EDUCATION SPECIALIST CREDENTIAL PROGRAM HANDBOOK
Student Teacher & Cooperating Teacher)
(Practicum I and Practicum II)

Preparing Educators to Be Effective ♦ Reflective ♦ Engaged

2018 - 2019

Revised August 2018
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Glossary
Preparing Educators to Be
Effective ♦ Reflective ♦ Engaged

Vision Statement

The School of Education is a recognized leader in preparing educators to meet the needs of a diverse, democratic, and sustainable society through inquiry, collaboration, and service toward a socially and ecologically just world.

Mission Statement

We believe in the power of education to create a strong democratic and sustainable society that honors diversity and inclusivity. The mission of the SOE, in collaboration with our community partners, is to support the development of effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve. We are committed to scholar-practitioner inquiry and responsible praxis–based pedagogies that serve as tools toward cultivating socially and ecologically just practices in classrooms, local communities, and beyond.
SECTION 1: CREDENTIAL PROGRAM OVERVIEW

Candidate Proficiencies

Three overarching purposes guide the programs of the CSU, Chico School of Education. Our programs prepare candidates to be effective, reflective, and engaged:

- **Effective Practice:** to provide meaningful educational experiences to promote achievement of learning objectives for all learners, based on knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis.
- **Reflective Practice:** to continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers, and research.
- **Engaged Practice:** to collaborate with others; to serve as instructional leaders and team members in their schools, districts, and professional organizations; and to be advocates for students, families, schools, communities, and the education professions.

Our mission and purposes are guided by the state and national standards specific to our programs and grounded in the professional literature on the preparation of teachers and other school personnel. The School of Education has formally endorsed a commitment to the following seven candidate competencies that undergird the unit's Conceptual Framework and serve as goals for all programs:

**Effective Practice**

- **Subject Matter Knowledge:** Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.
- **Pedagogical/Professional Practice:** Candidates demonstrate a sizeable repertoire of pedagogical/professional practice and select strategies, techniques, and technological resources appropriately in relation to the learners.
Diversity: Candidates are knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations.

Assessment: Candidates have expertise in the assessment and evaluation of pupil needs and achievements and use data in decision-making.

Reflective Practice:

Reflection: Candidates have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual improvement of that practice.

Engaged Practice:

Collaboration: Candidates actively engage in collaborative partnerships with colleagues, parents, community agencies and professional organizations.

Civic Engagement: Candidates promote civic engagement and community partnerships and take an active leadership role in advocating for all learners.

Professional Dispositions

Effective candidates should enter our programs with certain dispositions and continue to develop and demonstrate those dispositions through the experiences provided in our professional programs. The School of Education has identified the following five dispositions as critical to effective, reflective, and engaged educators:

- The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seek to foster culturally appropriate communications and demonstrate best practices in his or her field.
- The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.
- The candidate is committed to continuous, self-directed learning, and reflective practice in order to refine instructional practice and deepen knowledge in the academic disciplines.
The candidate takes pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

The candidate is committed to the use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

Learning activities and assessments in both coursework and fieldwork provide opportunities for candidates to engage in behaviors that demonstrate these dispositions. Candidates are assessed on these dispositions at entry, mid-program and exit points. Candidates who fail to demonstrate adequate disposition development progress or exhibit behaviors counter to these dispositions are provided with advising and remediation opportunities.

Program Structure

The School of Education credential programs are structured so that concepts of democracy and diversity and the application of democratic teaching practices are addressed in specifications of candidate competencies, foundational courses, teacher preparation courses, school experiences, and candidate assessments. Each program component contributes to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling.

Candidates experience the School of Education credential programs through a sequence of courses that provide for developmental sequencing of learning experiences along with the flexibility to meet some of the personal needs of candidates. The courses guide the credential candidate through all requirements for the credential, from prerequisites through the second teaching practicum. Each candidate develops an individualized program plan with the assistance of his or her faculty adviser.

Consistency is maintained within the program through carefully developed courses. Standardized syllabi, including those for teaching practica, present the University course catalog description, course goals, course objectives, standardized course assessments for all candidates regardless of course instructor, a list of course topics, and texts that have
been selected for all sections of the course. Other courses develop essential prerequisite or related knowledge and understandings.

Credential programs require at least two semesters to complete. Each semester requires coursework and a teaching practicum. The specific requirements for teaching practica may be found in Section 4 of this handbook. All teaching practica assignments are arranged by the Field Placement Coordinator, who works with school districts to identify qualified Cooperating Teachers (CTs). The participation of the CTs and other school district personnel who have knowledge and experience in teaching all students extends and enhances candidate learning. Learning activities in courses, along with candidates’ teaching practica, provide for transfer of theory to practice as candidates apply good instructional strategies and practices.

Candidate progress is monitored through a variety of assessments, including a Teacher’s Performance Assessment (TPA), which is completed during Practicum II. These carefully designed tasks verify that candidates meet California Teaching Performance Expectations (TPE) for new teachers. Successful completion of courses, teaching practica, and a TPA, along with verification of passing the Reading Instructional Competence Assessment (RICA; required for Education Specialist candidates), result in a recommendation to the Commission on Teacher Credentialing for a Preliminary SB2042 Teaching Credential.
1. **CTC Program Standards and California Teaching Performance Expectations**

The School of Education credential programs are designed to meet standards established by the Commission on Teacher Credentialing (CTC). CTC standards of program quality direct the design of subject matter, professional education, and teacher induction programs. Candidates meet standards defined in the California Teacher Performance Expectations (TPEs), which are drawn from the California Standards for the Teaching Profession (CSTP). See details of the CORE/TPEs in Section 5.

2. **Name, local residence address, telephone number, and e-mail address**

Be sure to promptly notify the School of Education office, the Office of Graduate Studies, your University Supervisor, CT, and Credential Analyst if your local address, telephone number, email address or name changes. It is important to report these changes quickly to ensure that you will receive all information without delay.

3. **E-mail address and Internet access**

School of Education credential programs require that you have a CSU, Chico Wildcat email address, access to the Internet, and a CSU, Chico Portal account. Email is considered official correspondence at CSU, Chico, so it is essential that you check your email regularly. If you do not use your Wildcat Mail account, you should forward your Wildcat emails to an account that you do use. Information and course resources will be accessible electronically. It is also required that you have *Microsoft Word* software in order to complete and submit a Teacher Performance Assessment (TPA).

4. **Subject Matter Competence**

Subject Matter Competence (SMC) is required before beginning Teaching Practicum I. Subject matter competence must be demonstrated through successful completion of all applicable CSET exams for the credential being pursued, or, for Single Subject and Education Specialist candidates only, by successful completion and verification of a CTC-approved undergraduate subject-matter program. Inquire at the School of Education office if you have questions about subject matter competence.

5. **Basic Skills Requirement**

Verification of completion of the Basic Skills Requirement is required before entering Teaching Practicum I. This requirement may be satisfied by completing the California Basic Educational Skills Test (CBEST) exam, or, for Multiple Subject and Education Specialist candidates only, by passing all three subtests of the CSET for Multiple Subject and the California Subject Examinations for Teachers (CSET) Writing Skills exam. For more information on the Basic Skills Requirement, please contact the School of Education office.
6. Reading Instruction Competence Assessment (RICA; required for Education Specialist and Multiple Subject candidates only)

The RICA exam must be passed before Education Specialist and Multiple Subject candidates can be recommended for their credential. This exam is to be completed during or at the completion of the credential program, after the relevant instruction and preparation has been provided through program coursework.

7. Class absence policy
   a. It is expected that candidates attend all sessions of each course.
   b. If one class session is missed, the course grade may be adjusted accordingly, as indicated in the syllabus.
   c. If more than two sessions must be missed, for any reason, the candidate may receive no credit (NC). A session is defined by the instructor and delivery mode of course and will be specified in each class syllabus.

8. Grades and GPA

Credential courses use an A, B, C, and NC (no credit) grading system. The lowest passing grade that you can receive in a course listed on the program plan course sequence is C-. An NC (no credit) grade is a failing grade but does not affect your GPA. Some prerequisite undergraduate courses use an A-F grading system. Grades lower than C- for prerequisite or additional courses must be repeated for a higher grade. Teaching practica is graded CR (credit) or NC. If you receive an NC grade in any course in any semester, you cannot proceed in the program in a following semester until you have successfully repeated the course in which you received the NC. Candidates are not automatically dropped from a course if they do not attend. A ‘no show’ will result in an NC. It is your responsibility to withdraw from courses you do not plan to attend.

Candidates must also maintain a GPA of at least 3.0 during the program. That means that your GPA must be 3.0 or above for you to progress from the first semester to the second semester of the program. All courses listed on the program plan course sequence are used in the GPA calculation. Should your GPA fall below 3.0, you will be asked to confer with your adviser and possibly retake the course(s) in which you received the lowest grade(s). To participate in Teaching Practicum II you must have successfully completed Teaching Practicum I. To be recommended to the CTC for the credential you must have successfully completed the entire program, including passing a TPA, and have a program GPA of at least 3.0.
9. **Candidate evaluation**
Candidates are evaluated in a variety of ways. Evaluations are based on (1) observations made of your teaching performance and professional dispositions by University Supervisors and CT, (2) performance in program courses, (3) successful completion of a TPA, and (4) your ability to communicate clearly, accurately and correctly, especially in writing. If it is determined that you are not meeting department expectations in any area, you may be asked to confer with the Program Coordinator and/or other faculty so that we can assist and support you.

10. **Dismissal from a program**
Dismissal from a credential program is a serious matter that will occur when there is evidence of unsatisfactory performance or unprofessional conduct. Unsatisfactory performance can be based on inability to meet Teaching Performance Expectations or lack of academic performance. Unprofessional conduct is the inability to act in accordance with ethical considerations and demonstrate the professional dispositions of an educator. (For additional information, see the section on Teaching Performance Expectations and Dispositions.) The School of Education follows a specific sequence of steps that includes a candidate improvement plan and may lead to dismissal. (See Candidate Dismissal Policy at the end of Section 4.)

Because programs place candidates in K-12 schools and require the participation of K-12 school personnel, the University has a responsibility to remove a candidate from a classroom immediately, when necessary.

11. **Dismissal appeal and grievance procedures**
The School of Education is committed to attempting to resolve problems. The initial process should begin within the School of Education with faculty, Program Coordinator, or Director (see Candidate Dismissal Policy). If these procedures do not resolve a problem, candidates in any credential program have access to the same appeal and grievance procedures that are available to all students of CSU, Chico. Details can be found in the University Catalog under **Student Grievance** or by contacting the Student Judicial Affairs Office, Kendall 110, or by phone at (530) 898-6897.

12. **Applying for a teaching credential**
Credential Services is the liaison between candidates and the Commission on Teacher Credentialing (CTC), the official state entity that issues California teaching credentials. Candidates must complete a Request for Recommendation form which can be downloaded from: [http://www.csuchico.edu/soe/credential-services.shtml](http://www.csuchico.edu/soe/credential-services.shtml) or picked up from the Credential Services office located in Tehama 209.

The Request for Recommendation form along with a valid *CPR certificate/card and RICA must be submitted to the Credential Services office TOGETHER to be recommended for your teaching credential. The recommendations are made in the order they are received. ALL documents listed in your portal under your “To Do List” must be submitted together (i.e. Request for Recommendation form, CPR, and RICA). Your “To
Do List" will be updated for Fall Finishers by October 1st and Spring Finishers by March 1st.

*CPR certification must be completed in person and include Infant, Child and Adult. The CPR must be valid at the time of the recommendation. No online courses are acceptable.

When the documentation has been received and all requirements are met, the Credential Analyst will send an electronic recommendation to the CTC. The candidate will then be notified via email to complete the CTC online application and pay the credential fee. Additional fees may be charged if the candidate does not respond in a timely manner. After the payment is received and the credential has been issued, the candidate will be emailed instructions on how to print the credential from the CTC website. The credential will not be mailed to the CTC. The issuance date is normally the last day of the semester.

13. **Education Specialist Credential & Early Childhood Ed. Credential or Certificate**

It is important to note that an Education Specialist Credential provides authorization for K-12th grades. Candidates who want to teach Early Childhood (infant to preschool), need to find a program that offers an Early Childhood Specialist Credential or Certificate. Candidates cannot fulfill the Education Specialists' Requirements in an Infant/Preschool, Early Childhood setting.

14. **Adding a second credential**

Once an initial credential program has been completed and your credential has been issued, if you would like to earn another credential you may certainly do so. Please contact the School of Education for advising on how you can earn a second credential.

15. **Supplementary Authorizations**

Supplementary and Degree Authorizations are available in a number of subjects. For information, please go to [http://www.csuchico.edu/soe/credential-services.shtml](http://www.csuchico.edu/soe/credential-services.shtml), or inquire at the School of Education office.

16. **Expiration dates**

Certain requirements for the program have expiration dates. It is important to be aware of these expirations and plan accordingly to prevent a delay in your progress during the credential program or in the issuance of your credential.

   a. CSET: Scores are valid for five years, and must be valid when applying to the program and throughout the credential program and recommendation process. Any expired subtests must be retaken. This expiration date does not apply to the CBEST, which never expires.

   b. RICA: Scores are valid for five years, and must be valid during the credential recommendation process at the end of the credential program (required for Multiple Subject and Education Specialist candidates only).

   c. Certificate of Clearance (COC): Your fingerprints must be cleared by the CTC before you can begin student teaching, and clearance must be valid throughout the program and credential recommendation process. COC results are valid for five years and can be renewed online through
the CTC website. A prior valid teaching credential or a valid emergency 30-day permit can also be used to verify this requirement, as both also require fingerprinting through the CTC.

d. HCSV 450 or HCSV 451, Health Education for Elementary (or Secondary) School Teachers: The HCSV 450 and HCSV 451 courses expire after seven years, and the course must be current during the credential recommendation process at the end of the program. An expired course must be retaken or challenged through the Health and Community Services Department.

e. CPR verification: Must be for Infant, Child, and Adult, and results must be valid through the credential recommendation process. CPR results are valid for two years. No online courses are accepted for meeting the CPR requirement.

f. Tuberculosis (TB): TB results are valid for four years. Results must be valid when applying to the program and throughout the credential program and recommendation process.

17. Violations of criminal law by credential candidates

Candidates charged with violations of criminal law must report such charges immediately to the School of Education Director, or to the program coordinator. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will have on the candidate’s fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed.
# Education Specialist Mild/Moderate Credential Program Course Sequence

## Prerequisite Courses

Must be completed before beginning the credential program. Apply to the credential program by March 1 or October 1 to progress to credential courses the following semester. Grades earned for all prerequisites must be C- or higher.

<table>
<thead>
<tr>
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</tr>
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<td>ENGL 471</td>
<td>Intensive Theory and Practice of Second Language Acquisition</td>
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<td>EDTE 450 or 451</td>
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<td>Psychology of Teaching</td>
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<td>Speech Communication Fundamentals (or CMST 132 or equivalent)</td>
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<td>POLS 155</td>
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<td>Overview of Special Education</td>
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<td>SPED 564</td>
<td>Management of Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 580</td>
<td>Introduction to Autism Spectrum Disorders</td>
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</tr>
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## Fall Semester Courses

Must be accepted into the credential program in order to take these courses. Subject matter competence and basic skills requirement must be verified before applying to the program. Program starts in spring and fall semesters.

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<td>General &amp; Special Education Methods for Teaching Mathematics</td>
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<td>Classroom Management for Individuals with Exceptional Needs</td>
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<td>SPED 664</td>
<td>Academic Literacy and Assistive Technology</td>
<td>3</td>
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<td>SPED 672</td>
<td>Curriculum and Instruction-Mild/Moderate Disabilities</td>
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<td>Collaboration and Laws in Special Education</td>
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<td>Teaching Practicum II</td>
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If courses from another university are used to satisfy prerequisites or other course requirements, an equivalency form, course descriptions, syllabi, and transcripts must be provided.

Note: All courses listed on this course sequence must be completed with a grade of C- or higher and with a cumulative GPA of 3.0 in order to be recommended for a credential. Courses must be completed within seven years of applying for the credential.
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**Note:** All courses listed on this course sequence must be completed with a grade of C- or higher and with a cumulative GPA of 3.0 in order to be recommended for a credential. Courses must be completed within seven years of applying for the credential.

January 2018
Education Specialist Credential Program Course Descriptions

EDTE 672 - Teaching Reading in Bilingual and/or General Education Classrooms
Prerequisites: Admission to a Professional Education Program.
This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base. This enables candidates to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts in English and, when applicable, in two languages that is aligned with the California English Language Arts Academic Contents Standards for Students. Reading and writing strategies, appropriate to students' language proficiency levels that ensure students' access to, and achievement in the academic content standards are modeled. Candidates examine issues of English language development, literacy level in the primary language and transfer of skills between L1 and L2; and select and/or adapt appropriate strategies and materials for students, including those from diverse cultural and linguistic backgrounds. Bilingual candidates review appropriate materials and resources available in the students' primary language. In the Bilingual/Cross-cultural Program, all or portions of this course may be conducted in Spanish. This course may be applicable to a master's degree. 4 hours lecture.

SPED 520 - Assessment and Evaluation in General and Special Education
Prerequisites: SPED 343 or equivalent. This course is also offered as PSYC 516.
Study techniques used in assessing skills and needs of general and exceptional learners. Topics include examination of standardized tests in general and special education; use and interpretation of standardized test results; development and use of teacher-made techniques for assessment; principles of curriculum-based assessment; and consideration of cultural and linguistic diversity factors in assessment. Activities focus on construction of teacher-made instruments and on administration and scoring of selected standardized tests. This course is part of the Level I preparation program for education specialists in mild/moderate/severe disabilities. Enrollment is normally limited to Special Education Credential candidates. Other students may enroll with faculty permission. 3 hours seminar.

SPED 525 - Teaching Practicum I: Education Specialist
Prerequisite: Admission to the School of Education Special Education Program.
This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the K-12 special education classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating schools. This is an Education Specialist course and is not applicable to a master's degree. 18 hours supervision. You may take this course more than once for a maximum of 18.0 units. Credit/no credit grading.

SPED 529 - Teaching Practicum II: Education Specialists
Prerequisite: Admission to the School of Education Special Education Program.
This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-12 special education classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating schools. This is an Education Specialist Program...
course and is not applicable to a master's degree. 27 hours supervision. You may take this course more than once for a maximum of 27.0 units. Credit/no credit grading.

**SPED 560-General and Special Education Methods for Teaching Mathematics**
Prerequisites: Admission to Special Education professional preparation program or faculty permission. This course focuses on strategies and methodologies of elementary school instruction in mathematics for general and special education. Prospective teachers examine relevant learning theory, practices, current research, recommendations, and state and national standards and framework documents pertaining to mathematics instruction. Included are strategies integrating modern technologies, problem solving, and manipulations. Practice in writing, delivering, and evaluating mathematics lessons and utilizing appropriate assessment practices. 2 hours seminar.

**SPED 562-Methods for Teaching Science/Social Science/Arts: General and Special Education**
Prerequisites: Admission to Special Education teacher preparation program or faculty permission. This course addresses the major themes and basic fields of study underlying science, social science, and fine arts, K-6, and includes the instructional strategies, materials, and assessment formats that allow students to investigate areas of study. Fields of science history/social science and fine arts include the content standards for California public schools, current research, and national curriculum documents. 3 hours lecture. ABC/no credit grading. **Required for Mild/Moderate Credential Program only.**

**SPED 637-Curriculum and Instruction: Moderate/Severe Disabilities**
Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission. Curricula, instructional models, methods, and materials for students with moderate/severe disabilities. Study of techniques for developing programs that are critical, functional, and comprehensive across life skills, community, vocational, social, and cognitive domains. Emphases on individualized learning styles, use of adaptations and instruction in integrated natural environments. 3 hours discussion. **Required for Moderate/Severe Credential Program only.**

**SPED 639-Advanced Curriculum Content: Moderate/Severe Disabilities**
Prerequisites: Admission to Special Education Level II program or faculty permission. Advanced curricula, instructional models, methods, and materials for students with moderate/severe disabilities. Data-based decision making; advanced behavioral, emotional, environmental supports; and development of specific emphasis in moderate/severe disabilities. 3 hours seminar. **Required for Moderate/Severe Credential Program only.**

**SPED 664-Academic Literacy and Assistive Technology**
Prerequisite: Admission to Education Specialist Credential Program. This course addresses organization and management of differentiated reading and social communication instruction and interventions to meet the needs of the full range of learners. In this course, students demonstrate competence in administering, interpreting and utilizing the results of formal and informal assessments of the literacy and communication skills of students with disabilities for the purposes of developing and implementing academic literacy. Students conduct assessments, provide instruction, and special education services to individuals with academic language and/or communication
needs in the areas of language and literacy development, including specific literacy's required to meet state-adopted content standards and student IEP goals. Students learn how to apply these literacy assessments and interventions in the context of Response-to-Intervention and other pre-referral intervention models. Students learn how to use assistive technology for purposes of enhancing literacy and communication and increase access to the general education curriculum. 3 hours seminar.

**SPED 672-Curriculum and Instruction -- Mild/Moderate Disabilities**
Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission. Curriculum, instructional models, methods, and materials for students with mild/moderate disabilities. Modifications of core curriculum and instructional approaches used in specialized or generalized settings. 3 hours discussion. *Required for Mild/Moderate Credential Program only.*

**SPED 680-Advanced Methods and Curriculum for Students with Autism Spectrum Disorders**
Prerequisites: Admission to Education Specialist Credential Program, SPED 580. The purpose of this course is to provide education specialist candidates and interns with in depth knowledge of educational services for students who have an Autism Spectrum Disorder (ASD). Students evaluate and apply evidence based practices in language curricula, core curricula and behavioral programs and strategies designed specifically for K-12 students with ASD. Students in this course learn and apply appropriate accommodations, modifications and other academic supports for students with ASD in general education environments. 3 hours seminar.

**SPED 691-Collaboration and Laws in Special Education**
Prerequisites: Admission to Special Education Professional Preparation program or faculty permission. Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, general education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models. Development of conferencing, guidance and referral skills for use with students with disabilities and their families. Includes understanding and application of laws and regulations which relate to Federal, state and Local Master Plan compliance requirements in Special Education. Development of sensitivity to multicultural, community-based, and socio-economic factors involved in serving the individual and family. 3 hours lecture.

**SPED 692-Classroom Management for Individuals with Exceptional Needs**
Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission. This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of exceptional students. 3 hours seminar. You may take this course more than once for a maximum of 6.0 units.
**SPED 501 – Seminar for Field Experience**
Prerequisites: Admission to Education Specialist Credential Program. Field practicum in general education cross-cultural setting. Development of awareness of the general education curriculum, instruction and management teaching skills and knowledge, assessing diverse student needs and academic progress, adapting classroom management techniques, and participating in collaborative activities. 1 hour seminar. You may take this course more than once for a maximum of 2.0 units.

**SPED 514 Supervised /Student Teaching Mild/Moderate Disabilities**
Prerequisites: Admission to Education Specialist Credential Program. Enrollees participate in, and assume full responsibility for, instruction of students with mild/moderate disabilities. 9 hours supervision.

**SPED 515 - Supervised/Student Teaching Moderate/Severe Disabilities**
Prerequisites: Admission to Education Specialist Credential Program. Enrollees participate in, and assume full responsibility for, instruction of students with moderate/severe disabilities. 9 hours supervision. Credit/no credit grading.
Policies and procedures regarding classroom experience

1. All candidates entering a Teaching Practicum I or II are required to have verification of Certificate of Clearance.

2. All candidates entering Teaching Practicum I or II are required to have submitted verification of subject matter competence and basic skills (see Section 2 for more information).

3. Candidates are expected to go to their placement sites from Monday-Thursday all day.

4. Dress appropriately. Most school districts have expectations that teachers dress professionally. You will be expected to adhere to the dress policy at your assigned school. Clothing should be clean and be neither provocative nor revealing. (See Policy on Professional Conduct for Credential Candidates below.)

5. Punctuality is a vital and necessary characteristic for all professionals. If you must be late or absent, it is your responsibility to promptly notify the school site office, School Site Teacher Partner (CT), and University Supervisor. If you are expected to carry out a specific responsibility in a class, you must also be sure that your CT has your lesson plans. Excessive late arrivals or absences can result in a determination of unsatisfactory performance and unprofessional conduct.

6. Do not discuss confidential information in non-professional settings. Never, under any circumstance, post information about your students, CT, or school site in any form of social media.

7. Contact parents and confer with them only with the full knowledge and agreement of your CT.

8. Accept criticism as it is given with the expectation that performance may be improved through efforts to meet the criticism.

9. Remain in the school each day as long as necessary to fulfill professional responsibilities.

10. If you borrow any material from your placement school, be certain to return it as soon as possible.
11. Plan all lessons in advance and make them available to your CT and University Supervisor (check with CT and University Supervisor to determine if they prefer to receive plans electronically or via hard copy). Lesson plans should be carefully designed so that any professional can clearly understand your intentions. When appropriate, you may use and expand on the lessons in teachers’ manuals.

12. Be sure to retain supporting documentation of Teaching Practicum I and Teaching Practicum II activities for required reflections and assessments.

13. Study the appropriate Common Core State standards, English Language Development Standards, K-12 academic content standards, and curriculum frameworks in your subject areas. Familiarize yourself with California State, county, and school district documents, teachers’ manuals, published curriculum guides, and other relevant documents.


15. Attend faculty staff meetings, if appropriate and assist in extracurricular activities when time and opportunity allow. When you become a holder of a credential, certificate, or permit which authorizes you to work with, observe, or have knowledge of children as part of your official duties, you are required to report every instance of child abuse which becomes known to you or which you reasonably suspect to have occurred to a child with whom you have professional contact. You must report your observations to a Child Protective Agency immediately, or as soon as practically possible, by telephone and send a written report to the Child Protective Agency within 36 hours after you become aware of the abuse of the child. Your duty to report is individual, and no supervisor or administrator may impede or inhibit your duty to report, although you may also report to your supervisor or administrator. Your failure to report instances of child abuse known or reasonably suspected to you is a misdemeanor, punishable by up to six months in jail or by a fine of one thousand dollars ($1000) or both.

Reference: California Penal Code Section 11166.5. Your duty is to report, not investigate. If you have any knowledge or reasonable suspicion of child abuse you should not hesitate to inform your CT immediately.
The School Site Teacher Partner (Cooperating, Mentor, or Local Support Teacher)

CTs are dedicated professionals who work closely with University Supervisors to help candidates become successful teachers. They provide supervision, guidance, instruction, and coaching for candidates, and they regard the program as a gradual introduction to teaching for the candidate. Your CT’s responsibilities include:

- Introducing candidate to administration, staff, and colleagues; orienting candidate to school activities and culture.
- Providing a suitable workspace for candidate in the classroom.
- Establishing planning time with the candidate.
- Sharing with candidate the use of student assessment data to inform instructional practices.
- Modeling effective teaching and management strategies.
- Helping candidate make connections between course assignments, classroom practice, and student learning. (Candidate is responsible for letting the CT know, in a timely manner, about course assignments that involve the classroom placement.)
- Providing candidates multiple and varied opportunities to teach.
- Guiding candidates to develop lesson plans using evidenced-based instruction.
- Conducting observations and giving candidate clear written and verbal feedback with suggestions for developing his/her teaching.
- Discussing with the candidate how to make curricula accessible to all students and meet the needs of diverse learners.
- Providing a classroom that supports a diverse, democratic, and socially responsible environment.

Selection of CTs is a collaborative process between schools and the University. CTs exhibit the following characteristics before assuming the additional responsibility of guiding a credential candidate.

- Have at least three years of successful K-12 teaching experience.
- Hold a valid California teaching credential that authorizes them for the subject and services they are providing.
- Be recognized by the site principal as an effective teacher (including literacy instruction in the content areas) who has potential for, or demonstrated competence as, a CT.
- Understand the aims, structure, and procedures of the professional education program.
• Demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication.

**The University Supervisor**

As representatives of CSU, Chico in the schools, University Supervisors promote close and continuing contact for instruction and guidance of credential candidates and make every attempt to be consistent, supportive, and objective. Your University Supervisor will:

• Observe lessons and hold brief post-observation conferences with you. Normally, the first visit is intended for the supervisor to get acquainted with the CT and credential candidate and to establish a schedule of visits. You will be formally observed teaching at least four times during the semester, one of which will be a midterm evaluation. At the end of the practicum experience, an additional 3-way conference should be scheduled to complete the final evaluation form (Culminating Conference form for Teaching Practicum I candidates and Exit Interview and Induction Preview form for Teaching Practicum II). Additional observations may occur as needed as determined by your CT or your University Supervisor.

• Provide written feedback to you for each observation.

• Support the CT in directing your classroom activities, planning, selection of instructional strategies and materials, management, and other tasks.

• Serve as a resource person for you and your CT.

• Schedule a 3-way conference as quickly as possible to develop specific plans for improvement if there are problems such as your competency or commitment to teaching.

• Act as a liaison between you and program faculty.

• Prepare a letter of reference at successful completion of Teaching Practicum II (if requested).

• Assist CTs in further development of their supervisory responsibilities, if requested.

In addition to supervising credential candidates, many supervisors are responsible for teaching courses and conducting other duties at the University or a local school district. Since University Supervisor assignments change from semester to semester, you will not
necessarily have the same University Supervisor for Teaching Practicum I and Teaching Practicum II.

In an effort to continuously improve our program, we regularly ask CTs and candidates to evaluate University Supervisors. In addition, all Teaching Practicum I and Teaching Practicum II candidates are required to complete a classroom environment survey each semester. The survey provides

**Reassignment policy in Teaching Practicum I or Teaching Practicum II**

Regular communication with your CT and University Supervisor is essential. If you have concerns or problems regarding your classroom placement, you should first discuss them with your CT. If this doesn't lead to a solution, contact your University Supervisor, Field Placement Coordinator, Program Coordinator, or the School of Education Director.

Although rare, if reassignment seems advisable, the University Supervisor will report this to the Program Coordinator and Field Placement Coordinator, who will consult with the school administrators and CTs to make necessary reassignment. The newly assigned CT will be informed of the circumstances of the proposed transfer prior to accepting a reassigned credential candidate.

**Substitute teaching during the program**

A long-term substitute position does not fulfill the requirements of a teaching practicum placement. Short-term (2 weeks or less) substitute work is only possible if it does not impede the fulfillment of teaching practicum requirements and you have received approval from your CT and University Supervisor. Permits for substitute teaching can be obtained by contacting the Office of Education in the county where you will be substituting. Contact your Program Coordinator for more information about substitute teaching during the credential program.

**Workers' Compensation Coverage**

While you are working in the schools, you are covered by California Workers Compensation insurance. If you are injured, you must complete the “Employee’s Claim for Workers’ Compensation Benefits” form within one working day of the injury. To make a claim, this form must be returned to the School of Education office. If you are unable to fill out the form
because of very serious injury, your designee may complete the claim form within the same time frame. In the event of death, the claim form can be filed by a relative. However, be aware that this is not personal liability insurance. You may obtain liability insurance from private carriers, or by becoming a member of Student California Teachers Association, SCTA.

**Candidate Dismissal Policy**

Dismissal from a professional education program is a serious action. All coordinators, supervisors, and faculty, must be mindful that precise, careful, written documentation of all behaviors, which precipitated the dismissal recommendation, is essential. Copies of all written communications and notifications throughout the process are also necessary documentation; this includes emails and notes of phone conversations.

In order for the University to recommend a candidate for a teaching credential, the candidate must demonstrate that he or she has developed necessary competence as defined by the standards of the Commission on Teacher Credentialing for preparing candidates in the specific areas of the credential. It is the institution's responsibility to assure that all candidates it recommends for credentials meet the standards of candidate competence (competence includes knowledge, skill and dispositions associated with teaching effectiveness) and character appropriate to the public trust of education.

A professional education program provides opportunities for a candidate to learn the theoretical understandings and develop appropriate teaching practice to demonstrate the competencies required to be recommended for a credential. The University instructor(s), supervisor and CT will make every reasonable attempt to help the candidate develop these teaching competencies. Should it be determined, however, that candidate competence has not developed and is not likely to develop in a sufficient manner to warrant a recommendation for a credential, it may be necessary to take corrective steps. If the corrective steps still do not lead to the necessary competence, then it may be necessary to dismiss the candidate from the professional education program.

The following process will be implemented to correct any serious lack of teaching competence and/or to dismiss from a program should correction be unsuccessful:
<table>
<thead>
<tr>
<th>Process</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1 - Improvement Plan</strong></td>
<td>Notes of meeting(s) and recommended action(s) are given to the candidate in writing at a meeting attended by, but not limited to, the University Supervisor, CT and the candidate. The notes and recommended action(s) are signed by the candidate and program coordinator and are placed in the candidate file. Copies of all written communication, including electronic mail notification, throughout the process are placed in the candidate file.</td>
</tr>
<tr>
<td>If the candidate is not developing necessary competence, the University Supervisor or University faculty member notifies the Program Coordinator(s), CT, site administrator and candidate in writing of this finding. An improvement plan/contract is developed by the course instructor and/or University Supervisor in consultation with the Cooperating Teacher and approved by the Program Coordinator and Director (and other involved parties as appropriate) and presented to the candidate in writing.</td>
<td>If the candidate continues to demonstrate ineffective teaching behaviors, skills, and/or competence, the site administrator (if applicable) is notified of candidate difficulties and potential actions; and the Program Coordinator, University Supervisor, CT, and Director discusses concerns for additional insight and/or second opinion. If new insight about the candidate’s performance or a second opinion provides additional suggestions, those suggestions are presented to the candidate in writing, an agreement is signed by the Program Coordinator and candidate, and the suggestions are implemented. If no additional insight is gained, Step 2 is initiated.</td>
</tr>
<tr>
<td></td>
<td>If major improvement is needed, an improvement plan/contract that includes timeline and expectations is presented to the candidate in writing. The improvement plan/contract must be signed by the candidate and the program coordinator and placed in the candidate’s file. If candidate declines to sign the corrective plan, Step 2 is initiated. The corrective plan/contract is communicated to the University Supervisor, CT, course instructor, and administrator(s).</td>
</tr>
<tr>
<td></td>
<td>If a candidate is dismissed from a field placement for the first time, he or she must sign an improvement plan/contract before being assigned a new placement. Dismissal from a second placement will mean dismissal from the program.</td>
</tr>
<tr>
<td></td>
<td>Candidates who violate EM 96-38, the Code of Student Rights and Responsibilities, may also be referred to Student Judicial Affairs.</td>
</tr>
</tbody>
</table>
**Step 2 - Decision to Dismiss**

| If the improvement plan does not result in the candidate developing the necessary competence by the date designated in the plan, and continuation in the program is not recommended, a decision to dismiss the candidate from the program may be made by the Program Coordinator and SOE Director, in consultation with the University Supervisor, CT, and program faculty. | The candidate is notified of dismissal from the program verbally (in person if possible) and by letter, signed by the program coordinator and director, through certified, receipt requested, mail. The dismissal letter contains appeal procedures for the candidate and a copy of the Notice of Inquiry that must be returned to the department in order to initiate any appeal. A copy of the dismissal letter from the SOE Director is sent to the Dean of the College of Communication and Education (CME), the site administrator, the CT, the Director of Student Judicial Affairs, the Credentials Analyst, and placed in the candidate's file. |

**Step 3 - Informal Grievance Process**

| Should the candidate (now grievant) elect to appeal (the first step in University grievance procedure), he/she will submit a Notice of Inquiry to the Director and meet with the Program Coordinator, and SOE Director. The Director of Student Judicial Affairs or designee attends the meeting as advisor to the process. | This meeting is designed to gather any additional information and to review the dismissal decision. A decision on the grievant’s request will be made and communicated by the department chair to the grievant by letter, through certified, receipt requested, mail. That letter, a written summary of the meeting, and the Notice of Inquiry will be placed in the grievant’s file. Copies will be forwarded to the CME Dean and the Director of Student Judicial Affairs. The grievant will be referred to the CME Dean's office if he/she wishes to pursue a further appeal. |

**Step 4 - Appeal to the Office of the Dean**

| Should the grievant elect to pursue a further appeal, he/she will be referred to the College of Communication and Education to request a meeting with the Dean or his or her designee. | The meeting with the Dean, or his or her designee, must precede any further action. |

**Step 5 – Formal Grievance**

| Should resolution not be reached upon consultation with the CME Dean or his or her designee, the grievant will be referred to the Student Judicial Affairs Office. | University approved formal grievance processes will be followed. Refer to EM 94-22, the Student Grievance Procedures. |

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1. Skills, behaviors and competencies are defined in the CTC Standards of Program Quality and Effectiveness for Multiple and Single Subject Programs and the Teaching Performance Expectations.
2. These steps have been created in reference to EM 94-22, Revision to Student Grievance Procedure, April 27, 1994. They are a modification, which preserves the effect of the Informal Grievance Procedures. A grievant who has not found resolution after Step 3 may continue the Informal Grievance Procedure by meeting with the Dean of the College of Communication and Education, or his/her designee.
3. The Notice of Inquiry is a document that allows a grievant to provide information contesting their dismissal and request a specific remedy. It is included in EM 94-22.
The letter of Dismissal to the candidate will clearly and unequivocally state that:

You have been dismissed from the (name of teacher preparation) program for the reasons previously discussed and documented. You are not eligible to enroll or participate in any California State University, Chico course(s) leading to a recommendation for a credential while an appeal is in process.

School of Education policy requires that you be notified of appeal procedures regarding this dismissal. Initial processing of appeals is conducted through the School of Education. Should you wish to appeal this decision, you must call the School of Education office to arrange a meeting at which information about your appeal will be gathered. You, the Program Coordinator, the School of Education Director, and the Director of Student Judicial Affairs will attend that meeting. Please return the Notice of Inquiry to the School of Education Director prior to your scheduled meeting time. This Notice of Inquiry must be received before any further action can be taken.
Credential Candidate Improvement Plan Form – This form is initiated when areas of concern have been identified. The candidate is expected to show continued growth in the specified areas of improvement, such as course work, TPEs, and dispositions.

CREDENTIAL CANDIDATE IMPROVEMENT PLAN

Credential Candidate ___________________________ Semester ______________________ School ___________________________

University Supervisor/Instructor ___________________________ Cooperating Teacher ___________________________

Two-Week Period of this Contract ___________________________

<table>
<thead>
<tr>
<th>Areas of Concern: Please list specific areas of concern, in detail, (with matching TPE and/or disposition indicated).</th>
<th>Specific Improvement Actions Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(May be continued on a separate sheet, please attach)</td>
<td>This plan identifies specific concerns. The candidate is expected to show continued growth in all TPEs. Failure to improve could result in dismissal from the program.</td>
</tr>
</tbody>
</table>

**Supervisor/Instructor: Once signed, please provide a copy to the candidate, cooperating teacher, and the School of Education for candidate file.**

Credential Candidate Signature ___________________________________________ Date _____________

Cooperating Teacher Signature ___________________________________________ Date _____________

University Supervisor/Instructor Signature ___________________________________________ Date _____________

**Supervisor/Instructor: At the end of the term of this plan, check your recommendation, sign and date below, and provide a copy to the candidate and School of Education for candidate file.**

☐ Improvement Plan successfully met  ☐ Shows some growth; another 2-week plan initiated  ☐ Terminated from placement/NC in course

☐ Date _____________ Signed _____________

Supervisor/Instructor          Cooperating Teacher          Program Coordinator
The forms listed below will be used throughout your credential program. Current forms will be found in this handbook under the Education Specialist Forms Packet and electronically on the SOE website.

1. **University Supervisor's Check List** – A check list for the University Supervisor to monitor the Candidate’s completion of all forms and requirements.

2. **Phase-in Schedule of Student Teaching Responsibilities** – A recommended schedule of candidate responsibilities during Teaching Practicum II.

3. **Field Assignment Tracking Form** – A form the Candidate can use to track all assignments with their Cooperating teacher.

4. **Timesheet** – Used to keep track of your hours at your field placement.

5. **Absence Report Form** – To be submitted to in the event that you must be absent from your field placement or program courses.

6. **SDAIE Checklist** – This is a list of specially designed academic instruction in English techniques and practices. Candidates are expected to incorporate these techniques and practices in planning and delivery of instruction.

7. **CORE Observation Forms** – To be used by University Supervisor and Cooperating Teacher when formally observing your student teaching.

8. **An Optional Observation Form** is included for the CT to use, if needed.

9. **Mild/Moderate Lesson Plan** – The lesson plan model used by Mild/Moderate candidates throughout the Education Specialist Program.

10. **Moderate/Severe Lesson Plan** – The lesson plan used by Moderate/Severe candidates throughout the Education Specialist Program.
11. **Initial Three-way Conference Form** – Preliminary agreement between candidate, Cooperating Teacher, and University Supervisor regarding the roles and responsibilities during the semester.

12. **Mid-semester Three-way Conference Form** – Mid-semester verification of all documentation, planning, and satisfactory progress required for Teaching Practicum II.

13. **Final Three-way Conference Checklist** – Final verification of all documentation required at the end of Teaching Practicum II.


15. **CORE/TPE/Disposition Evaluation Form** – This form is completed by the University Supervisor and is based on candidate progress documented on observation forms and agreed upon at a 3-way conference. The practicum and disposition rubrics should be reviewed when completing the form. It can be used at the end of Teaching Practicum I and is also completed at the end of Teaching Practicum II.

16. **Teaching Practicum II Exit Interview & Induction Preview Form** – The University Supervisor completes this form in concert with the Cooperating Teacher during the final 3-way conference in Teaching Practicum II. The candidate will receive a copy of the form to share with his/her Induction Support Provider during the first teaching position.
University Supervisor Check List for Education Specialists
(Student Teacher with Cooperating Teacher)

Supervisor Name:_________________________________________________
Candidate Name:_________________________________________________ PI___ or PII____
Mild to Moderate Credential____ or Moderate to Severe Credential____
Cooperating Teacher:__________________________________________ School:___________

Please check and attach evidence of the following for each candidate’s file:

_____ Phase-in Schedule of Student-teaching Responsibilities (Credential Candidate, Cooperating Teacher & Supervisor)

_____ Field Assignment Tracking Form (Candidate, Cooperating Teacher)

_____ Timesheet & Absence Report Forms (Credential Candidate, Cooperating Teacher & University Supervisor)

_____ SDAIE Techniques and Practices (Credential Candidate)

_____ 4 Observation Forms (Supervisor) CORE Observation record Part I, II, III, IV

_____ 2 Observation forms (Cooperating Teacher turn in to University Supervisor) CORE Observation record Part I, II, III, IV

_____ Initial Three Way Conference Forms (Supervisor)

_____ Mid Semester Three Way Conference Form (Supervisor)

_____ Final Three Way Conference Checklist (Supervisor)

_____ Letter of Reference, if applicable (Supervisor & Cooperating Teacher)

_____ Self-evaluation CORE/TPE/Disposition Form (Credential Candidate & Cooperating Teacher)

_____ CORE/TPE/Disposition Evaluation Form (Supervisor, Cooperating Teacher)

_____ Exit Interview and Induction Preview Sheet: PII only in Final semester (Credential Candidate, Cooperating Teacher & Supervisor)

_____ Confirmation of Completion of Candidate Exit Survey: PII only (Credential Candidate)
(generated by SOE)
### PHASE I: Weeks 1 - 3:

- **Orientation**
- **Observation**
- **Participation**

### WEEK ONE - TWO
- Learns students’ names
- Becomes familiar with rules & routines
- Observes instruction, follows lesson plans prepared by CT
  - Help with roll taking, handing out/collection material, recording grades, supervision outside classroom
- Becomes familiar with self-care needs of students and assists with them (e.g. hygiene, feeding, toileting).

### WEEK TWO - THREE
- Begins limited Instruction—administering tests, tutoring, conducting short, informal segments of the lesson, reading stories to class after lunch.
  - Tutors individual students or small groups as assigned by CT
- Constructs teaching aids and helps with classroom bulletin boards or other instructional material
- Becomes familiar with content to be taught later in the

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### Phase II: Weeks 3 to 7/8

- **Assumes Partial Responsibility**
- **Teaches lessons** for observation and feedback from Supervisor and CT

### Phase III: Weeks 7/8 to 13/14

- **Maintains Partial Responsibility**
  - Continues with duties from previous phases.
  - *Develops instructional outline plan with Cooperating Teacher for 5-day solo*
  - Continues to develop instructional materials for lessons.
  - Receives specific feedback & suggestions on instructional performance CT and university supervisor
  - (More examples are listed below)

### Phase IV: Weeks 14/15 to 18

- **Completes official Solo Teaching**

- Continues with duties from previous phases.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes partial responsibility for developing the instruments for student evaluation.
- Completes details of planning for solo.
- Completes solo teaching.
- Recommends student progress on IEP goals to CT
### PHASE I – Orientation/Observation/Participation – Weeks 1 - 3

- Attends 3-way conference and sets goals.
- Becomes familiar with rules, regulations, and procedures of classroom, develops skill in communicating rules to pupils.
- Becomes familiar with physical features of buildings.
- Becomes acquainted with and learns names of pupils, becomes aware of friendships and subgroups and with unique needs of individuals.
- Observes instruction, following lesson plans prepared by CT.
- Participates in classroom routine (roll taking, recording grades, handing out/collection material, supervision outside classroom) and learns daily schedule.
- Instructs in a limited sense (administering tests, tutoring, conducting short, informal segments of the lesson).
- Participates to some extent in related activities i.e., faculty meetings, athletic events, student clubs.
- Tutors individual students or small groups as assigned by CT.
- Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
- Becomes familiar with content to be taught later in the semester.
- Becomes comfortable with the Concurrent/Education Specialist Candidate Professional Competencies that include the Teacher Performance Expectations(TPEs).
- Become familiar and assist with hygiene and everyday self-care of students in class (i.e. assisting with feeding, grooming and toileting).

### PHASE II – Assuming Partial Responsibility – Weeks 3 - 7/8

1. Increases efforts to identify student characteristics and to relate instruction to individual students, meets with individual students having problems, determines how to utilize special student talents.

2. Manages routine tasks.
3. Gradually assumes larger responsibility for instruction by accumulating teaching responsibilities with one subject area as teaching proficiency increases. Write detailed lesson plans or instructional programs.
4. Continues to develop instructional materials for lessons including visuals, schedules and manipulatives.
5. Participates in faculty meeting, parent teacher conferences, IEP meetings, etc.
   - Continues to maintain, time sheets and begins to establish career file.
6. Asks CT and university supervisor for specific feedback on instructional performance.
7. Develops instructional outline plan with CT for solo (5-day first semester and 10-day final semester).

### PHASE III – Partial Responsibility & Complete a Two-Day Turnaround Experience – Weeks 7/8 - 13/14

- Maintains partial responsibility for planning, preparing materials, and delivering instruction, monitoring student progress, and evaluation.
- Implements an effective discipline plan, including contacting parents if necessary.
- Assumes partial responsibility for developing the instruments for student evaluation.
- Completes details of planning for solo.
  - Continues to build resource file.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Attends final 3-way conference.
**The “Turnaround” Experience**

In the first semester of student teaching you will do a 5-day student teaching solo experience. This is to prepare you for your three-week student teaching experience during your final semester in the program. During the initial semester you will not have a “turnaround” experience. During your final semester of student teaching you will complete a “Two-day Turnaround” experience, in preparation for the three-week solo teaching. This will consist of two days in which the credential candidate will be the primary instructor for 80% - 100% of the instructional day. To the degree possible, the credential candidate should be the primary instructor **under the CT’s supervision for the total time they are in class**. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. For only very short periods of time during the “Two-day Turnaround” should the credential candidate be left alone to be in charge of the classroom. At this point the credential candidate should, with approval and direct guidance of the CT and university supervisor, assume responsibility for scheduling use of any other personnel in the program and also take the responsibility for ensuring that students get to appointments at their assigned times.

<table>
<thead>
<tr>
<th>PHASE IV – Complete a Solo Teaching Experience—Initial semester 5 days – Final semester 15 days- weeks: 15 to 18</th>
</tr>
</thead>
</table>

**Credential Candidate:**
Everything Phase III, and…
- Completes details of planning for solo.
- Completes solo teaching.
- Recommends student grades to CT.
- Provides instruction which recognizes individual student needs.
- Self-evaluates progress toward meeting the Pathway Professional Competencies (includes TPEs).
- Completes evaluation of University Supervisor.
- Attends final 3-way conference.
**FIELD ASSIGNMENT TRACKING FORM for Education Specialists**

Candidate: ___________________________ PI or PII  Grade Levels: __________
Setting: **Mild to Moderate or Moderate to Severe (circle one)** School: __________

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DATE</th>
<th>CT’S INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>At beginning of practicum, review Practicum Requirements, Professional Expectations and Practicum Checklist with Cooperating Teacher.</td>
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<tr>
<td>Review the CORE/TPE and Disposition rubrics and set goals for the semester.</td>
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<tr>
<td>Get to know the individual students in teaching assignment, including their family/community contexts and the multiple developmental factors that impact learning (academic, language, social). Know services for which students qualify (OT, PT, SLP). Know students’ English language proficiency levels.</td>
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<tr>
<td>Using a small binder or electronic format, collect school site documents regarding policies, procedures, curricula used, and school calendar/events schedule.</td>
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<tr>
<td>Attend staff development and/or grade level meetings.</td>
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<tr>
<td>Attend at least two faculty meetings</td>
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<tr>
<td>Attend at least two Individualized Education Plan (IEP) meetings and at least one Student Study Team (SST) meeting in primary placement. Candidate name is required to be on the IEP meeting announcement and meeting attendance approved by school administration.</td>
<td></td>
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<tr>
<td>Participate in scheduled parent conferences as applicable.</td>
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<tr>
<td>Participate in yard duty or bus or lunchroom assignments in conjunction with the Cooperating Teacher. (Candidates placed at secondary schools: alternative assignment if necessary.)</td>
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<tr>
<td>Write a parent letter for opening of solo teaching and submit to CT for approval.</td>
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<tr>
<td>Maintain Lesson Plan Book and Weekly Lesson Plan Format in hard or electronic format. Maintain accurate timesheets.</td>
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<tr>
<td>Moderate/Severe: Learn self-help schedule of students and participate in toileting, feeding, and hygiene as needed.</td>
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<tr>
<td>Learn student’s schedule and routine. Keep a tracking sheet of student’s schedule.</td>
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<tr>
<td>Attend “Back-to-School Night” or “Open House.”</td>
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<tr>
<td>Complete a minimum of five solo teaching days. (Practicum I)</td>
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<tr>
<td>Compete a two-day turn around and a fifteen-day solo. (Practicum II)</td>
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<tr>
<td>Implement and write at least four formal lesson plans that are observed</td>
<td></td>
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<tr>
<td>Written Reflection of Performance Assessment Form (PAF) mid- and final scores and comments. (PAF will be completed by CT, Supervisor &amp; candidate; copy goes in candidate’s file.)</td>
<td></td>
<td>Reflection to be turned in to Supervisor</td>
</tr>
<tr>
<td>Complete EdTPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidate’s Name: ______________________    CT’s Name: ______________________

Classroom Grade Level(s) ________________
Classroom Setting/type: __________________________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>I was late/absent because:</td>
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<td>CT’s Initials:</td>
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<td>Date:</td>
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<td>CT’s Initials:</td>
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<tr>
<td>Date:</td>
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</tbody>
</table>
School of Education Specialist Pathway
Absence Report Form

Name: ___________________________ Date: __________________

Special/Emergency Circumstances

To request an absence from your student teaching site and/or credential courses because of special circumstances, please fill out this form with complete information and documentation. Please refer to the Concurrent Handbook for further clarification and general information regarding the program policy on absences.

Absence was from (check one or both):

☐ School Placement Site and/or ☐ Program Courses

List date(s): __________________________

Reason for absence: __________________________

________________________________________________________________________

Attach supporting documentation, if desired.

Turn in completed form to your University Supervisor, who will give the completed form to the Program Coordinator, who will review the request and reach a decision as to whether or not the absence can be excused and whether extra placement days or coursework will be required to address the absence.

Do not fill out information below this line.

Coordinator’s Decision:

☐ Request granted ☐ Request denied (see comments below) ☐ Request conditionally granted (see comments below) ☐ Further information and/or documentation needed (see comments below) ☐ Request withdrawn by candidate

Comments:

________________________________________________________________________

________________________________________________________________________

Coordinator’s Signature: ___________________________ Date: ____________
### Input Simplification

1. clear enunciation, slower speech rate; longer pauses; increased redundancy

2. controlled vocabulary; limited use of idiomatic speech; simple verb tenses

3. shorter, less complex sentences and explanations

4. define unusual words and words with double meaning

5. readability level of written materials is low

6. mini lectures

7. use of cognates if possible

### Contextualization and Meaning

1. contextualized teacher delivery: comprehensible input, phrasing, rephrasing

2. Scaffolding; for example, modeling, bridging, contextualizations, schema building, metacognitive development, text representations

3. learners encounter a new topic through a shared, alluring, realistic, direct experience, a common introduction which serves as a foundation for (1) new skills to be acquired, (2) concepts to be learned, or investigated, and/or (3) about which the learners are to read, listen, speak, or write.

4. gestures; facial expressions; act out meaning

5. frequent use of labels

6. props & realia

7. illustrations, pictures, motion pictures, maps, charts, flowcharts, overheads, and graphs

8. bulletin boards with labels whenever appropriate

9. word banks

10. identify key topics organized around main themes

11. extend mental set

12. comprehensible input: provision of information and/or experiences that learners recognize as valuable and meaningful

### Emphasis on Success and Comprehension

1. comprehension is stressed more than form or grammar, semantics more than syntax; utility of ideas, investigations, and skills is the major criterion for success

2. hands-on activities, manipulatives

3. listening and speaking activities precede reading and writing activities

4. reading assignments include pre-reading, during reading, post reading activities

5. writing activities preceded by pre-writing activities

6. cooperative activities

7. adequate time for pupils to complete their work

8. appropriate pacing and difficulty level

9. variety of grouping strategies

10. use of various modalities

11. vocabulary development

12. review of main topics and key vocabulary

### Check Frequently for Attention and Understanding

Formative, Continuous and In-process Evaluation

1. confirmation and comprehension checks

2. clarification requests

3. repetitions

4. expansions

5. variety of assessment techniques

6. interaction: teacher with student, and/or student with student

7. Summative: mastery of objective assessed in a variety of ways
Teacher’s Name: | Date:  
---|---
**Setting:**  
Whole Group | Individual (1:1)  
Small Group | Other (explain):  
**Title of Lesson:**

1. **Lesson Objective(s) or Intended Learning Outcome(s):** (include both content and language)

2. Briefly describe the theoretical framework and/or research that inform your **Instructional Design:** (for example research-based instructional design such as Direct Instruction, task analysis, Evidence-based Instruction etc.).

3. **Teacher Objective:**

4. Individualized Education Program (**IEP** Goals) or English Language Development (**ELD** standards) (if applicable):

5. **Common Core State Standard (CCSS)** that are the target of student learning (list the complete text of the relevant parts of each standard):

6. **Student Objectives or content outcomes.** The student objective should be observable and measurable and include the following criteria- Who will do What, under What circumstances, to What success?

7. **Classroom learning environment and behavior management considerations:**

8. **Instructional Time** (minutes planned):

8. **Assessment/Data Collection Procedure:**

9. How will you **provide feedback** to students based on the **interpretation of the data** collected?

10. **Materials** (resources, equipment, augmentative devices etc. to be gathered and used for the lesson):

11. **In-class assignment:**

12. **Homework assignments** (if applicable):
<table>
<thead>
<tr>
<th>Teacher’s Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting:</strong></td>
<td><strong>Title of Lesson:</strong></td>
</tr>
<tr>
<td>___ Whole Group</td>
<td></td>
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<tr>
<td>___ Small Group</td>
<td></td>
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<tr>
<td>___ Individual (1:1)</td>
<td></td>
</tr>
<tr>
<td>___ Other (explain):</td>
<td></td>
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<tr>
<td><strong>Materials Needed:</strong></td>
<td><strong>Accommodations Needed:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction of Lesson Objective(s) or Intended Learning Outcome(s):</strong></td>
<td><strong>Approximate Time:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modeling/Input: Explicit Instruction:</strong></td>
<td><strong>Approximate Time:</strong></td>
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<td></td>
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<tr>
<td><strong>Guided Practice:</strong></td>
<td><strong>Approximate Time:</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Assessment (data collection procedure) What?</strong></td>
<td><strong>Approximate Time:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Practice (in-class or assigned homework):</strong></td>
<td><strong>Approximate Time:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td><strong>Summary/Closure:</strong></td>
<td><strong>Approximate Time:</strong></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Feedback to students, based on data collected:</strong></td>
<td><strong>When?</strong></td>
</tr>
</tbody>
</table>

CSU Chico/SOE  Education Specialist  updated KHB 5/2017
MILD-TO-MODERATE: POST-LESSON REFLECTION: PART C

1. Rate your overall feeling of the success of the lesson on a scale of 1-5:
   (1 being least effective and 5 most effective)
   Self-reflect and base your score on the strengths and weaknesses of the lesson.
   SCORE:______________.

2. What would you change or do differently if you were to teach this lesson again?

3. How was the pacing of the lesson? (Re-teach, check for understanding, instruction time)

4. Was there loss of instructional time?

5. Were students engaged during the lesson? (Present & Attentive, Actively Participated, Led the discussion/activity)

6. What adaptations did you make during the lesson, or feel that you should have made based on the behavior management, student engagement or the overall understanding of the concepts being taught.

7. Discuss what you believe your student/s learned from the lesson and the evidence you have to support this statement.

8. Based on the students’ understanding from your formal or informal assessments of the lesson (data collected), describe your plan for follow-up lessons /activities, or generalization and expansion of knowledge from this lesson.

9. Any other comments you would like to add on your own reflection towards professional growth.
Teacher’s Name:  
Date:  
Setting:  
____ Whole Group   ____ Small Group  
____ Individual (1:1)   ____ Other: (explain)  
Title of Lesson:  

Education Specialist  
Moderate/Severe Lesson Pre-Planning  

CSU Chico/SOE  
Education Specialist  
update KHB 5/2017  

1. **Lesson Objective(s)** or Intended Learning Outcome(s): include both content and language

2. **Instructional Strategies:**

3. **Student Objectives** or content outcomes: This student objective should be observable and measurable, unambiguous, and include the following criteria - Who will do What, under what Circumstances, to what Success:

4. **Common Core State Standard** (CCSS) that are the target of student learning (list the complete text of the relevant parts of each standard):

5. English Language Development (**ELD Standards**) (if applicable):

6. Individualized Education Program (**IEP Goals**):

7. **Teacher Objective:**

8. **Assessment:** (describe your data collection procedure):

9. **In-class assignment:**

10. **Homework** if applicable:

11. **Materials** (resources, equipment, augmentative devices etc. to be gathered and used for the lesson:)

CSU Chico/SOE  
Education Specialist  
updated KHB 5/2017  

PART A
<table>
<thead>
<tr>
<th>Teacher’s Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title of the Lesson:</td>
</tr>
</tbody>
</table>

**Setting:**
- [ ] Whole Group
- [ ] Small Group
- [ ] Individual (1:1)
- [ ] Other: (explain)

<table>
<thead>
<tr>
<th>Materials Needed:</th>
<th>Instructional Strategy &amp; Prompts Planned:</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Instructional Plan (steps the teacher will take):</th>
<th>Expected Student Behavior &amp; Reinforcement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct responding</td>
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<tr>
<td></td>
<td>Incorrect responding</td>
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<tr>
<td></td>
<td>No responding</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Data collection procedures:</th>
<th>What/how is collected?</th>
</tr>
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<thead>
<tr>
<th>Maintenance:</th>
<th>Generalization:</th>
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</table>
PART C

1. **Rate** your overall feeling of the success of the lesson on a scale of 1-5:
   (1 being least effective and 5 most effective)
   *Self-reflect and base your score on the strengths and weaknesses of the lesson.*
   SCORE: __________

2. What would you **change or do differently** if you were to teach this lesson again?

3. How was the **pacing** of the lesson? (Re-teach, check for understanding, instruction time)

4. **Were students engaged** during the lesson? (Present & Attentive, Actively Participated, Led the discussion/activity)

5. **What adaptations** did you make during the lesson, or feel that you should have made based on the behavior management, student engagement or the overall understanding of the concepts being taught.

6. Discuss what you believe your student/s learned from the lesson and the **evidence** you have to support this statement.

7. Based on the students’ understanding from your formal or informal assessments of the lesson, **describe your plan for follow-up lessons** /activities, or generalization and expansion of knowledge from this lesson.

8. Any other comments you would like to add on your own reflection towards professional growth.
School of Education: Education Specialist Pathway

INITIAL THREE-WAY CONFERENCE
(Review goals/objectives, prepare for Solo-Teaching)

Meeting Date: ___________________________ School Site: ___________________________
Present at the Meeting: (signatures)

Candidate: ___________________________ PI or PII Co-operating Teacher: ___________________________
University Supervisor: ___________________________ Other: ___________________________

A summary of this meeting follows below:

1. The purposes and structure of the Education Specialist Pathway, including the three-way conferences during the term were reviewed and each member received a copy of the Education Specialist Policies and Procedures.

2. The Candidate has a copy of: (a) a copy of the school handbook, (b) is becoming familiar with school wide procedures, (c) is developing and implementing classroom procedures and (d) is familiar with their general education grade level counterpart to help foster mainstreaming and co-teaching. Please describe briefly if the before mentioned items have occurred and if not the plan to put them into place.

   YES______  NO______  has begun a site binder ______

3. General Goals that the candidate and cooperating teacher would like to focus on during semester:

   Assessment______________________________________________________________
   ________________________________________________________________

   Behavior______________________________________________________________
   ________________________________________________________________

   Curriculum______________________________________________________________
   ________________________________________________________________

   Other______________________________________________________________
   ________________________________________________________________

4. Specific routine tasks for which the candidate has partial responsibility during Phase I:

   (See Handbook-Phase I chart)
   ________________________________________________________________
5. **Goals and actions** for participation in teaching of Reading/Language Arts during semester:

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING PROGRAM FOR CLASS: (including TEXT and supplementary program)</td>
<td>Candidate will….</td>
</tr>
<tr>
<td>WRITING PROGRAM FOR CLASS (including TEXT and supplementary program)</td>
<td>Candidate will….</td>
</tr>
</tbody>
</table>

6. The candidate has attended a faculty meeting. Yes [ ] No [ ]

7. The following program forms were given to the Candidate and Cooperating Teacher and reviewed.

- [ ] Policies and Procedures Handbook
- [ ] Lesson Plan Format
- [ ] Observation Forms
- [ ] List of Competencies (Standards)

**FOLLOW-UP/ADDITIONAL COMMENTS:**

Cooperating Teacher and Candidate weekly meeting day is: ____________________________
Next scheduled visit from University Supervisor is _____________________________

(Copies of this form are to be provided to Candidate, Cooperating Teacher and University supervisor.)
School of Education: Education Specialist Pathway

MID-SEMESTER THREE-WAY CONFERENCE
(Review goals/objectives, prepare for Solo-Teaching)

Meeting Date: ___________________  School Site: ___________________

Present at Meeting: (signatures)

Candidate ___________________ Cooperating Teacher ___________________

University Supervisor ___________________ Other ___________________

1. In reviewing the goals and objectives from the Initial Three-Way Conference:
   a. What objectives has the candidate adequately addressed?
      ___________________
   b. What objectives need to carry over into the remaining week?
      ___________________

2. In preparation for the candidate implementing Co-Teaching determine the following:
   Who will the Candidate Co-Teach with?

   __________________________________________________________________________

   Date(s) of Co -Teaching: From________________ To__________________________

   Instructional topics:___________________ Resources still needed:________________

   Date the Education Specialist, University Supervisor and Cooperating Teacher
   reviewed and approved the Co-Teaching Instructional Unit: ________________

3. Supervisor has reviewed the Education Specialist Supervision Checklist with the Cooperating Teacher:
   □ Yes  □ No

   The following items have been reviewed for updated progress:
   a. Weekly Lesson Plan Book is complete and current:___________________________
   b. Candidate’s Timesheet is updated: ________________________________

4. Any further questions or concerns:
MEETING DATE:_________________ SCHOOL SITE: _______________________
COUNTY:_________________GRADE(s):___________SETTING: ______________
Present at the Meeting: (signatures):
Candidate:_________________Cooperating Teacher: _______________________
University Supervisor:_________________Other: _______________________

1. Review the:  
   ☐ TPE/CANDIDATE DISPOSITION EVALUATION FORM

2. Review and collect the completed:  
   ☐ COOPERATING TEACHER OBSERVATION FORMS

3. Review and collect the following forms:  
   ☐ CO-TEACHING LESSON PLAN  
   ☐ ALL PRIOR LESSON PLAN FORMS FROM OBSERVED LESSONS: Parts A, B & C.

4. Review and collect the:  
   ☐ EXIT INTERVIEW & INDUCTION PRE-VIEW SHEET

5. All required components of the EdTPA have been submitted:  
   ☐ Yes  
   ☐ No  
   ☐ If no, what is the plan to complete the EdTPA?
### School of Education: Education Specialist Pathway

**EXIT INTERVIEW & INDUCTION PREVIEW FORM**

**Teaching Practicum II**

*(Share this form with your Induction Support Provider when you take your first teaching position)*

<table>
<thead>
<tr>
<th>1. <strong>TPE Strengths</strong></th>
<th>2. <strong>Growth Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What elements of the Teaching Performance Expectations (TPEs) describe my strengths as a teacher?</td>
<td>Which California Standard for the Teaching Profession (CSTP) will I focus on in my first teaching position in order to improve my teaching?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. <strong>Growth Goal</strong></th>
<th>4. <strong>Student Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering the CSTP Professional Growth Standards, my professional growth goal is…</td>
<td>Based on my CSTP growth goal, what changes could I see in my students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. <strong>Implementation Plan</strong></th>
<th><strong>Continue Plan…</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will I do, step-by-step, to achieve my goal? (attach a separate sheet if necessary)</td>
<td></td>
</tr>
</tbody>
</table>

*(To convert the TPEs to CSTPs, use the conversion chart in the Professional Education Program Handbook)*

**Date:**

**Candidate:**

**Cooperating Teacher:**

**University Supervisor:**

**Other:**
You will be observed at least 6 times over the course of the semester: 4 times by your University Supervisor and twice by your Cooperating Teacher. The following forms will be used.

**CHICO RUBRIC FOR EDUCATORS (CORE) RUBRIC FORMS**

- CORE Observation Record
- CORE Rubric
- Self-Evaluation Form
- Evaluation Form
- Mod/Severe Adaptation Form in process

**CORE Rubric Supervision Process**

1. Supervisors take notes on Observation Record, Part I.
2. After the observation, use your notes and the CORE Rubric to debrief the observation with the candidate.
3. Using the CORE rubric for reference, record a score for each of the 4 areas and a statement of evidence supporting that score on the Observation Record, Part II.
4. Record co-teaching feedback on Part III.
5. Write an observation summary on Part IV.
6. At the end of each practicum, complete the final evaluation form, with averages scores from the semester. Submit paper form as part of the supervision packet. Submit scores to STEPS, using the link on the final evaluation form.
CORE Rubric and Disposition Guidance to use when implementing in Special Education settings

CORE Competency 1 – Culture of Learning

CORE Teacher Skills
- Facilitating Student Behavior and Equitable Teaching Practices
Tip:
As you apply the rubric, take into consideration, setting, population, and individual education plan goals
Define how you are defining engagement

CORE Competency 2 – Essential Content

CORE Teacher Skills
- Planning and Delivering Lessons Effectively
- Planning Instruction and Designing Learning Experiences for all Students
Tip:
Reflect on the descriptions on the rubric focusing on expectations and IEP goals then approach rating from a contextual and/or applied academics mindset.
Look for scaffolding of content.
Look for differentiated instruction.
Contextual learning experiences
Look for innovation and product representation

CORE Competency 3 – Academic Ownership

CORE Teacher Skills
- Maintaining High Academic Expectations
- Building Thinking Skills
Tip:
Remember high does not mean same.
Look for contextual implementation and understanding.
In addition to the student using oral and written language look for augmentative communication and/or assistive technology, demonstration of pride and when appropriate response through eye gazing
Adaptations
Teacher made and/or modified materials
Refer to depth of knowledge chart

CORE Competency 4 – Demonstration of Learning

CORE Teacher Skills
- Leading Instruction
- Checking For Understanding
- Responding to Student Misunderstanding
Tip:
- Progress Monitoring
- Mode of Response
- Baseline and Benchmarks

Focus your attention on if the teacher demonstrated the CORE Teacher Skills and do not allow yourself to rationalize/justify/ the lack of demonstration of learning based on the student population.
Disposition 1 The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.

Disposition 2 The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.

Tip: Use Disposition 2 to address the soft skills of teaching. Develop agreement on what the soft skills mean to both the supervisor and the candidate

Look for a focus on developing Self-Advocacy, Education, Training, Living skills

Disposition 3 The candidate is committed to continuous, self directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.

Tip: Look for examples of generalizing this Disposition beyond the lesson being taught

Disposition 4 The candidate demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies

Tip: Use this disposition to address collaboration, para-professional relationships, colleague and parent communication.

Disposition 5 The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

Tip: Look for signs of this practice in the classroom during your observations
## PART I. Observation Notes

<table>
<thead>
<tr>
<th>Time</th>
<th>What is the teacher candidate doing?</th>
<th>What are the students doing?</th>
<th>Questions/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### CORE Observation Record

<table>
<thead>
<tr>
<th>Candidate/Intern Name</th>
<th>Date</th>
<th>Pathway</th>
<th>Practicum</th>
<th>Time/Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>School</th>
<th>University</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**PART II. CORE Rubric evidence and score**

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Essential Question</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Student Engagement</td>
<td>Are all students engaged in the lesson from start to finish?</td>
<td></td>
</tr>
<tr>
<td>2 Essential Content</td>
<td>Is content aligned to the appropriate standards for subject and grade?</td>
<td></td>
</tr>
<tr>
<td>3 Academic Ownership</td>
<td>Are all students responsible for doing the thinking in this classroom?</td>
<td></td>
</tr>
<tr>
<td>4 Assessment of Learning</td>
<td>Do all students demonstrate that they are learning?</td>
<td></td>
</tr>
</tbody>
</table>
Part III: Co-Teaching Observation Notes

Co-Taught Lesson:

- Yes
- No

<table>
<thead>
<tr>
<th>Co Teaching Strategy Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach/One Observe</td>
</tr>
<tr>
<td>Alternative/Differentiated Teaching</td>
</tr>
<tr>
<td>One Teach/One Assist</td>
</tr>
<tr>
<td>Station Teaching</td>
</tr>
<tr>
<td>Parallel Teaching</td>
</tr>
<tr>
<td>Team Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Evident</th>
<th>Somewhat Evident</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Co-teaching strategies are clearly indicated in the lesson plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Both teachers are present and moving about the room during the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Both teachers are actively involved with students (except during One Teach, One Observe strategy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Both teachers have a role in enhancing student learning throughout the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Both teaching voices are heard during the lesson (except One Teach, One Observe)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Collaborative language is used by both teachers (we, us, our)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. There is positive teacher/teacher rapport</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Classroom has a collaborative and community feel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part IV: Observation Summary
## CULTURE OF LEARNING
Are all students engaged in the work of the lesson from start to finish?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</td>
<td>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</td>
</tr>
<tr>
<td></td>
<td>Very few or no students follow behavioral expectations and/or directions.</td>
<td>Some students follow behavioral expectations and/or directions.</td>
<td>Most students follow behavioral expectations and/or directions.</td>
<td>All or almost all students follow behavioral expectations and/or directions.</td>
<td>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</td>
</tr>
<tr>
<td></td>
<td>Students do not execute transitions, routines and procedures in an orderly manner.</td>
<td>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</td>
<td>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</td>
<td>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</td>
<td>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</td>
</tr>
</tbody>
</table>

### CORE Teacher Skills

**Facilitating Student Behavior and Equitable Teaching Practices**
- Establish and maintain clear expectations for positive classroom behavior by consistently communicating classroom routines, procedures, and norms. (TPE 2.6)
- Maintain high expectations for learning with equitable support for ALL students by supporting the acquisition and use of academic language to promote subject matter knowledge. (TPEs 2.5, 3.5)
- Promote social-emotional growth, development, and individual responsibility (i.e. positive interventions and supports, restorative justice, and/or conflict resolution). (TPE2.1)
- Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
- Create and sustain learning environments that promote productive learning, encourage positive interactions, reflect diversity, and are culturally responsive. (TPE 2.2)
- Foster a caring and inclusive classroom community where all students are engaged and treated equitably, while maintaining high expectations for learning and/or behavior. (TPE 2.1)
- Recognize their own values and implicit and explicit biases, the ways in which they may affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. Exhibit positive dispositions of caring, support, acceptance, and fairness students, families, and colleagues. (TPE 6.2)
- Demonstrate professional responsibility for all aspects of student learning and classroom facilitation, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. (TPE 6.5)
- Conduct themselves with integrity and model ethical conduct for themselves and others. (TPE6.5)
CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

ESSENTIAL CONTENT
Are all students working with content aligned to the appropriate standards for their subject and grade?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson does not focus on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</td>
<td>The lesson partially focuses on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals.</td>
<td>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</td>
<td>The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals.</td>
<td>All descriptors for Level 4 are met, and the following evidence is demonstrated: Students make connections between what they are learning and other content across disciplines. Students independently connect lesson content to real-world situations.</td>
<td></td>
</tr>
<tr>
<td>Most activities students engage in are not aligned to the stated or implied learning goal(s). Only some activities students engage in are aligned to the stated or implied learning goal(s). Most activities students engage in are aligned to the stated or implied learning goal(s). Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students’ IEP goals (e.g., Lexile level and complexity of text).</td>
<td>Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students’ IEP goals (e.g., Lexile level and complexity of text).</td>
<td>Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students’ IEP goals (e.g., Lexile level and complexity of text).</td>
<td>All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students’ IEP goals (e.g., Lexile level and complexity of text).</td>
<td></td>
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</tbody>
</table>

CORE Teacher Skills

Planning and Delivering Lessons Effectively
- Use knowledge of both subject matter and students to organize curriculum so that all learners, including English learners and students with special needs, understand and have access to the content. (TPE 3.2)
- Use multiple means of representing, expressing, and engaging all students to demonstrate their knowledge of the subject matter. (TPE 3.4)
- Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language for all students within learning activities to promote subject matter knowledge. (TPE 3.5)
- Use and adapt resources and instructional materials (including technology) to engage students, support learning and provide equitable access to the curriculum. TPE (3.6,3.7)

Planning Instruction and Designing Learning Experiences for All Students
- Use knowledge of students’ (including cultural, linguistic backgrounds, as well as learning needs) to inform instructional planning and learning experiences. (TPE 4.1, 4.2)
- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities for all learners. (TPE 4.4)
- Provide access to the curriculum for all students through the use of various instructional strategies. (TPE 4.4)
- Encourage active student participation in learning by planning a range of communication strategies that allow for interaction with the teacher and classmates. (TPE 4.7)
### ACADEMIC OWNERSHIP

Are all students responsible for doing the thinking in this classroom?

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work.</td>
<td>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</td>
<td>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.</td>
<td>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.</td>
<td>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.</td>
</tr>
<tr>
<td>Students respond negatively to their peers’ thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.</td>
<td>Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers’ thinking, ideas, or answers, or do not provide feedback.</td>
<td>Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers’ thinking, ideas or answers and provide feedback to their classmates.</td>
<td>All or almost all students provide meaningful oral or written evidence to support their thinking. Students respond to and build on their peers’ thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</td>
<td></td>
</tr>
<tr>
<td>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.</td>
<td>Some students try hard to complete challenging academic work and answer questions.</td>
<td>Most students try hard to complete academic work and answer questions, even if the work is challenging.</td>
<td>All or almost all students try hard to complete academic work and answer questions, even if the work is challenging.</td>
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</tr>
</tbody>
</table>

### CORE Teacher Skills

**Maintaining High Academic Expectations**

- Promote the persistence of students to engage with challenging work. (TPE 2.5)
- Support students’ use of oral and written language to clearly express their ideas. (TPE 2.5)

**Building Thinking Skills**

- Structure and deliver lesson activities so that students do an appropriate amount of the thinking required by the lesson. (TPE 1.5)
- Pose questions or provide lesson activities that encourage students to cite evidence to support their thinking. (TPE 1.5)
- Provide opportunities for students to respond to and build on their peers’ ideas. (TPEs 2.2, 4.7)
- Provide support necessary for students to complete instructional tasks requiring higher-order thinking skills. (TPE 1.6)
CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

DEMONSTRATION OF LEARNING  Do all students demonstrate that they are learning?

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<th>5</th>
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</thead>
<tbody>
<tr>
<td>Questions, tasks or assessments do not yield data that allow the teacher to assess students’ progress toward learning goals. Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</td>
<td>Questions, tasks or assessments yield data that only partially allow the teacher to assess students’ progress toward learning goals. Students have few opportunities to express learning through academic writing and/or explanations using academic language. Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</td>
<td>Questions, tasks or assessments yield data that allow the teacher to assess students’ progress toward learning goals. Students have some opportunities to express learning through academic writing and/or explanations using academic language. Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</td>
<td>Questions, tasks or assessments yield data that allow the teacher to assess students’ progress toward learning goals and help pinpoint where understanding breakdown. Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</td>
<td>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</td>
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</tbody>
</table>

CORE Teacher Skills

Leading Instruction
- Implement instruction that provides access to California content standards through developmentally, linguistically, and culturally appropriate learning activities. (TPEs 4.3, 4.4)
- Use communication strategies and activity modes between teacher and students, and among students that are clear, coherent, and support student understanding. (TPE 4.7)
- Differentiate instruction as needed in response to student learning needs, including extra support and enrichment. (TPEs 4.5, 5.7, 5.8)

Checking for Understanding
- Assess students’ prior knowledge and accurately check students’ understanding at key moments (transition points) in the lesson to adjust instruction and keep students actively engaged in learning. (TPEs 1.1, 1.8)
- Develop and use appropriate assessment types, including formative and summative assessments that yield useable data on students’ progress toward grade-level standards. (TPEs 5.1, 5.2)

Responding to Student Misunderstanding
- Provide feedback that facilitates students self-assessing and reflecting on progress; assist students in modifying learning tactics; provide students with opportunities to revise or reframe their work. (TPE 5.3)
- Recognize the root of student errors and re-teach or re-frame content to address the underlying cause of misunderstanding. (TPEs 1.8, 5.2, 5.7)
Please complete both sections of this form based on your Teaching Practicum I experience. Note your areas of strength and areas for future focus. **This form should be submitted to your Cooperating Teacher and University Supervisor one week before the 3-way Teaching Practicum I Culminating Conference.**

<table>
<thead>
<tr>
<th>CORE Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE Competency 1 – Culture of Learning</strong></td>
</tr>
<tr>
<td>• Facilitating student behavior and equitable teaching practices</td>
</tr>
<tr>
<td><strong>CORE Competency 2 – Essential Content</strong></td>
</tr>
<tr>
<td>• Planning and delivering lessons effectively</td>
</tr>
<tr>
<td>• Planning instruction and designing learning experiences for all students</td>
</tr>
<tr>
<td><strong>CORE Competency 3 – Academic Ownership</strong></td>
</tr>
<tr>
<td>• Maintaining high academic expectations</td>
</tr>
<tr>
<td>• Building thinking skills</td>
</tr>
<tr>
<td><strong>CORE Competency 4 – Demonstration of Learning</strong></td>
</tr>
<tr>
<td>• Leading instruction</td>
</tr>
<tr>
<td>• Checking for understanding</td>
</tr>
<tr>
<td>• Responding to student misunderstanding</td>
</tr>
<tr>
<td>Dispositions</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Disposition 1 - The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.</td>
</tr>
<tr>
<td>Disposition 2 - The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.</td>
</tr>
<tr>
<td>Disposition 3 - The candidate is committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.</td>
</tr>
<tr>
<td>Disposition 4 - The candidate demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.</td>
</tr>
<tr>
<td>Disposition 5 - The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.</td>
</tr>
</tbody>
</table>
CSU Chico School of Education

CORE COMPETENCY/DISPOSITION EVALUATION FORM

Candidate Name: ___________________________ School/District: __________________

Practicum Residency: ☐ I ☐ II ☐ Mid-semester: ☐ Final: ☐

Intern Semester: ☐ I ☐ II ☐ III ☐ IV

University Supervisor Directions: Based on candidate progress documented on observation forms and agreed upon at the culminating conference, please provide overall ratings for the candidate. Use the CORE (Chico Observational Rubric for Educators) and disposition rubrics to inform your decisions. Indicate the performance level of each with an X and provide a total point value in the areas indicated. For final evaluations, please enter the data on STEPS, the online data system for final evaluations, at https://steps.csuchico.edu/login.aspx?ReturnUrl=%2flogout.aspx&school=csuchico.

<table>
<thead>
<tr>
<th>CORE Competencies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE Competency 1 – Culture of Learning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>CORE Competency 2 – Essential Content</td>
<td></td>
</tr>
<tr>
<td>CORE Competency 3 – Academic Ownership</td>
<td></td>
</tr>
<tr>
<td>CORE Competency 4 – Demonstration of Learning</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CORE COMPETENCY POINTS: __________________________

<table>
<thead>
<tr>
<th>TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1 Engaging and Supporting all Students in Learning (CORE Competencies 3, 4)</td>
</tr>
<tr>
<td>TPE 2 Creating and Maintaining Effective Environments for Student Learning (Core Competencies 1, 3)</td>
</tr>
<tr>
<td>TPE 3 Understanding and Organizing Subject Matter for Student Learning (CORE Competency 2)</td>
</tr>
<tr>
<td>TPE 4 Planning Instruction and Designing Learning Experiences for All Students (CORE Competencies 2, 3, 4)</td>
</tr>
<tr>
<td>TPE 5 Assessing Student Learning (CORE Competency 4)</td>
</tr>
<tr>
<td>TPE 6 Developing as a Professional (CORE Competency 1)</td>
</tr>
</tbody>
</table>

TOTAL TPE POINTS: __________________________

<table>
<thead>
<tr>
<th>DISPOSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition #1 Values diversity</td>
</tr>
<tr>
<td>Disposition #2 Believes all children can learn</td>
</tr>
<tr>
<td>Disposition #3 Committed to continuous learning</td>
</tr>
<tr>
<td>Disposition #4 Demonstrates pride in education</td>
</tr>
<tr>
<td>Disposition #5 Committed to democratic values</td>
</tr>
</tbody>
</table>

TOTAL DISPOSITION POINTS: __________________________

Supervisor __________________________________________ Signature __________________________________________
CT/Mentor Teacher __________________________ Signature __________________________________________
Credential Candidate __________________________ Signature __________________________________________

Date __________________________
## DISPOSITIONS RUBRIC

<table>
<thead>
<tr>
<th>DISPOSITION #1</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)</th>
<th>Acceptable Professional Practice (3)</th>
<th>Exceptional Practice (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.</td>
<td>Inequitably interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students’ individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices.</td>
<td>Is aware of the need to interact and respond to all students equitably; attempts to respond to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices.</td>
<td>Is aware of the need to interact and respond to all students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students’ individual differences into the classroom environment; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices and attempts to model them.</td>
<td>Interacts and responds with all students equitably; looks for and creates opportunities to respond to and enhance cross-cultural understandings; invites and integrates students’ individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPOSITION #2</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)</th>
<th>Acceptable Professional Practice (3)</th>
<th>Exceptional Practice (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.</td>
<td>Perceives students as having deficits rather than assets; does not engage with students at all levels of student abilities; easily frustrated when students don’t understand; focuses on higher level students only; does not seek to help students.</td>
<td>Recognizes the assets and resources that all students bring to the classroom; recognizes and engages all levels of student abilities: Tries to help students that don’t understand; attempts to interact all levels of student abilities; seeks to help all students.</td>
<td>Recognizes the assets and resources that all students bring to the classroom; Looks for and inquires about a variety of strategies to engage all levels of student abilities: Tries various means to help students who don’t understand; encourages students at all levels; seeks strategies to be more effective with all students.</td>
<td>Looks for, inquires about, and implements a variety of strategies to engage all levels of student abilities and interests: Persists with students to try to help them understand; encourages students at all levels; implements strategies evidenced to be more effective with all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISPOSITION #3</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)</th>
<th>Acceptable Professional Practice (3)</th>
<th>Exceptional Practice (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.</td>
<td>Infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge; does not accept constructive feedback.</td>
<td>Sometimes makes observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge; accepts constructive feedback and attempts to use it for improvement.</td>
<td>Frequently/Often makes observations and asks questions about and shares insights regarding classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes workable plans for increasing his/her knowledge; accepts constructive feedback and uses it for improvement.</td>
<td>Consistently asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions consistently; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge; seeks out constructive feedback and uses it for improvement.</td>
</tr>
</tbody>
</table>

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1 Candidate must score at level 2 or above to be eligible for Teaching Practicum II.

2 Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum II.
## DISPOSITIONS RUBRIC

<table>
<thead>
<tr>
<th>Disposition #4</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)</th>
<th>Acceptable Professional Practice (3)</th>
<th>Exceptional Practice (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.</td>
<td>Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic; Does not respond promptly to electronic communications.</td>
<td>Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared; Responds promptly to electronic communications</td>
<td>Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications</td>
<td>Models professional dress and conduct; uses verbal communication that enhances interactions with students, colleagues &amp; parents/guardians; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications</td>
</tr>
</tbody>
</table>

| Disposition #5 | Unaware of democratic and social justice values; unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students | Aware of democratic and social justice values; aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students | Is committed to democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally. | Advocates for democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally; lessons show evidence of a responsiveness to preparing students for engaged citizenship; |

Tally _____ / 20

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1^3 Candidate must score at level 2 or above to be eligible for Teaching Practicum II.

2^2 Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum
The TPEs are standards that define the areas of teaching performance expected of credential candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. TPEs define credential candidate success in a credential program. TPEs also guide the curriculum of credential programs.

As you participate in a credential program, courses will provide instruction in areas related to the TPEs, supervisors and CTs evaluate your teaching on the TPEs, and you will be asked to analyze and reflect on your own growth in relation to the TPEs.

Please note that more specific TPEs for special education will be released during the 2017-2018 school year by the State of California, at which time additional TPEs may be introduced in courses and supervision.

California Teaching Performance Expectations, Revised 2016

1. **TPE 1: Engaging and Supporting All Students in Learning**
   1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
   1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
   1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
   1.4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
   1.5. Promote students’ critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
   1.6. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas,
and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2. **TPE 2: Creating and Maintaining Effective Environments for Student Learning**

2.1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

3. **TPE 3: Understanding and Organizing Subject Matter for Student Learning**

3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design
and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹

3.4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

3.8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4. **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**

4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and

¹See Subject-Specific Pedagogical Skills in Section 2 for reference.
resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

4.6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

5. **TPE 5: Assessing Student Learning**

5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

5.8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
6. TPE 6: Developing as a Professional Educator

6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
Professional Educator Dispositions

Effective candidates should enter our programs with certain dispositions and continue to develop and demonstrate those dispositions through the experiences provided in our professional programs. The School of Education has identified the following dispositions as critical to effective educators:

☐ The candidate appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally appropriate communications and demonstrates best practices in his or her field.

☐ The candidate believes that all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.

☐ The candidate is committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.

☐ The candidate demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

☐ The candidate is committed to the expression and use of democratic values and to the creation of a learning environment that fosters active engagement in learning and encourages positive social interaction.

Learning activities and assessments in both coursework and fieldwork provide opportunities for candidates to engage in behaviors that demonstrate these dispositions. Candidates are assessed on these dispositions at entry, advancement and exit points of the programs. When candidates exhibit behaviors counter to these dispositions, opportunities for advising and remediation are provided. (See Disposition Rubric in Section 6.)
Credential candidates in the Education Specialist credential programs will need to successfully complete a Teacher Performance Assessment (TPA) for program completion.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Language</strong></td>
<td>Academic language is the language needed by students to understand and communicate in the academic disciplines. Examples of academic language include specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification). Academic language includes both productive (e.g., speaking, writing) and receptive (e.g., reading, listening) modalities.</td>
</tr>
<tr>
<td><strong>Bilingual Program</strong></td>
<td>This program leads to a Bilingual Authorization allowing the holder to provide instruction in another language to English language learners, and either a Preliminary Multiple or Single Subject Credential.</td>
</tr>
<tr>
<td><strong>CLAD</strong></td>
<td>Cross-cultural, Language, and Academic Development. This CTC requirement serves to meet the needs of English language learners in the classroom and is embedded in all School of Education credential programs.</td>
</tr>
<tr>
<td><strong>Clear Credential</strong></td>
<td>See Professional Clear Credential for more information.</td>
</tr>
<tr>
<td><strong>Common Core</strong></td>
<td>The California Common Core State Standards are educational standards that describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.</td>
</tr>
<tr>
<td><strong>Comprehensible Input</strong></td>
<td>Describes understandable and meaningful language directed at people acquiring a second language. Characteristics include focus on communicating a meaningful message rather than on language forms; frequent use of concrete contextual referents such as visuals, props, graphics, and regalia; acceptance of the primary language use by the learner; minimal overt correction by instructor; and the establishment of positive and motivating learning environments.</td>
</tr>
<tr>
<td><strong>Concurrent Program</strong></td>
<td>A program allowing credential candidates to earn two credentials simultaneously: a Preliminary Education Specialist for Mild/Moderate Disabilities and either a Preliminary Multiple Subject Credential or a Preliminary Single Subject Credential.</td>
</tr>
<tr>
<td><strong>Content Area Tasks</strong></td>
<td>The three Content Area Planning Tasks (social science, science, and math) are part of a state-adopted assessment for credential candidates. These tasks demonstrate your ability to organize curriculum, instruction, and assessment to help your students meet content standards and develop academic language. In addition, they provide evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to curriculum in three content areas: history/social science, science and math.</td>
</tr>
<tr>
<td><strong>Contextualization</strong></td>
<td>Embedding language in a context by using manipulatives, pictures, gestures, and other types of regalia to make it more meaningful for students.</td>
</tr>
</tbody>
</table>
Core Curriculum  Those subjects which a student must master in order to be promoted to the next grade, or to graduate. The implication is that the curriculum for these subject areas represents a core of knowledge which all students, regardless of language proficiency, must master.

Credential Candidate  A person admitted to the School of Education who is earning a teaching credential.

CSTP  California Standards for the Teaching Profession. See Section 5 for more information.

CTC  Commission on Teacher Credentialing, the California agency responsible for licensing and credentialing professional educators.

Daily Lesson Plan  A general lesson plan format which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Lesson Plan Format.

Education Specialist Program  This program leads to a Preliminary Education Specialist Credential in either Mild/Moderate Disabilities (for students with specific learning disabilities, mild/moderate intellectual disabilities, emotional disturbance, or other health impairments) or Moderate/Severe Disabilities (for students with Autism, moderate/severe intellectual disabilities, deaf-blindness, emotional disturbance, or multiple disabilities) in grades K-12 and in classes organized primarily for adults through age 22. The credential authorizes instruction, assessment, and special education support to individuals in settings including resource rooms, general and/or special education classrooms.

Emergent Bilingual  A student who speaks a language other than English and is in the process of acquiring English while still developing first language skills and culture.

English as a Second Language (ESL)  English as a Second Language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream/inclusive classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).

English Language Development (ELD)  English Language Development (ELD) is instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

English Language Learner (ELL)  Students whose first language is not English and who are in the process of learning English.
Excess Units
Extra college credits taken in the last semester of your senior year that are in excess of those required for the degree. You may petition the University for excess units if you submit your petition for approval prior to graduation. For salary schedule placement, most school districts currently will count only post-baccalaureate units as shown on the official transcript.

IEP
Individualized Education Program. A mandate of the Individuals with Disabilities Education Improvement Act (IDEIA) that requires a collaborative assessment of a student’s abilities in order to develop an educational program to help students with disabilities reach specific educational goals.

Inclusion Requirement
A CTC regulation for special education training of teachers and administrators. CSU, Chico courses that meet this requirement are EDTE 534, Teaching Special Populations, and SPED 343, Overview of Special Education. This requirement applies to all credential programs.

Internship
Intern teachers are issued a temporary intern credential are employed by school districts as teachers of record while they complete a credential program. Generally, most of Teaching Practicum I and Teaching Practicum II requirements are covered by the Intern’s position, and Interns complete the same coursework as non-interns.

Language Proficiency
To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

Learning Segment
A set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

Lesson Plan Format
A general lesson plan format which includes the major components of a lesson plan. The model is adaptable to a variety of instructional strategies such as Direct Teaching, Target Teaching, Concept Attainment, and Guided Discovery. Same as Daily Lesson Plan.

Limited English proficient (LEP)
Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) or English learner (EL) is used in place of LEP.

Linguistically and Culturally Diverse (LCD)
The term “linguistically and culturally diverse” is commonly used to identify communities where English is not the primary language of communication, although some individuals within the community may be bilingual or monolingual English speakers.

Modeling
Giving students clear examples of what is requested of them for imitation. Learners need to see or hear what a developing product looks like.
Multiple Subject Program

This program leads to a Preliminary Multiple Subject Credential for teaching all subjects in self-contained classroom settings, such as the classrooms in most elementary schools, in grades preschool, K-12, or in classes organized primarily for adults.

NCLB

Public Law 107-110 “No Child Left Behind” Act. Federal legislation that is promoting high quality schools, teacher and student learning across the U.S.

PACT

Performance Assessment for California Teachers. An assessment of credential candidates’ abilities to successfully plan, teaches, assess student learning, and reflect on instruction. The School of Education adopted PACT, which was developed and tested by a consortium of Universities, in response to Senate Bill 1209.

Preliminary Credential

A credential issued to candidates who have completed a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years and is nonrenewable.

Professional Clear Credential

The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program. A Professional Clear Credential must be renewed every five years. The credential is renewed through successful achievement of the activities specified by an approved “Professional Growth Adviser” within a school district and the person wishing to renew the credential. For specifics of this process, refer to the Professional Growth Manual published by the Commission on Teacher Credentialing.

Professional Learning Communities (PLC)

Ongoing collaborative efforts to improve student learning through collective inquiry and action research of student assessments, which ultimately inform instruction.

Program Coordinator

A faculty member who is responsible for overseeing the operation of a specific credential program.

Realia

Authentic objects and sources of information used as a resource for students to develop meaning from language.

Recognition Ceremony

A gathering honoring candidates completing credential programs and school personnel with whom they have worked. The Recognition Ceremony is held at the end of each semester.

RICA

The Reading Instructional Competency Assessment, a test required of all Multiple Subject and Education Specialist credential applicants by the CTC.

Rural Teacher Residency (RTR)

This program leads to either a Preliminary Multiple Subject Credential or a Preliminary Mild/Moderate Education Specialist Credential. In addition to the credential, candidates simultaneously earn an M.A. in Education.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Scaffolding</td>
<td>Instruction or support mechanisms given in such a way that enable students to safely take risks, handle tasks involving complex language, and reach for higher goals with the help of teachers or more capable peers. Scaffolds are temporary because as the teacher observes that students are capable of handling more on their own, she or he gradually hands over responsibility to them. The ideal scaffolds are support mechanisms that teachers build in order to enable their students to perform at higher levels than they are right now. Built into the concept of scaffolding is the idea of handing responsibility over to the learners for the kinds of actions they engage in. Types of instructional scaffolds include modeling, bridging, contextualization, schema building, metacognitive development, and text representations.</td>
</tr>
<tr>
<td>Schema</td>
<td>Clusters of meanings that are interconnected. Schema building is when new information is woven into pre-existing structures of meaning so that students see the connection through a variety of activities.</td>
</tr>
<tr>
<td>School Site Teacher Partner</td>
<td>A teacher or other school site mentor who provides day-to-day guidance, assistance, and feedback for a credential candidate in the classroom. Depending on the specific role this individual may be referred to as a Cooperating Teacher, Mentor, or Local Support Teacher.</td>
</tr>
<tr>
<td>SDAIE</td>
<td>Specially Designed Academic Instruction in English. SDAIE is the teaching of grade-level subject matter in English specifically designed for speakers of other languages. It is most appropriate for students who have reached an appropriate level of proficiency in English(^{15}) and who possess basic literacy skills in their primary language.</td>
</tr>
<tr>
<td>Sheltered Instruction</td>
<td>A means for making grade-level academic content (e.g., science, social studies, math) more accessible for English language learners while at the same time promoting their English language development.</td>
</tr>
<tr>
<td>Single Subject Program</td>
<td>This program leads to a Preliminary Single Subject Credential for teaching only the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K-12, or in classes organized primarily for adults.</td>
</tr>
<tr>
<td>Solo Teaching</td>
<td>A period of time during which the credential candidate has assumed all responsibilities of a credentialed teacher in the classroom.(^{16}) The Multiple Subject Programs require a minimum of two weeks of solo teaching in Teaching Practicum II.</td>
</tr>
<tr>
<td>Teaching Unit</td>
<td>A group of several lesson plans that align in terms of content and objectives. In the Single Subject Program, two-week teaching experience that occurs at the end of Teaching Practicum I.</td>
</tr>
</tbody>
</table>
Three-Way Conference Planning and evaluation conferences with a credential candidate, CT, and University Supervisor. The initial conference is ordinarily held during the first week of Teaching Practicum I or Teaching Practicum II to discuss procedures, expectations, and long-term and short-term goals. A final conference serves as a summary and evaluation of the credential candidate’s professional development. Additional three-way conferences are held as necessary.

TPE Teaching Performance Expectations. A version of the CSTP designed to be met by credential candidates.

University Supervisor A University faculty member who guides and instructs credential candidates through Teaching Practicum I and Teaching Practicum II.

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15speaking, comprehension, reading and writing
16Lesson plans for solo teaching require prior approval of both the Cooperating Teacher and the University Supervisor.