) to the coordinator to provide ample time for the candidate to meet expectations
- Communicate timely and clearly with the candidate and District Mentor regarding feedback, deadlines, and scheduling or canceling meetings and observations (being mindful of the preparation involved with observations)
- For student teaching supervision only: within the first two weeks of candidates attending their student teaching assignment, the supervisor will conduct an Initial Triad Meeting. The triad consists of the supervisor, master/mentor teacher, and the candidate. During the meeting, the supervisor may use the Initial Triad Collaboration Log as a guide to focus the discussion on supporting the candidate's development of teaching practice and completion of the student teaching course.
- Mid-semester, the supervisor conducts the Midpoint Triad Meeting. During the meeting, the supervisor discusses the Midpoint TPE Evaluation and the Midpoint Evaluation Summary.
- Provide completed signed documents to the candidate for uploading to Blackboard
- At the end of the semester, the supervisor conducts a Final Triad Meeting if the team feels it is necessary or desired. If no Triad is necessary, the Supervisor will meet with the candidate and review the Final Evaluation Summary.

Supervisor Checklist:

- Six observations for student teachers and interns (at least two with GoReact/Video) conducted, documented with explicit feedback on student performance, best practices and tied directly to the TPE's.
- Final Competency Evaluations for all students: Student Teachers only receive a midpoint evaluation
- Individual Development Plan

Candidate readiness varies when entering clinical fieldwork. A mentor/master teacher or university supervisor may raise concerns about a candidate's practice. These concerns may be regarding:

- TPE 1-5: Teaching Practice – inconsistent demonstration of Teaching Performance Expectations (below passing scores on TPE's demonstrated), lack of application to address areas for growth
- TPE 6: Professional Conduct – lateness, inconsistent attendance, lack of preparation, poor interactions with colleagues, failure to follow district/school rules and procedures.
- If the event that general support and feedback do not address the issues, the University Supervisor will follow the following process:

1. Mentor/master teacher and/or supervisors contact coordinator regarding concerns by Midpoint Evaluation.
2. University Supervisor and Coordinator (in conjunction with candidate) generate a Coaching Log or Improvement Plan (IP) based on mentor/master teacher and supervisor input.
3. Candidate meets with coordinator/supervisor to review and sign plan.
4. Candidate must meet the terms of the document by the date indicated.
5. If the candidate is in danger of not meeting the terms the supervisor or coordinator will conduct an additional observation to verify concerns.
6. Candidates who do not meet the terms of the agreement will receive no credit for the course.

Note: This process may be bypassed if a candidate is dismissed from their school site placement. Depending upon the reason for dismissal, the following may occur:

- *Candidate may be placed again at another school site to be provided only one more opportunity for completion during the semester.*
- *Candidate may be given a no credit for the course.*
- *Candidate may be dismissed from the program.*

Candidates that receive no credit for fieldwork are only allowed to repeat the course once for credit.

Link to Resource:

- [Improvement Plan](#)
- [Coaching Log](#)

OVERVIEW OF CLINICAL FIELDWORK

The fieldwork courses follow the CSUDH academic calendar. Candidates will follow school site/district calendars regarding attendance and holidays on their assignments (Consult your master/mentor teacher and download calendars from your district's website to plan your student teaching holidays.) There are several pathways to obtaining a Ed Specialist Credential. It is critical that candidates meet regularly with their advisors to ensure that they are on the appropriate track. Student teachers participate in two semesters of supervised clinical fieldwork: Early Fieldwork/Final Fieldwork. Interns participate in two semesters of supervised fieldwork, prior to Final Fieldwork. All Candidates, regardless of pathway must apply for final fieldwork. Students who are following the student teaching pathway must apply for early fieldwork.

Applications for Fieldwork: <https://csudh-coe.smapply.io/>

Early Fieldwork

Fall Application Opens: February 1 - Deadline: May 15

Spring Application Opens: September 1 - Deadline: October 1 (ITEP student deadline is November 1st.)

Final Fieldwork

(Directed Teaching/Student Teaching Applications)

Fall Application Opens: February 1 Fall - Deadline: March 1

Spring Application Opens: September 1 - Deadline: October

Clinical Practice Hours Requirements and Documentation

Clinical practice experiences are intentionally designed by the program in such a way that candidates learn from experienced educators, are evaluated against the TPEs, and have the support and guidance they need to become effective educators. 600 hours of supervised clinical practice is required of all candidates, regardless of pathway accumulated across "across the arc of the program." All Students in the CSUDH Ed Specialist program acquire 50 hours of clinical practice in targeted observations in five foundational courses ([Appendix A](#)).

150 hours of purposeful, planned interactions and guided observations in a variety of settings, both general and special education, are acquired in the Early Fieldwork Experience for student teachers. The remaining 400 hours for these candidates are part of the final student teaching clinical fieldwork. Interns acquire hours in their classroom setting under the Supervision of an approved District Assigned Mentor and University Supervisor.

For Interns, students must keep a log to document the minimum supervision requirement of 72 hours of support for all intern candidates each semester (average 5 hours/week). Any

intern not already possessing specialized ELL training needs to record an additional 22.5 hours of support focused on teaching English learners each semester. [Appendix E](#) clarifies activities that meet the requirements.

Candidates in the credential program are expected to have reliable attendance regardless of pathway. The candidate is also expected to attend staff meetings, school-related activities e.g. Open House/Back-to-School Night etc., if they do not interfere with classes held by Dominguez Hills. The following activities can be logged as hours:

- Guided and supervised teaching including whole class instruction, small groups, and other contact with students, including solo teaching
- Co-planning time with faculty, supervisor/master teacher for lessons the candidate will deliver
- Working with faculty, supervisor/master teacher grading and analyzing student work, reflecting on lessons, and planning for students' assets and needs
- Time working with professional learning communities, grade level and department meetings
- Attending school related activities: parent meetings, trainings, open house/back-to-school

Fieldwork Course Configuration

Fieldwork Candidates enroll in two courses each semester of their experience: a one - unit seminar and a multi- unit observation course. The seminar meets five times for three hours each semester and is conducted by the University Supervisor. The content of the fieldwork seminar is designed to enhance the observation cycles and provide direct instruction in lesson planning, assessment, and intervention consistent with the Cal TPA. It integrates learned theoretical models with everyday situations in planning, implementing, and evaluating intervention strategies as well as supporting the development of individuals as educators.

The Observation Course involves supervised targeted observations. Final fieldwork Supervised experience must be in an approved program (public school, NPS, Charter) under an approved district mentor. Approved mentors possess a clear credential in the area the candidate is seeking and have a minimum of three years teaching experience. The course integrates learned theoretical models with practical, hands-on experience in planning, implementing, and evaluating intervention strategies and outcomes. Credit/No Credit grading. The supervision program utilizes the Teaching Performance Expectations organized into Domains. Each observation is focused on a particular domain related to a cluster of TPE's tied to the Competency Evaluation. Interns and Final Field candidates are observed a minimum of six times over the course of each semester.

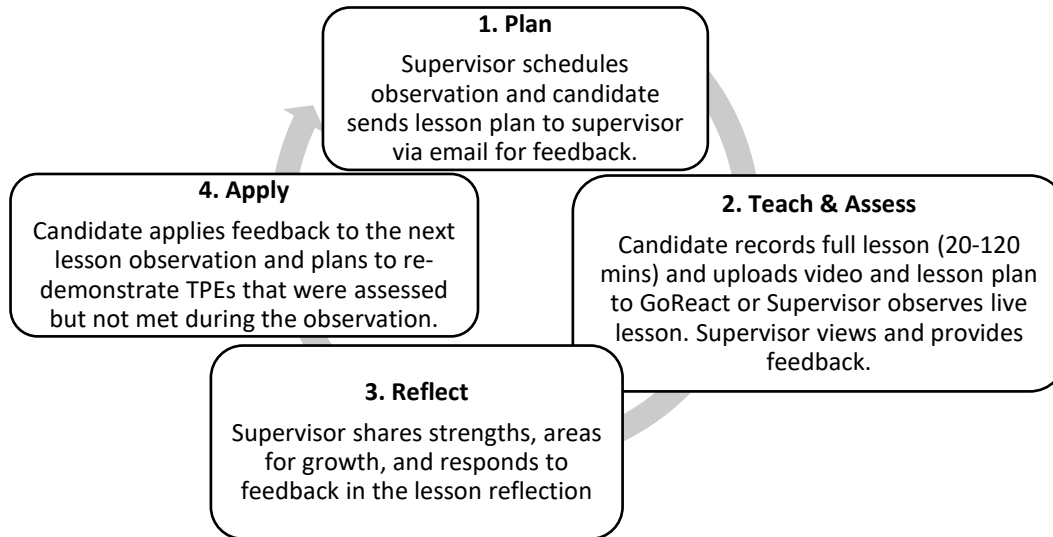
Domains:

- Domain 1: Classroom Environment, Behavioral and Cultural Supports
- Domain 2: Curriculum, Instruction and Effective Lesson Planning
- Domain 3: Assessment and Data-Driven Instructional Program Planning

- Domain 4: Differentiated Instructional Practices
- Domain 5: Communication, Collaboration and Advanced Practice

Observation Model and Reflective Cycle

Each of the formal observations conducted by the supervisor follows a reflective cycle to support the candidate in building teaching practice:



Plan

The candidate constructs a lesson plan using the CSUDH Lesson Plan Format. While constructing the lesson, the candidate may consider the following:

- Flow of content and instruction in the master teacher’s classroom
- TPE Guide to Classroom Practice (provides examples of evidence to demonstrate TPEs)
- TPE and Domain Clusters

Submit the lesson plan via email or Blackboard to the supervisor **48 hours in advance** of uploading the lesson video to GoReact. The supervisor may provide feedback prior to the candidate recording the lesson.

Teach & Assess

The candidate records the lesson and uploads the video to GoReact, another approved video platform or schedules a formal classroom observation with the university supervisor. The supervisor annotates the candidate’s video observation or lesson plan, providing feedback for improvement, and assesses the candidate’s teaching practice for demonstration of the TPEs.

Requirements for Videos: The candidate and students must be audible, yet students do not need to be visible within the videos. *CalTPA videos have different requirements. Consult the CalTPA guides for video requirements.

1. **Reflect** – The supervisor adds an endnote to the annotations on GoReact that shares strengths and areas for growth or provides written feedback following the classroom observation. The candidate completes the reflection assignment referencing the feedback provided by the Supervisor and submits it to Blackboard.
2. **Apply** – The supervisor evaluates the candidate’s lesson and teaching practice. The candidate applies what was learned from the reflection process to the next lesson observation.

Link to related resources:

- [GoReact Website](#)

Assessment Of Teaching Practice

Throughout the semester, candidates submit work to the University Supervisor for feedback and as supporting evidence for TPE documentation. The supervisor provides a formative assessment to the student teaching candidates at the Midpoint and a summative Final Evaluation for all candidates at the conclusion of the fieldwork experience. The Competency Evaluation is based on evidence of teaching practice collected during observation cycles and seminar tied to the TPE’s. Below is the general rubric for scoring candidate’s demonstration of the TPEs: *The following information must be used when scoring a candidate’s teaching practice:*

- Scores are based on evidence of teaching practice.
- “Evidence” of teaching practice can be demonstrated in three forms: observation, conferencing, and documents (lesson plans, reflections, etc.)
- Midpoint Evaluation is formative and students might not have scores in all areas – Master teacher input is critical to both the midpoint and final fieldwork evaluations.
- Candidates must score a 3 or higher on all areas of the Final Competency Evaluation to achieve credit.

*The Fieldwork Evaluation Competency Checklists are attached as [Appendix D](#).

California Teaching Performance Assessment (CalTPA)

While student teaching, candidates are concurrently enrolled within the Teaching Event course. Within the course, an instructor guides candidates in completing and submitting the [CalTPA](#).

APPLYING FOR THE PRELIMINARY CREDENTIAL

At the end of final fieldwork, candidates will apply for the preliminary credential. Many of the documents submitted to the fieldwork applications are the same documents needed to apply for the preliminary credential.

At the end of the semester, candidates can check that their courses have posted to their unofficial transcripts on [myCSUDH](#). Once grades have posted, candidates can [order PDF versions of official transcripts](#) to upload to their credential request for submission. For a complete [list of requirements for your application](#) please visit the [Online Credential Request Application](#).

Teacher Induction Program (clear credential)

The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. A five-year preliminary credential is the first document issued after an individual has met basic credential requirements. The Teacher Induction Program in the College of Education leads to a Clear Credential. The Teacher Induction program focuses on the teacher's needs to expand and deepen knowledge, skills, and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. An individual with a preliminary teaching credential may complete the Teacher Induction Program through the development of an Individual Learning Plan (ILP). The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge based on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support the growth and improvement of professional practice.

Admission Requirements

In addition to the general program admission requirements, the following are specific for the Teacher induction Program (leading to a Clear Credential):

1. Valid initial credential (e.g., California Level I or Preliminary; out-of-state candidates must have equivalent credentials).
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school.
3. Agreement by the employer to provide a site-based mentor.
4. Certificate of Clearance.
5. Tuberculosis test and vaccination verification.

Master of Arts in Special Education

The MA program prepares candidates to assume advanced roles in the field of Special Education. Current research and evidence-based practices in the field of Special Education

underpin the curriculum. The program consists of a core of advanced coursework, electives, and a culminating experience (project or thesis) that supports advanced study in the field of Special Education. There are 30 units of course work with a minimum of 19-semester units completed in residence. Candidates who apply to both the Master of Arts Degree and the Teacher Induction Program must adhere to the requirements for both programs (e.g., GPA and course grade requirements)

Master of Arts in Special Education Admission Requirements

In addition to the General Program Admission Requirements the following MA requirements must be met:

1. Valid initial and/or advanced Special Education credential (e.g., California Level I/II, Preliminary/Clear, or Life Special Education Teaching Credential; hold closely aligned certification or demonstration of content knowledge in the field; out of state or international candidates must have equivalent credentials, or demonstration of deep content knowledge).
2. Candidates who are applying to both the MA and Teacher Induction Program must do so simultaneously.
3. Successful admission to the university with the following conditions:
 - a. Candidates who satisfy all the requirements for university and program admission will be admitted fully with Classified Standing.
 - b. Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing.
4. The Graduation Writing Assessment Requirement (GWAR) must also be met in order to advance to Classified status.
5. The Graduation Writing Assessment Requirement can be met on the CSU Dominguez Hills campus by one of the following:
 - a. A baccalaureate degree from an accredited college or university in the United States.
 - b. A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
 - c. Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
 - d. Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IELTS) score of 6.5.

APPENDIX

Appendix A

APPENDIX A



College of Education, Special Education Department Public School Classroom Observation Verification –

Credential Candidate: _____

ECSE
 MMSN
 ESN

* Maintain this form on Blackboard and submit course required forms.

SPE 480: Inclusive Learning Setting- Observe Inclusive Practice (minimum 10 hours)*					
District:					
School:					
Teacher:					
Type of Class:					
Age/Grade Level: <i>(Circle one)</i>	Early Childhood	Elementary	Middle School	High School	Transition
<i>Your signature below verifies the above name individual has satisfied ten (10) hours of classroom observation.</i>					
Teacher Signature:				Date:	

SPE 458: Positive Support- Social Emotional Learning or Trauma Informed Practices (minimum 10 hours)					
District:					
School:					
Teacher:					
Type of Class:					
Age/Grade Level: <i>(Circle one)</i>	Early Childhood	Elementary	Middle School	High School	Transition
<i>Your signature below verifies the above name individual has satisfied fifty (10) hours of classroom observation.</i>					
Teacher Signature:				Date:	

SPE 462: Language Sample English Learner (minimum 10 hours)					
District:					
School:					
Teacher:					
Type of Class:					
Age/Grade Level <i>(Circle one)</i>	Early Childhood	Elementary	Middle School	High School	Transition
<i>Your signature below verifies the above name individual has satisfied ten (10) hours of classroom observation.</i>					
Teacher Signature:				Date:	

SPE 461: Family Centered Practices, Family Resource Center, Diagnostic Center (10 hours visitation)					
District:					
School:					
Teacher:					
Type of Class:					
Age/Grade Level <i>(Circle one)</i>	Early Childhood	Elementary	Middle School	High School	Transition
<i>Your signature below verifies the above name individual has satisfied five (10) hours of classroom observation.</i>					
Teacher Signature:				Date:	

SPE 451 Supports Observation: Accommodations, Supports, and Services for Student with physical, health, or medical challenges (min. 10 hours)					
District:					
School:					
Teacher:					
Type of Class:					
Age/Grade Level <i>(Circle one)</i>	Early Childhood	Elementary	Middle School	High School	Transition
<i>Your signature below verifies the above name individual has satisfied five (10) hours of classroom observation.</i>					
Teacher Signature:				Date:	

Appendix B

Attestation of Total Early Fieldwork Hours

Per the following CTC standards, candidates must observe diverse students in a variety of settings and classrooms:

Common Standard 3: Course of Study, Fieldwork, and Clinical Practice

For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.

Education Specialist Preliminary Credential Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization

Total # of observation hours in each course, by student population (the same fieldwork hours may be applied to more than one category of students)						
Course	Students with Extensive Support Needs	Students with Mild/Moderate Support Needs	Students from Culturally Diverse Backgrounds	English Learners/Emergent Bilinguals	Students Grades PK-6	Students Grades 7-12
SPE 480						
SPE 458						
SPE 462						
SPE 461						
SPE 461						
<i>Total Hrs</i>						

I certify that I have completed the above observation hours as described:

Student Signature _____ Date. _____

Appendix B

Suggested Timeline

Student Teaching

Week One

The student teacher should observe and ask questions to be familiar with the classroom instructional program. The follow questions should be answered.

1. What curriculum is being used in each subject area the classroom program?
2. What is the behavior management system used in the classroom?
3. What are the physical arrangements in the classroom and why is the room arranged this way?
4. Who are the students and why are they in this special education program?
5. Where are IEPs kept? What information in the IEP will be helpful?

Week Two and Three

The student teacher should begin to participate in classroom activities and to take on classroom responsibilities. Suggested activities follow.

1. Plan with the master teacher.
2. Manage a small group for directed instruction.
3. Assist the master teacher with an individual or groups of students.
4. Help maintain student behavior and active participation by supporting the behavior management system.
5. Become familiar with students' IEP goals and objectives.

Week Four and Five

The student teacher should take initiative and expand responsibility in classroom routine, procedures, and instruction. Suggested activities follow.

1. Conduct classroom routine activities and support classroom procedures.
2. Plan and instruct in at least one subject area.
3. Become familiar with the master teacher's system of progress monitoring.
4. Participate in informal assessments.
5. Identify a student for the Case Study assignment.

Week Six

The student teacher should continue to expand responsibility in behavior management, curriculum planning, instruction and assessment. Suggested activities follow.

1. Plan and instruct in at least two curricular areas.
2. Plan for the master teacher and paraeducator in the curricular areas, and communicate plans for implementation.

3. Implement the behavior management system in order to manage instruction and transitions.
4. Participate in formal and informal assessments.

Week Seven and Beyond

The student teacher should gradually take on more planning and instruction until all curricular areas are covered. Student teacher should request permission to participate in conferences and IEP meetings. Suggested activities follow.

1. Participate fully in progress monitoring.
2. Apply knowledge and skills to complete Case Study.
3. Become familiar with a student on a Behavior Intervention Plan and participate in implementing the plan, including collecting data.
4. Become familiar with inclusive practices for student accessing the general education setting.
5. Assume primary responsibility for all curricular areas in planning and instruction

Appendix C



Teacher Education Division

SPE Mentor/Master Teacher Training Information

Thank you for attending our orientation (2 hours of the 10-hour requirement.)

Please read the directions below to complete a mandatory survey and further training if necessary.

CTC requires that the credential program select district supervisors who hold an appropriate Clear Education Specialist Credential and have a minimum of three years teaching experience. Additionally, the Master teachers/Mentors must have participated in a minimum of 10 hours of professional development in curriculum, adult learning theory, current content specific pedagogical, instructional practices, and/or effective supervision approaches such as cognitive coaching. The documentation and options for participating in the Professional Development are outlined below.

All Mentor/Master Teachers are required to:

- Complete the [Master Teacher CTC Training Requirement survey](#).
- Master Teachers must participate in the University Master Teacher Orientation live at least once and view recorded Orientations each semester for current updates.

After completing the survey, Mentor/Master Teachers who have not met the CTC training requirement:

- Need to complete the Intersegmental Project training to meet the 10-hour requirement (you identified that you have fewer than 8 hours of professional development on the Master/Mentor Teacher CTC Training Requirement survey) and would like to receive \$200.
- Choose to complete the Intersegmental Project training and receive \$200.

Mentors/Master Teachers who marked either of the two selections above follow the following steps:

1. Complete the Service Invoice and send to [Dawn Cook](#) Document found in Intersegmental Project Training folder on Padlet.
2. Complete the CSUDH – Vendor Data Record (STD. 204). The Vendor Data Record is a fillable PDF that can be saved to your computer and must be uploaded to the link provided in the instructions section on the document. Document found in Intersegmental Project Training folder on Dropbox.

3. If you are completing the Intersegmental Project training, send [Dawn Cook](#) an email. State that you have completed the Vendor Data Record and would like to begin the training.
4. Dawn will enroll you in the CourseNetworking digital interface. CourseNetworking will send you an email to verify your email address. You will click the link and activate your account.
5. You can log in and out of your account and complete the coursework at your own pace.
6. Once you complete the coursework email [Dawn Cook and Elaine Semple](#) and simply state that you have completed the Intersegmental Project.
7. Dawn will process your payment and a check for \$200 will be mailed to your home address.

Appendix Lesson Plan

Special Education Lesson Plan

LESSON PLAN DESCRIPTION CSUDH Special Education Program

Lesson Plan: A lesson plan provides a framework that guides class instruction. Lessons are based on an appropriate curriculum and are typically part of a unit of instruction. A well-developed lesson plan incorporates best practices, reflects the interests and needs of students, and is developmentally appropriate. There are many different model for lesson plans; what follows is a basic lesson plan format that includes identifying information, standards/goals, content description, lesson objective, direct instructional procedures, guided and independent practice, lesson closure, evaluation, enrichment/re-teaching, and reflection.

1. Class/Subject Information

Each lesson plan should include the following at the top of the page:

- a. Students Disability Categories: (e.g., Learning Disabilities, Developmental Delayed)
- b. List the students' Grade Level(s) (e.g., Grades 4-6)
- c. List the Subject Matter (e.g., Language Arts, Mathematics, etc.)
- d. Type of lesson (e.g., single or multi-day lesson – unit name).

2. Academic Content Standards K-12 (Mild/Moderate); CMA Blueprints (Mild/Moderate or Moderate/Severe); CAPA Blueprints (Moderate/Severe); Pre-School Foundations (ECSE) and for all programs Individualized Education Program (IEP) goals.

The California Content Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The IEP is a written program developed by the parents and the school's special education team that specifies the student's academic goals and the methods to reach these goals.

- a. Clearly state the California Content Standard(s), CMA Blueprints, CAPA Blueprints, or Pre-School Foundations that are covered in this lesson. Available at <http://www.cde.ca.gov>.
- b. Clearly state the IEP goal(s) that are covered in this lesson. Obtain appropriate goals from the students' IEPs.

3. Content Description (Summarize)

This is a general overview of the lesson in terms of topic focus, activities, and purpose.

- a. Give a lesson overview (50 words or less). Briefly describe lesson content related to the standards/goals. The content selected should be specific enough to ensure student learning and will generally not encompass the entire standard. Also, indicate the type of content to be learned.
- b. Materials and Resources needed for lesson
- c. State the curriculum used. How does the lesson fit into the general context of what you are teaching?
- d. Describe the larger unit and/or consider the lessons that came before and after.
- e. Behavior System (Specifically state)
- f. Paraeducator(s) (What, if anything, will paraeducator(s) do during lesson? Be specific)

4. Lesson Objective

The objective(s) of a lesson state(s) the knowledge or skills that the students are to demonstrate at the completion of the lesson. Include the conditions (e.g., "when given"), the observable behavior, specific content, and the criteria for acceptable achievement. Objective(s) should relate closely to the standard(s) and IEP goal.

- a. Clearly state what students will be able to do by the end of the lesson. The objective may be a benchmark toward the IEP/IFSP goal.
 - b. As appropriate, the lesson objective should be observable in the classroom; i.e., written on the chalk/whiteboard.
 - c. The lesson objective should be written in concrete, observable, measurable terms (*i.e.*, do not use “will learn”, “will know”, “will understand”, or “will be able to”, instead use such terms as “will read”, “will explain”, “will predict”, “will categorize”, and “will evaluate”.)
5. **Lesson Components** (all components should be clearly aligned with the lesson objectives)
Prior to and during planning each of the components of a lesson, it is necessary to consider the disabilities and unique learning needs of the students and determine what specialized instruction and accommodations they will need to access to instruction and assessment. For each student with a disability, briefly respond to these questions.
- a. What accommodations will be used to increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
 - b. What modifications will be made in the content, instructional method, or delivery of instruction to meet the unique needs of the students that result from their disabilities?

A. Anticipatory Set

The anticipatory set is the part of lesson that motivates students, activates their background knowledge, focuses their attention and prepares them for instruction. It is the creative hook that motivates students for the lesson that follows. Activating prior knowledge and experiences, through the use of such strategies as asking interesting questions, reading or telling stories, viewing/listening to video/audio material, or playing games requires active student thinking and prepares students for the content to be presented by placing the new content in a meaningful context.

- B. Explanation** Describe how you provide the content or process information needed for students to gain the knowledge or skill. Be specific (using the words you will use in the lesson).
- a. How will you engage students actively in their own learning during this “step” (e.g., brainstorming, best choice debate, carousel questions, quick writes)?
 - b. How will you check for understanding during this critical stage?

Example 1 – Direct Instruction provides clear and concise explanations of the subject matter, checks for understanding, and provides opportunities for students practice.

Example 2 – Inquiry-based Instruction is a teaching technique that encourages students to become problem solvers.

Example 3 – Discovery Learning is a constructivist method of inquiry-based instruction.

- C. Modeling** – Demonstrate in a concrete way what is to be learned. The critical aspects should be explained through labeling, categorizing, comparing, etc. Students should be taken to the application level (problem solving, summarizing, etc.) Students are provided with an end product of what they will learn. “I do it and then we do it”- Teacher demonstrates and verbalizes each step in the skill helping students attend to critical features of what is to be learned. **IDO**

Example 1 – Provide visual supports, i.e., pictures, maps, charts, dramatizations, demonstrations of process.

Example 2 – Provides techniques to aid recall, i.e., mnemonics, rhymes, association.

D. Guided Practice – Provide opportunities for students to practice new knowledge/skill under teacher guidance. Teacher recognizes/corrects areas of weakness or misunderstandings. **WE DO**

- 1) Check for understanding (e.g., individual white boards, post-its, etc.)
- 2) Differentiation of Instruction (e.g., varying academic levels, products, instruction; responses)

Example 1 – Allow students to demonstrate skills taught with teacher input, (e.g., student solves on the board, a similar math problem that was just demonstrated by the teacher) and the teacher will?

Example 2 – Provide remediation/re-teaching if student's practice is characterized by frequent student errors. (e.g., teacher recognizes that students do not understand the concepts of "re-grouping" and re-teaches it using manipulative.

Example 3 – Allow opportunities for peer discussion, i.e., students in groups can assist each other in learning.

E. Independent Practice

Independent practice allows students to process new knowledge and reinforce skills by completing a task (or its parts) on their own without teacher/paraeducator assistance. **YOU DO**

- 1) Provide immediate feedback and correction in class
- 2) Differentiating **nature of the task used for independent practice based on individual needs of the students**

F. Lesson Closure—Ending the Lesson

Closure is a brief summary that provides a fitting conclusion and context for the student learning in the lesson. During the Closure section of a lesson, teachers help students organize the information into a meaningful context. You may return to the anticipatory set to begin closure.

a. Review major concepts taught:

Example 1 – Have students state or demonstrate the main objective(s) of the lesson, i.e., "Explain in your own words what we did today." In other words, what did they learn?

Example 2 – Have students discuss how they will use the information they learned in other situations, "How can you use the information you learned today?"

b. Describe how students will acknowledge or demonstrate what they have learned.

6. Plan for Evaluation

The evaluation component of a lesson is when the teacher checks for mastery of the concepts/skills taught. The evaluation may be a set of questions or instructions used to guide subsequent learning, or determine an achievement criterion. Describe how student learning and attainment of objectives will be assessed. How will these results be recorded? Shared with students? Attach a rubric for evaluating performance on the objectives.

- a. The assessment should specifically measure whether or not the objectives were reached. In other words, there should be a direct correlation between the objectives and the assessments.
- b. Teacher decides which assessments evaluate the learning objectives and which criteria and indicators (rubrics) will be used to validate learning.

7. Enrichment/Extension and Re-teaching

Enrichment activities, for students who have mastered the lesson objectives, extend the knowledge of

the subject matter at a higher level than the original lesson. **Re-teaching** plans, for students who demonstrate no or partial mastery of the lesson objectives, re-visits the lesson objectives with different teaching approaches. Examples of both are provided below:

- a. **Enrichment/Extension** for students who demonstrate academic proficiency of curriculum objectives that can be accomplished independently, in pairs, or small groups.
 - Example 1** – Book or subject reports on related lesson topic(s).
 - Example 2** – Paper based on peer discussion on related lesson topic(s).
 - Example 3** – Short or long-term projects on related lesson topic.
- b. **Re-teaching** for students requiring additional supports for mastery.
 - Example 1** – Instruction requiring individual attention from the teacher.
 - Example 2** – Review work in small group with peers.
 - Example 3** – Tutoring on specific aspects of lesson by a volunteer.

8. Additional Accommodations/Modifications

What adjustments will be made for individual differences (e.g., English Language Learners, sensory disabilities, physical needs, etc.) of the students in the lesson beyond the required specially designed instruction to meet their unique learning needs as defined by their IEPs.

9. Reflection

Teacher reflection on lessons taught involves an introspective look at their practice and students actions. This is accomplished by answering questions similar the following (teachers may think of other questions to answer):

- a. What strategies were most effective in the achievement of student goals?
 - i. What objectives were met?
 - ii. What objectives were not reached? Why?
- b. Did the lesson proceed as planned or did you have to readjust it based on the students' need to review?
 - i. What were the areas in which adjustments were required?
 - ii. What are the implications for planning the next lesson?
 - iii. How will this lesson connect to my next lesson's goal?
- c. Should the students continue to use the accommodations of this lesson, are changes needed, or should the use of the accommodation be discontinued?
- d. What difficulties, if any, did the student experience relative to the content, instructional method, or delivery of instruction?
- e. What changes, if any, might be needed in the content, instructional method, or delivery of instruction, or is the specialized instruction meeting students' needs?
- f. Describe the effectiveness of the behavior management procedures in supporting the learning environment.
- g. What would you change if you were to re-teach the lesson?

Appendix D



California State University, Dominguez Hills - Special Education Program

Early Childhood Special Education Final Fieldwork Competency Evaluation

Credential Candidate: _____ Term: _____

Evaluator: _____ Position: _____

Class Type: _____

(e.g., Special Day Class, Collaborative, Full Inclusion)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. Credential candidate must receive a rating of 3 or 4 in all areas to receive credit of final fieldwork.

Assessment and Program Planning including Transition				
1. Utilize multiple sources of developmentally appropriate and standards-based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths, and needs within the context of the family's concerns and priorities. (TPE 5.6)	1	2	3	4
2. Assess students from diverse backgrounds and varying language, communication, and cognitive abilities and recognize the influence of specific disabilities on development and learning. (TPE 5.3)	1	2	3	4
3. Use both appropriate formal and informal assessment and evaluation approaches and strategies, (e.g., naturalistic play-based assessment, family interviewing) within the role of the interdisciplinary team (TPE 5.1).	1	2	3	4

4. Develop, implement, and monitor progress of the IFSP/IEP with the family and other members of the team. (TPE 1.7, 1.10, 5.6)	1	2	3	4
5. Develop and implement appropriate IFSP/IEP/transition planning goals based on Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and legal requirements. (TPE 1.11, 6.4),	1	2	3	4
6. Collaborate with personnel from other educational and community agencies to plan for successful transitions by students. (TPE 6.5, 6.8)	1	2	3	4
Curriculum and Instruction				
7. Use strengths-based and relationship-based approaches that embeds specific evidence-based practices and interventions within daily routines and natural environments. (TPE 1.5, 1.11, 4.2, 4.13)	1	2	3	4
8. Design and implement intervention and instructional strategies that address specific learning needs, that are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. (TPE 1.2, 4.1, 4.3, 4.4, 4.5)	1	2	3	4
9. Implement processes and strategies that support transitions among settings for infants and young children including teaching self-determination and communication skills (TPE 1.3, 1.4, 2.2, 4.5)	1	2	3	4
10. Demonstrate skills in working with young child individually, in small and, and whole-class instruction as needed. (TPE 1.6, 2.1, 2.2)	1	2	3	4
11. Demonstrate components of effective instruction and intervention of early literacy as described in the Preschool Learning Foundations and Kindergarten standards (TPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	1	2	3	4
12. Demonstrate components of effective instruction and intervention in listening and speaking as described in the Preschool Learning Foundations and Kindergarten standards (TPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)	1	2	3	4
13. Demonstrate components of effective instruction and intervention of writing as described in the Preschool	1	2	3	4

Learning Foundations and Kindergarten standards (TPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)				
14. Implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills. (TPE 1.2, 1.4, 1.9, 3.9)	1	2	3	4
15. Use of computer-based technology for information collection, analysis and management in the instructional setting. (TPE 1.10, 5.8, 6.3)	1	2	3	4
16. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (TPE 2.3, 2.5, 4.4)	1	2	3	4
Behavioral, Social, and Environmental Supports for Health Learning Environments				
17. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (TPE 1.6, 2.4, 2.5, 4.7)	1	2	3	4
18. Support positive learning experiences for young children with disabilities in a wide range of natural environments. (TPE 1.11, 2.1, 2.2)	1	2	3	4
19. Utilize universal precautions designed to protect the health and safety of the candidates themselves. (TPE 1.8, 6.6))	1	2	3	4
20. Organize space, time, and materials to match the child's individual learning needs in safe, natural and structured environments. (TPE 2.3, 3.5, 4.10)	1	2	3	4
Effective Communication and Collaborative Partnerships				
21. Communicate effectively with young children with disabilities and their families including those from culturally and linguistically diverse backgrounds to provide information regarding typical developmental expectations as well as the impact of the disability on developmental progress. (TPE 5.8, 6.7)	1	2	3	4
22. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. (TPE 2.6, 6.2, 6.5)	1	2	3	4
23. Participate as a team member, to identify and enhance team roles, communicate, and problem solve, including	1	2	3	4

recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. (TPE 6.1, 6.7)				
24. Consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments). (TPE 6.11)	1	2	3	4
25. Consult and collaborate with appropriate specialist in implementing developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families (TPE 2.5, 6.5)	1	2	3	4

Comments:

Credential Candidate's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

California State University, Dominguez Hills - Special Education Program

Mild/Moderate Support Needs Final Fieldwork Competency Evaluation

Credential Candidate: _____ Term: _____

Evaluator's Name: _____ Position: _____

(e.g., Univ, Supervisor., Site Admin./Master Teacher/Candidate)

Class Type: _____ Intern Option or Student
Teaching Option

(e.g., Special Day Class, Resource Room, Full Inclusion)
of the above)

(Circle one
of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction.

Credential candidate must receive a minimum rating of 3 in all areas to receive Credit.

Assessment and Program Planning including Transition				
1. Use multiple sources of information for progress monitoring and decision-making regarding eligibility and services. (M/M TPE 1.1; M/M TPE 1.4; M/M TPE 4.1; M/M 5.1; M/M 5.2; UTPE 1.4; UTPE 4.1; UTPE 5.1; UTPE 5.2)	1	2	3	4
2. Assess the developmental, academic, behavioral, social, communication/language, career and community life skill needs of students, and monitor students' progress M/M TPE 1.4; M/M TPE 5.1; M/M 5.6 UTPE 1.6; UTPE 1.4; UTPE5.1; UTPE5.2)	1	2	3	4
3. Use both formal and informal assessments to make accommodations, modifications, instructional decisions and	1	2	3	4

ongoing program improvements. (M/M TPE 4.4; M/M 5.1; 5.2; UTPE 4.1; UTPE 5.8)				
4. Utilize standards-based assessment data to collaboratively develop IEP goals, adaptations, and instructional plans. (M/M TPE 1.1; M/M 4.7; M/M 5.3; UTPE 4.5)	1	2	3	4
5. Use and communicate the results of a variety of individualized assessment and evaluation approaches (M/M 4.7; UTPE 5.5)	1	2	3	4
6. Participate in state-mandated accountability measures. (M/M TPE 5.1; M/M TPE 5.3)	1	2	3	4
7. Develop appropriate IEP/transition planning goals based on standards and legal requirements. (M/M TPE1.4; M/M 1.5; M/M 5.3; M/M 6.4; UTPE 1.4; UTPE 1.3)	1	2	3	4
8. Use of computer-based technology for information collection, analysis, and management (M/M TPE 5.6; UTPE 1.3; UTPE 5.4)	1	2	3	4
Curriculum and Instruction				
9. Develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans. (M/M TPE 3.1; M/M 4.2; UTPE 3.3; UTPE 4.3)	1	2	3	4
10. Develop differentiated lessons and instructional sequences that address diverse strengths and needs in a variety of educational environments including English language learners. (M/M TPE 2.9; M/M TPE 5.4; UTPE 1.6; UTPE 3.5)	1	2	3	4
11. Use flexible grouping, individualized instruction, and whole-class instruction as needed. (M/M TPE 3.1; UTPE 3.5)	1	2	3	4
12. Select curricula, teach and adapt instruction in reading e.g., orientation, presentation, structured guided and independent practice. (M/M TPE 3.1; UTPE 3.2; UTPE 3.5 UTPE 3.5)	1	2	3	4
13. Organize and manage differentiated reading instruction and interventions including remediation strategies, accommodations, and modifications (M/M TPE 2.1; M/M TPE 3.1; M/M TPE 4.2; UTPE 4.3; UTPE 4.4)	1	2	3	4
14. Select curricula, teach and adapt instruction in listening and speaking e.g., listening comprehension, organization and delivery of oral communication, analysis and evaluation of	1	2	3	4

oral and media communication (M/M 4.2; UTPE 4.3; UTPE 4.4)				
15. Select curricula, teach and adapt instruction in foundational writing strategies, conventions (sentence structure, grammar, punctuation, capitalization and spelling), organization and focus. (M/M 4.2; UTPE 4.3; UTPE 4.4)	1	2	3	4
16. Select curricula, teach and adapt mathematical skills, applications and problem-solving methods. (M/M 4.2; UTPE 4.3; UTPE 4.4)	1	2	3	4
17. Design instruction to support access to the core curriculum. (M/M TPE 1.1; M/M TPE 4.2; M/M TPE 4.4; UTPE 3.1)	1	2	3	4
18. Teach students appropriate self-determination and expression skills (M/M 1.6; UTPE 4.5;	1	2	3	4
19. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (M/M TPE 2.1; M/M TPE 4.1; UTPE 1.4; UTPE 3.6; UTPE 4.4)	1	2	3	4
Behavioral, Social, and Environmental Supports for Health Learning Environments				
20. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (M/M TPE 1.7; UTPE 1.1)	1	2	3	4
21. Participate in school wide behavior support processes and create instructional and behavior support partnerships with parents/families (M/M TPE 1.7; UTPE 2.1; UTPE 2.2)	1	2	3	4
22. Establish and maintain an educational environment where interventions are positive, proactive, and respectful of students. (UTPE 2.6)	1	2	3	4
23. Design and implement positive behavioral support plans and interventions based on functional behavior assessments. (M/M TPE 2.5; M/M TPE 2.6; M/M TPE 2.10)	1	2	3	4
Effective Communication and Collaborative Partnerships				
24. Communicate effectively with individuals with disabilities and their parents, and primary caregivers. (M/M TPE 2.4; UTPE1.2)	1	2	3	4

25. Communicate effectively with general/special education teachers, and co-teachers, related service personnel, and administrators. (M/M TPE 2.4; M/M 4.6; UTPE 4.6)	1	2	3	4
26. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services. (M/M 6.1; UTPE 4.6; UTPE 6.4)	1	2	3	4
27. Participate effectively as a team member in the IEP/transition planning process and coordinate the IEP process and service delivery (M/M 2.4; M/M TPE 4.4; M/M TPE 4.6; UTPE 4.5)	1	2	3	4

Comments:

Credential Candidate's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

California State University, Dominguez Hills - Special Education Program

Extensive Support Needs Final Fieldwork Competency Evaluation

Credential Candidate: _____ Term: _____

Evaluator's Name _____ Position: _____

(e.g., Univ, Super., Site Admin./Master Teacher/Candidate)

 Class Type: _____ Intern Option or Student
 Teaching Option

 (e.g., Special Day Class, Resource Room, Full Inclusion)
 of the above)

(Circle one)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 in all areas.**

Assessment and Program Planning including Transition				
1. Utilize assessment data from multiple sources to develop effective programs and guide instruction and progress monitoring and decision-making regarding eligibility and services. (UTPE 1.4, 4.1, 5.1, 5.2 EX5.2)	1	2	3	4
2. Assess the developmental, academic, behavioral, social, communication/language, career and community life skills needs of students. (UTPE 1.4, 1.6, 5.1, 5.2, EX5.1)	1	2	3	4
3. Use both formal and informal assessments including functional/ecological assessment to make accommodations, modifications, instructional decisions, and ongoing program improvements. (UTPE 4.1, 5.8, EX5.1, EX5.2)	1	2	3	4

4. Develop appropriate IEP/transition planning that use person-centered/family-centered planning that lead to meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum. (UTPE 1.4, 1.3, 4.5, EX 1.5, EX 1.10)	1	2	3	4
5. Use assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results (UTPE 5.2, EX 5.2, EX. 5.5, EX. 5.7)	1	2	3	4
6. Use of computer-based technology for information collection, analysis and management. (UTPE 1.3, 5.4)	1	2	3	4
Curriculum and Instruction				
7. Develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit, and lesson plans. (; UTPE 3.3; UTPE 4.3, EX. 3.1, 3,3, 4.4,)	1	2	3	4
8. Develop differentiated lessons and instructional sequences that address diverse strengths and needs in a variety of educational environments including English language learners. (UTPE 1.6; UTPE 3.5, EX. 3.2, 4.4)	1	2	3	4
9. Develop and implement systematic, evidence based instructional strategies to teach skills within the general education classroom, the school, community, and work settings. (UTPE 1.4, EX. 1.6, EX. 3.2 EX. 4.4)	1	2	3	4
10. Use flexible grouping, individualized instruction, and whole-class instruction as needed. (UTPE 1.4, 3.5, 4.4, EX. 3.3)	1	2	3	4
11. Select curricula and teach reading e.g., orientation, presentation, structured guided and independent practice. (UTPE 4.3, UTPE 4.4, EX 3.1)	1	2	3	4
12. Organize and manage differentiated reading instruction and interventions including remediation strategies, accommodations, and modifications. (UTPE 4.3; UTPE 4.4, EX. 3.1, 3.3, 4.4)	1	2	3	4
13. Select curricula and teach listening and speaking e.g., listening comprehension, organization and delivery of oral	1	2	3	4

communication, analysis and evaluation of oral and media communication. (UTPE 4.3, 4.4 EX.1.7, 1.8, 2.3 4.1 4.3)				
14. Select curricula and teach foundational writing strategies, applications according to genres, and conventions (sentence structure, grammar, punctuation, capitalization, and spelling), organization and focus. (UTPE 4.3, 4.4 EX. 3.1, 4.3)	1	2	3	4
15. Plan, implement, and evaluate transitional life experiences across the lifespan. (UTPE 4.5, 5.8, EX. 1.1, 1.9, 1.10, 4.7, 4.8)	1	2	3	4
16. Teach students appropriate self-determination and expression skills. (UTPE 2.1, 4.5, EX 1.11, 2.3)	1	2	3	4
17. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (UTPE 1.4; UTPE 3.6; UTPE 4.4, EX. 2.5, 3.1, 4.3)	1	2	3	4
Behavioral, Social, and Environmental Supports for Learning Environments				
18. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (UTPE 1.4, 3.6, 4.4: EX 1.4, 2.8, 2.9, 2.10, 2.13, 4.1)	1	2	3	4
19. Establish and maintain educational environments that are free from coercion and punishment; and interventions are positive, proactive, and respectful. (UTPE 2.1, 2.6, EX. 2.8, 2.13)	1	2	3	4
20. Participate effectively in school wide, positive behavior support processes. (UTPE 2.1, EX. 2.5, 2.11, 2.13)	1	2	3	4
21. Design and implement positive behavioral support plans and interventions based on functional behavior assessments and participate in manifestation determination hearings. (Ex. 2.9, 5.3, 5.4)	1	2	3	4
Effective Communication and Collaborative Partnerships				
22. Communicate effectively with individuals with disabilities and their parents, and primary caregivers. (UTPE 1.2, EX. 1.5, 2.4, 5.1, 6.1)	1	2	3	4

23. Communicate effectively with general/special education teachers, and co-teachers, related service personnel, and administrators. (UTPE 4.6, EX. 1.5, 2.4, 4.7)	1	2	3	4
24. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services. (UTPE 3.4, 4.6, 6.4, EX. 1.5, 1.6, 4.7, 6.1)	1	2	3	4
25. Participate effectively as a team member in the IEP/transition planning process. (UTPE 4.5, 5.8, EX. 1.6, 1.9, 1.10, 5.4)	1	2	3	4
Extensive Support Needs Specific Competencies				
Communication Skills: Developing Social Interaction Skills and Facilitating Social Relationships	1	2	3	4
26. Assess their students' verbal and non-verbal communication abilities to identify effective intervention and support techniques. (EX. 1.2, 1.3, 1.8, 4.3, 5.3, 5.7)				
27. Collaborate with team members, including family, to teach and facilitate each student's ability to effectively communicate and increase the extent and variety of social interaction. (EX. 2.3, 2.10, 2.11, 2.13, 4.7)	1	2	3	4
28. Application of augmentative and alternative communication systems and devices to facilitate communication, improved academic performance, and skill development. (UTPE 3.6, EX. 3., 4.3)	1	2	3	4
29. Implement instruction of communication and social skills in general education and other integrated environments to create and facilitate opportunities for interaction. (UTPE 2.2, 2.3, EX. 1.6, 2.3, 2.5, 2.11, 2.13)	1	2	3	4
Movement, Mobility, Sensory and Specialized Health Care	1	2	3	4
30. Support the movement, mobility, sensory and specialized health care needs to participate fully to the fullest extent of their ability. (EX. 2.6, 2.7)				
31. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. (EX. 2.2)	1	2	3	4

32. Consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. (EX. 6.1)	1	2	3	4
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Comments:

Credential Candidate's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Appendix E

Clinical Hours and Documentation Requirements

The following are potential support and supervision activities:

Potentially Provided through Employer

- lesson-modeling; observation and coaching
- co-planning and feedback on lesson planning
- problem-solving regarding instruction and classroom management
- student access to curriculum, and other student-related issues
- grade-level meetings
- email and phone conversations with a district-employed supervisor
- New teacher orientation
- Coaching (not evaluation) from administrator
- Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences)
- Release time for participation in district group/regional group (ELAC, Council for Exceptional Children)

Potentially Provided through University Program

- Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in-person, video conferencing, or by phone
- Faculty support and course content delivery (discussion debriefing teaching day at start of class, strategies presented for supporting ELLs)
- Access or student memberships for participation in district/regional groups (ELAC, etc.)

Potentially Provided by Either or Both the University and Employer

- Classroom observations and coaching (SDAIE/ELD lessons)
- Demonstration lessons and/or co-teaching activities with mentor, coach, or supervisor
- Intern observation of other teachers and classrooms
- Email, phone, text, video conferencing, support related to observation, problem-solving, planning, curriculum and/or instruction
- Activities/workshops specifically addressing issues in the intern's classroom – co attended by intern and mentor
- Watching and discussing teaching videos with mentor
- Interactive journal with mentor or supervisor
- Weekly planning or review of plans
- Editing work-related writing (letters to parents, announcements, etc.)
- Professional literature/research discussion groups facilitated by appropriately credentialed mentor or supervisor
- Review of test results

Link to Resources:

- [Intern Mentoring & Support Log](#)

Appendix F

COACHING LOG

Teacher/Candidate: _____

Supervisor _____

Grade/Class: _____ Subject: _____ School: _____

What's Working	Areas of Needed Improvement
Candidate's Next Steps Suggestions and Procedures	Coach's Next Steps / Follow up

Signatures:

Candidate: _____ Date: _____

Supervisor: _____ Date: _____

Appendix G

California State University Dominguez Hills
SPECIAL EDUCATION PROGRAM

Lesson Plan and Reflection Rubric

Introductory Components	1 (Not Demonstrated)	2 (Beginning Level)	3 (Proficient)	4 (Met with Distinction)
1. Class/Subject Information	Incomplete, inaccurate, facile or no information provided.		All information was complete and accurate.	
2. Academic Content Standards	Standards did not match the lesson objective and curriculum and not relevant to the students academic abilities and IEP goals. Not relevant to student assessed needs.		Standard(s) and IEP goal(s) stated clearly and appropriate to the lesson objective, curriculum, and students academic abilities. Relevant to student assessed needs.	
3. Content Description: Overview (50 words or less) in terms of topic focus, activities, and purpose.	Incomplete, inaccurate, facile or no information provided. Not related to the curriculum presented; materials/resources, behavior systems and paraeducator(s) responsibilities not addressed.	Related to the appropriate curriculum; materials/resources are outlined; behavior system is stated and paraeducator(s) responsibilities outlined.	Related to the appropriate curriculum; materials/resources are outlined; behavior system and paraeducator(s) responsibilities described in detail.	Related to the appropriate curriculum; materials/resources are outlined; behavior system and paraeducator(s) responsibilities described in detail. Related to an extended unit in the content area and related to multiple IEP goals.
4. Lesson Objective: Skills or knowledge that students are to demonstrate at the lesson conclusion.	Incomplete, inaccurate, facile or no information provided.	Stated clearly in measurable terms and relates to the standard(s) and/or IEP goal(s). Objective was visible	Stated clearly in measurable terms and relates to the standard(s) and IEP goal(s).	Stated clearly in measurable terms with a rubric and related to the standard(s) and IEP goal(s). Visible and related to the independent practice lesson component. When appropriate, students articulated the objective.
5. Lesson Components	1 (Not Demonstrated)	2 (Beginning Level)	3 (Proficient)	4 (Met with Distinction)
A. Anticipatory Set or Introduction: An activity that focuses students' attention and prepares them for instruction.	Incomplete, inaccurate, facile or no information provided.	The anticipatory set is outlined.	Stated in detail and student attention was focused.	Stated in detail and student attention was focused. Content related to the context of the lesson and the broader curriculum
B. Explanation: Describe how the information for students to gain knowledge of a skill is provided.	Incomplete, inaccurate, facile or no information provided.	Clearly stated and logically sequenced.	Clearly stated, logically sequenced and multiple modalities are used to reinforce lesson content.	Clearly stated, logically sequenced, and technology and multiple media are used to reinforce lesson content. Explanation encourages critical thinking.
C. Modeling: Demonstrate concretely what is to be learned. Teacher demonstrates and verbalizes each step in lesson's critical features. Demonstrates what students will do & provides the following: <ul style="list-style-type: none"> Provides multi-sensory support using technology. Builds network of keys to aid recall. Provides an oral model for content. Provides pictures maps, charts, demonstrations, or visual/auditory assists 	Incomplete, inaccurate, or facile information provided.	Provided at least two items specified.	Provided all of the items specified and checked for understanding of materials & activities related to skill mastery.	Provided all of the items specified and integrated multicultural, student-centered, and/or interdisciplinary components. Checked for understanding of materials & activities related to skill mastery and learned at the application level.

<p>D. Guided Practice: Provide opportunities for students to practice new knowledge/skill with overt teacher guidance.</p>	<p>Incomplete, inaccurate, facile or no information provided.</p>	<p>Two learning styles addressed; minimal teacher supervision; checked for understanding.</p>	<p>Multiple learning styles addressed; teacher supervision provided; multiple insure lesson objective mastery.</p>	<p>Multiple styles addressed: continuous teacher supervision provided; continuous checked for understanding to insure lesson objective mastery. Paraeducators modeled same behavior as teacher (if appropriate).</p>
<p>E. Independent Practice: Students complete task (or its parts) on their own without teacher or paraeducator(s) assistance.</p>	<p>Incomplete, inaccurate, facile or no information provided.</p>	<p>Matched objectives, modeling, and guided practice.</p>	<p>Matched objectives, modeling, and guided practice. Multiple and varied opportunities to rehearse are provided.</p>	<p>Matched objectives, modeling, and guided practice. Multiple and varied opportunities to rehearse are provided. Provided with diverse opportunities to practice the skill.</p>
<p>F. Lesson Closure—Ending the Lesson: Brief summary providing a fitting conclusion and context for lesson objective and student learning.</p>	<p>Incomplete, inaccurate, facile or no information provided.</p>	<p>Lesson objective was re-stated and students demonstrated understanding.</p>	<p>Lesson objective was re-stated and students demonstrated understanding. All steps of the lesson reviewed.</p>	<p>Lesson objective was re-stated and students demonstrated understanding All steps of the lesson reviewed. When appropriate, students articulated objective and what they learned.</p>
<p>Other Components</p>	<p>1 (Not Demonstrated)</p>	<p>2 (Beginning Level)</p>	<p>3 (Proficient)</p>	<p>4 (Met with Distinction)</p>
<p>6. Evaluation: Teacher checks for mastery of the concepts/skills taught.</p>	<p>Incomplete, inaccurate, facile or no information provided.</p>	<p>Lesson objective criteria identified and teacher checks for mastery.</p>	<p>Lesson objective criteria identified and mastery or progress recorded (graded).</p>	<p>Lesson objective criteria identified and rubric used to show mastery or progress. Data charted and part of a long-range assessment.</p>
<p>7. Enrichment/Extension and Re-teaching: Enrichment—activities that extend the knowledge of the subject matter at a higher level than the original lesson. Re-teaching—activities that re-visits the lesson with different teaching approaches for students who have not mastered the lesson.</p>	<p>Incomplete, inaccurate, facile or no information provided.</p>	<p>Identified enrichment activities and guidelines to "re-teaching" the lesson.</p>	<p>Identified enrichment activities and guidelines to "re-teaching" the lesson. Provided multiple opportunities for enrichment and re-teaching.</p>	<p>Identified enrichment activities and guidelines to "re-teaching" the lesson. Provided multiple opportunities for enrichment and re-teaching. Evaluation of results of enrichment and re-teaching activities designed.</p>
<p>8. Accommodations/Modifications: Adjustments made for individual differences (English Language Learners, modality strengths and needs, physical needs, adaptations).</p>	<p>Incomplete, inaccurate, facile or no information provided.</p>	<p>Identified individual student accommodations and modifications to be made.</p>	<p>Identified individual student accommodations and modifications to be made. Multiple suggestions made for accommodations and modifications.</p>	<p>Identified the accommodations and modifications to be made. Multiple suggestions made for accommodations and modifications and related to information in student IEPs.</p>
<p>Lesson Reflection Lesson Reflection Essay: Form of problem solving and the use of critical thinking in reviewing the lesson taught.</p>	<p>1 (Not Demonstrated) Submitted after the 3-day due date. Responses do not address all questions.</p>	<p>2 (Beginning Level) Submitted after 3-day due date. Responses addressed all questions. Consideration of supervisor recommendations and feedback not evident. Lack of graduate level writing (sentence construction, spelling, and grammar).</p>	<p>3 (Proficient) Submitted on time. All questions addressed with description and detail. Demonstrated supervisor recommendations and feedback were reviewed and considered. Written at a graduate level – sentence construction with correct spelling and grammar.</p>	<p>4 (Met with Distinction) All level 3 requirements met plus reflection was thoughtful and includes own ideas for next steps to improve subsequent lessons. Indicated ability to generalize recommendations to other directed lessons and instructional settings.</p>
<p>Total ratings ___/4 = ___ points</p>	<p>1 rating total</p>	<p>2 rating total</p>	<p>3 rating total</p>	<p>4 rating total</p>

Comments:

Appendix H

UNIVERSITY INTERN SUPPLEMENTAL PAMPHLET

Special Education Department

Division of Teacher Education

1000 E. Victoria Street, Carson, CA 90747

(310) 243 - 2794 (310) 243 - 3131

The Intern Program is designed to be completed in three semesters, following “pre- service” coursework. The program has formal agreements with school districts and public Charter Schools where interns are employed while they earn an Ed Specialist Credential (ECSE, MMSN, ESN). The Intern Program is a collaborative effort between the University and participating schools with mentoring via university fieldwork supervisors, and on-site mentor teachers. Intern positions are offered to address teacher shortages. Intern candidates are offered employment in districts with which the credential program has a current Memorandum of Understanding (MOU). The Intern Credential is valid for a period of two years and the intern is a regularly contracted teacher of record, subject to all district employment policies. Additionally, the Intern must maintain enrollment in the credential program, and must meet all requirements for completion.

Internship Eligibility Requirements

To be approved for an internship, candidates must meet ALL of the following requirements:

- Bachelor’s Degree from a Regionally Accredited Institution
- Enrollment in good standing at CSDUH in the SPE credential program
- Continuous enrollment
- Basic Skills Requirement Met
- Demonstration of subject matter competence
- U.S. Constitution Requirement
- Completed Pre-Services coursework
- Offer of Employment in the appropriate credential area from an approved District w/in the CSUDH Supervision radius.
- Submission/approval of University Intern credential request
- Enrollment in the appropriate University Intern supervision courses.

University Intern Process

Secure a full-time teaching position in a public TK-12 classroom. If you need a confirmation letter of intern eligibility, submit a request at the COE Student Services Center. Processing time is five working days.

- Obtain a letter on letterhead that states the school and district of your employment (start date, grade level and subject area.)

Once a teaching contract has been offered and signed by the human resources department of the school or district, complete the [University Intern Credential Request](#) to be recommended by CSUDH to become an Intern. (You will receive notification from the COE Credentials Unit by email once you have been recommended.) Ask your principal to complete the District Certification of Preservice Support Document.

Appendix I

California State University, Dominguez Hills Special Education Program Early Childhood Special Education - Student Teaching					
Name					
Last		First		Student ID	
Phone		Email			
Program Requirements (46 units)					
Preservice Courses (9 units)				Units	Grade
SPE 480	Educating Exceptional Children and Youth			3	
SPE 458	Positive Classroom Environments			3	
SPE 462	Language, Literacy and Cognition			3	
SPE 480, SPE 458, SPE 462 are required to become intern eligible. *Note: Must apply for Early Fieldwork mid-semester. Applications are term specific.					
Semester 1 (21 units)				Units	Grade
SPE 461	Typical Atypical Development			3	
TED 410	Methods for Teaching Mathematics			3	
LBS 310	Early Language and Literacy			3	
SPE 451	Biomedical Information and Technological Intervention			3	
SPE 454	Curriculum and Instruction in ECSE			3	
SPE 467	Assessment in Special Educaton			3	
SPE 456	Initial Field Experience in General and Special Education Seminar <i>Registration requires approved Early Fieldwork application.</i>			2	
SPE 456	Field Experience in General and Special Education Supervision			1	
**Note: Must apply for Directed Teaching/Student Teaching (Final Fieldwork) mid-semester. Applications are term specific.					
Semester 2 (16 units)				Units	Grade
SPE 405	Collaboration School Personnel and Families			3	
SPE 475	Student Teaching in ECSE Seminar <i>Registration requires approved Final Fieldwork application.</i>			12	
SPE 475	Student Teaching in ECSE Supervision			1	
Deadlines:					
*Early Fieldwork Deadlines: Fall - May 15 Spring - October 1					
**Directed Teaching/Student Teaching (Final Fieldwork) Deadlines: Fall - March 1 Spring - October 1					

The following was discussed during the advisement meeting:		Date:
<input type="checkbox"/> Early Fieldwork application is submitted the semester prior to when you take SPE 456. <input type="checkbox"/> Directed Teaching/Student Teaching (Final Fieldwork) application is submitted the semester prior to when you take SPE 475. <input type="checkbox"/> Must maintain a 3.0 overall GPA. <input type="checkbox"/> Complete SPE courses with a B- or higher. Complete TED courses with a C or higher. <input type="checkbox"/> Passage of RICA assessment prior to applying to file for desired credential. <input type="checkbox"/> Submit a Credential Request through SM Apply at https://csudh-coe-cred-recom.smapply.io/ to be recommended. All grades must be posted. For assistance, please contact Student Services Center at 310-243-3525.		
Advisor Notes:		
Student Name (print):	Student Signature:	Date:
Faculty Name (print):	Faculty Signature:	Date:
Department Chair (print):	Chair Signature:	Date:

EC_ST_2023_03

Appendix J

California State University, Dominguez Hills Special Education Program Extensive Support Needs - Student Teaching				
Name				
Last	First	M.I.	Student ID	
Phone		Email		
Program Requirements (48 units)				
Preservice Courses (9 units)				
		Units	Grade	Semester
SPE 480	Educating Exceptional Children and Youth	3		
SPE 458	Positive Classroom Environments	3		
SPE 462	Language, Literacy and Cognition	3		
SPE 480, SPE 458, SPE 462 are required to become intern eligible. Note: Must apply for Early Fieldwork mid-semester. Applications are term specific.				
Semester 1 (21 units)				
		Units	Grade	Semester
SPE 461	Typical Atypical Development	3		
TED 410	Elementary Math Methods	3		
SPE 403	Reading Language Arts K-12	3		
SPE 451	Biomedical Information and Technological Intervention	3		
SPE 465	Curriculum and Instruction Extensive Support Needs	3		
SPE 467	Assessment in Special Educaton	3		
SPE 456	Initial Field Experience in General and Special Education Seminar <i>Registration requires approved Early Fieldwork application.</i>	2		
SPE 456	Field Experience in General and Special Education	1		
Note: Must apply for Directed Teaching/Student Teaching (Final Fieldwork) mid-semester. Applications are term specific.				
Semester 2 (18 units)				
		Units	Grade	Semester
SPE 488	CalTPA for Educational Specialists	2		
SPE 405	Collaboration with Families and School Personnel	3		
SPE 476	Student Teaching Extensive Support Needs Seminar	12		
SPE 476	Student Teaching Extensive Support Needs Supervision <i>Registration requires approved Final Fieldwork application.</i>	1		
Deadlines:				
* Early Fieldwork Experience Deadlines: Fall - May 15 Spring - October 1				
* Final Fieldwork Directed Teaching/Student Teaching Deadlines: Fall - March 1 Spring - October 1				

The following was discussed during the advisement meeting:		Date:
<input type="checkbox"/> Early Fieldwork application is submitted the semester prior to when you take SPE 456. <input type="checkbox"/> Directed Teaching/Student Teaching (Final Fieldwork) application is submitted the semester prior to when you take SPE 476. <input type="checkbox"/> Complete all courses with a 3.0 overall GPA. <input type="checkbox"/> Complete SPE courses with a B- or higher. Complete TED courses with a C or higher. <input type="checkbox"/> Passage of RICA assessment prior to applying for desired credential. <input type="checkbox"/> Passage of CalTPA assessment prior to applying for desired credential. <input type="checkbox"/> Submit the Credential Request through SM Apply at https://csudh-coe-cred-recom.smapply.io/ to be recommended. All grades must be posted. For assistance, please contact Student Services Center at 310-243-3525.		
Advisor Notes:		
Read and confirm all statements by signing and dating below:		
	I understand that I will need to submit evidence of subject matter competency (including passing CSET results if applicable) to my Final Fieldwork application that is due October 1 for spring semester or March 1 for fall semester. If I do not have evidence of subject matter competency by the application deadline, then I will not be admitted to Final Field and my application will be returned to me.	
	I understand to pursue the intern option, I need a contract with a school district and subject matter competency is required to be recommended for the University Intern Teaching Credential.	
	I understand that after submitting evidence of subject matter competency to be admitted to Final Fieldwork, I will need to retain the evidence to apply for my preliminary credential at the end of my program.	
Student Name (print):	Student Signature:	Date:
Faculty Advisor (print):	Faculty Signature:	Date:
Department Chair (print):	Chair Signature:	Date:

EXSN_ST_2023-03

Appendix K

California State University, Dominguez Hills Special Education Program Mild Moderate Support Needs - Student Teaching				
Name				
Last	First	M.I.	Student ID	
Phone		Email		
Program Requirements (48 units)				
Preservice Courses (9 units)				
		Units	Grade	Semester
SPE 480	Educating Exceptional Children and Youth	3		
SPE 458	Positive Classroom Environments	3		
SPE 462	Language, Literacy and Cognition	3		
SPE 480, SPE 458, SPE 462 are required to become intern eligible. *Note: Must apply for Early Fieldwork mid-semester. Applications are term specific.				
Semester 1 (21 units)				
		Units	Grade	Semester
SPE 461	Typical Atypical Development	3		
TED 410	Elementary Math Methods	3		
SPE 403	Reading and Language Arts K-12	3		
SPE 451	Biomedical Information and Technological Intervention	3		
SPE 468	Curriculum and Instruction Mild Moderate Support Needs: STEAM	3		
SPE 467	Assessment in Special Education	3		
SPE 456	Initial Field Experience in General and Special Education Seminar <i>Registration requires approved Early Fieldwork application.</i>	2		
SPE 456	Field Experience in General and Special Education	1		
**Note: Must apply for Directed Teaching/Student Teaching (Final Fieldwork) mid-semester. Applications are term specific.				
Semester 2 (18 units)				
		Units	Grade	Semester
SPE 488	CalTPA for Educational Specialists	2		
SPE 405	Collaboration with Families and School Personnel	3		
SPE 479	Student Teaching of Individuals with M/M Seminar <i>Registration requires approved Final Fieldwork application .</i>	12		
SPE 479	Student Teaching of Individuals with M/M Supervision	1		
Deadlines:				
*Early Fieldwork Experience Deadlines: Fall - May 15 Spring - October 1				
**Directed Teaching/Student Teaching Deadlines: Fall - March 1 Spring - October 1				

The following was discussed during the advisement meeting:		Date:
<input type="checkbox"/> Early Fieldwork application is submitted the semester prior to when you take SPE 456. <input type="checkbox"/> Directed Teaching/Student Teaching (Final Fieldwork) application is submitted the semester prior to when you take SPE 479. <input type="checkbox"/> Complete all courses with a 3.0 overall GPA. <input type="checkbox"/> Complete SPE courses with a B- or higher. Complete TED courses with a C or higher. <input type="checkbox"/> Passage of RICA assessment prior to applying for desired credential. <input type="checkbox"/> Passage of CalTPA assessment prior to applying for desired credential. <input type="checkbox"/> Submit the Credential Request through SM Apply at https://csudh-coe-cred-recom.smapply.io/ to be recommended. All grades must be posted. For assistance, please contact Student Services Center at 310-243-3525.		
Advisor Notes:		
Read and confirm all statements by signing and dating below:		
	I understand that I will need to submit evidence of subject matter competency (including passing CSET results if applicable) to my Final Fieldwork application that is due October 1 for spring semester or March 1 for fall semester. If I do not have evidence of subject matter competency by the application deadline, then I will not be admitted to Final Field and my application will be returned to me.	
	I understand to pursue the intern option, I need a contract with a school district and subject matter competency is required to be recommended for the University Intern Teaching Credential.	
	I understand that after submitting evidence of subject matter competency to be admitted to Final Fieldwork, I will need to retain the evidence to apply for my preliminary credential at the end of my program.	
Student Name (print):	Student Signature:	Date:
Faculty Advisor (print):	Faculty Signature:	Date:
Department Chair (print):	Chair Signature:	Date:

MMSN_ST_2023-03

Appendix L

California State University, Dominguez Hills Special Education Program Mild Moderate Support Needs - University Intern				
Name				
Last	First	M.I.	Student ID	
Phone		Email		
Program Requirements (50 units)				
Preservice Courses (9 units)				
		Units	Grade	Semester
SPE 480	Educating Exceptional Children and Youth	3		
SPE 458	Positive Classroom Environments	3		
SPE 462	Language, Literacy and Cognition	3		
SPE 480, SPE 458, SPE 462 are required to become intern eligible.				
Semester 1 (15 units)				
		Units	Grade	Semester
SPE 461	Typical Atypical Development	3		
SPE 403	Reading Language Arts K-12	3		
SPE 405	Collaboration with Families and School Personnel	3		
SPE 523	Special Education Intern Initial Fieldwork Experience Seminar <i>Registration requires approved Credential Request.</i>	5		
SPE 523	Special Education Intern Initial Fieldwork Experience Supervision	1		
Semester 2 (15 units)				
		Units	Grade	Semester
TED 410	Elementary Math Methods	3		
SPE 468	Curriculum and Instruction Mild Moderate Support Needs: STEAM	3		
SPE 467	Assessment in Special Education	3		
SPE 525	Special Education Intern Advanced Field Experience Seminar <i>Registration requires approved Credential Request.</i>	5		
SPE 525	Special Education Intern Advanced Field Experience Supervision	1		
*Note: Must apply for Directed Teaching/Student Teaching (Final Fieldwork) mid-semester. Applications are term specific.				
Semester 3 (11 units)				
		Units	Grade	Semester
SPE 488	CalTPA for Educational Specialists	2		
SPE 451	Biomedical Information and Technological Intervention	3		
SPE 569	Directed Teaching of Individuals with M/M Seminar <i>Registration requires approved Final Fieldwork application.</i>	5		
SPE 569	Directed Teaching of Individuals with M/M Supervision	1		
Deadlines:				
*Directed Teaching/Student Teaching Deadlines (Final Fieldwork): Fall - March 1 Spring - October 1				

The following was discussed during the advisement meeting:		Date:
<input type="checkbox"/> Directed Teaching/Student Teaching (Final Fieldwork) application is submitted the semester prior to when you take SPE 569. <input type="checkbox"/> Continuous enrollment in supervision courses is required for university intern status. <input type="checkbox"/> Complete all courses with a 3.0 overall GPA. <input type="checkbox"/> Complete SPE courses with a B- or higher. Complete TED courses with a C or higher. <input type="checkbox"/> Passage of RICA assessment prior to applying to file for desired credential. <input type="checkbox"/> Passage of CalTPA assessment prior to applying for desired credential. <input type="checkbox"/> Submit the Credential Request through SM Apply at https://csudh-coe-cred-recom.smapply.io/ to be recommended. All grades must be posted. For application assistance, please contact Student Services Center at 310-243-3525.		
Advisor Notes:		
Read and confirm all statements by signing and dating below:		
	I understand that I will need to submit evidence of subject matter competency (including passing CSET results if applicable) to my Final Fieldwork application that is due October 1 for spring semester or March 1 for fall semester. If I do not have evidence of subject matter competency by the application deadline, then I will not be admitted to Final Field and my application will be returned to me.	
	I understand to pursue the intern option, I need a contract with a school district and subject matter competency is required to be recommended for the University Intern Teaching Credential.	
	I understand that after submitting evidence of subject matter competency to be admitted to Final Fieldwork, I will need to retain the evidence to apply for my preliminary credential at the end of my program.	
Student Name (print):	Student Signature:	Date:
Faculty Name (print):	Faculty Signature:	Date:
Department Chair (print):	Chair Signature:	Date:

MMSN_Intern_2023-03

Appendix M

California State University, Dominguez Hills Special Education Program Extensive Support Needs - University Intern				
Name				
Last		First	M.I.	Student ID
Phone		Email		
Program Requirements (50 units)				
Preservice Courses (9 units)				
		Units	Grade	Semester
SPE 480	Educating Exceptional Children and Youth	3		
SPE 458	Positive Classroom Environments	3		
SPE 462	Language, Literacy and Cognition	3		
SPE 480, SPE 458, SPE 462 required to become intern eligible.				
Semester 1 (15 units)				
		Units	Grade	Semester
SPE 461	Typical Atypical Development	3		
SPE 403	Reading and Language Arts K-12	3		
SPE 405	Collaboration with Families and School Personnel	3		
SPE 523	Special Education Intern Initial Field Experience Seminar <i>Registration requires approved Credential Request.</i>	5		
SPE 523	Special Education Intern Initial Field Experience Supervision	1		
Semester 2 (15 units)				
		Units	Grade	Semester
TED 410	Elementary Math Methods	3		
SPE 465	Instructional Planning and Curriculum Development: ESN	3		
SPE 467	Assessment in Special Education	3		
SPE 525	Special Education Intern Advanced Field Experience Seminar	5		
SPE 525	Special Education Intern Advanced Field Experience Supervision	1		
*Note: Must apply for Final Fieldwork Student Teaching/Directed Teaching (Final Fieldwork) mid-semester. Applications are term specific.				
Semester 3 (11 units)				
		Units	Grade	Semester
SPE 488	CalTPA for Educational Specialists	2		
SPE 451	Biomedical Information and Technological Intervention	3		
SPE 566	Directed Teaching Moderate Severe Disabilities Seminar <i>Registration requires approved Final Fieldwork application.</i>	5		
SPE 566	Directed Teaching Moderate Severe Disabilities Supervision	1		
Deadlines:				
*Final Fieldwork Directed Teaching/Student Teaching - Fall - March 1 Spring - October 1				

The following was discussed during the advisement meeting:		Date:
<input type="checkbox"/> Directed Teaching/Student Teaching (Final Fieldwork) is semester specific to when you take SPE 566. <input type="checkbox"/> Continuous enrollment in supervision courses is required for university intern status. <input type="checkbox"/> Complete all courses with a 3.0 overall GPA. <input type="checkbox"/> Complete SPE courses with a B- or higher. Complete TED courses with a C or higher. <input type="checkbox"/> Passage of RICA assessment prior to applying for desired credential. <input type="checkbox"/> Passage of CalTPA assessment prior to applying for desired credential. <input type="checkbox"/> Submit the Credential Request through SMaply at https://csudh-coe-cred-recom.smaply.io/ to be recommended. All grades must be posted. For assistance, please contact Student Services Center at 310-243-3525.		
Advisor Notes:		
Read and confirm all statements by signing and dating below:		
	I understand that I will need to submit evidence of subject matter competency (including passing CSET results if applicable) to my Final Fieldwork application that is due October 1 for spring semester or March 1 for fall semester. If I do not have evidence of subject matter competency by the application deadline, then I will not be admitted to Final Field and my application will be returned to me.	
	I understand to pursue the intern option, I need a contract with a school district and subject matter competency is required to be recommended for the University Intern Teaching Credential.	
	I understand that after submitting evidence of subject matter competency to be admitted to Final Fieldwork, I will need to retain the evidence to apply for my preliminary credential at the end of my program.	
Student Name (print):	Student Signature:	Date:
Faculty Advisor (print):	Faculty Signature:	Date:
Department Chair (print):	Chair Signature:	Date:

EXSN_2023-03

Appendix N

California State University, Dominguez Hills Special Education Program Early Childhood Special Education - University Intern						
Name						
Last	First	M.I.	Student ID			
Phone		Email				
Program Requirements (55 units)						
Preservice Courses (9 units)				Units	Grade	Semester
SPE 480	Educating Exceptional Children and Youth			3		
SPE 458	Positive Classroom Environments			3		
SPE 462	Language, Literacy and Cognition			3		
SPE 480, SPE 458, SPE 462 are required to become intern eligible.						
Semester 1 (15 units)				Units	Grade	Semester
SPE 461	Typical Atypical Development			3		
LBS 310	Early Language and Literacy			3		
SPE 405	Collaboration School Personnel and Families			3		
SPE 523	Special Education Intern Initial Fieldwork Experience Seminar <i>Registration requires approved Credential Request.</i>			5		
SPE 523	Special Education Intern Initial Fieldwork Experience Supervision			1		
Semester 2 (15 units)				Units	Grade	Semester
TED 410	Elementary Math Methods			3		
SPE 454	Curriculum and Instruction in ECSE			3		
SPE 467	Assessment in Special Education			3		
SPE 525	Special Education Intern Advanced Field Experience Seminar <i>Registration requires approved Credential Request.</i>			5		
SPE 525	Special Education Intern Advanced Field Experience Supervision			1		
*Note: Must apply for Directed Teaching/Student Teaching (Final Fieldwork) mid-semester. Applications are term specific.						
Semester 3 (16 units)				Units	Grade	Semester
SPE 451	Biomedical Information and Technological Intervention			3		
SPE 555	Directed Teaching in ECSE Seminar <i>Registration requires approved Final Fieldwork application.</i>			12		
SPE 555	Directed Teaching in ECSE Supervision			1		
Deadlines:						
*Directed Teaching/Student Teaching (Final Fieldwork) Deadlines: Fall - March 1 Spring - October 1						