

**California State University Channel Islands**  
**Education Specialist: Mild/Moderate Disabilities**  
**Teacher Credential Program**

**INTERN HANDBOOK**

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Adapted from Multiple Subjects Handbook:  
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Dear Educational Specialist: Mild to Moderate Disabilities Credential Interns:

Welcome to our Educational Specialist Intern program. In our internship program, you will serve as teacher of record while simultaneously participating in our teacher preparation program. Our intern programs must meet the same or higher procedural and performance standards as other teacher preparation programs. Once employment has begun, you will simultaneously take coursework. These courses usually occur one or two evenings a week and are often taught in a seminar format with a cohort of interns completing the requirements. You should receive support from a district support provider in the school where you are employed as well as additional support and supervision from your university supervisor. Throughout the program, interns complete performance assessment tasks to demonstrate their competency. Upon successful completion of all coursework and performance assessments, the intern is recommended for a preliminary credential. We understand the demands that will be placed on you as an intern and want to be supportive in your journey to join our profession. Please don't let any challenges, either in your job or university work, build up till they are harder to fix. We are here to help and support you.

Sincerely,

Jacki Gilmore  
Field Placement Coordinator

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## ***EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES CREDENTIAL PROGRAM OVERVIEW***

California State University Channel Islands Education Specialist: Mild/Moderate Disabilities Credential Program prepares teachers to work with students with disabilities in standards-based, inclusive schools. Education Specialists with a Mild/Moderate Disabilities Credential most often teach in resource programs or self-contained special education programs for students with mild/moderate disabilities. Teachers are spread across elementary, middle school and high school programs. This program specifically prepares teachers for the diversity of learning abilities, languages and cultures encountered in California Public Schools. The program prepares candidates to address the diverse learning needs of students with disabilities, including those students who speak English as a native language or as a second language in K-12th grades and up to the age of 21. Students are also prepared to collaborate with general education teachers and learn to teach within the general education setting. The use of technology as a teaching and learning tool is infused throughout the credential program.

### ***CREDENTIAL PROGRAM PRINCIPLES AND GOALS***

**AN UNDERLYING PRINCIPLE OF OUR PROGRAM IS THAT ALL STUDENTS, ARE CAPABLE LEARNERS, REGARDLESS OF RACE, ETHNICITY, GENDER, ABILITY OR ECONOMIC STATUS.**

## **CSUCI Education Specialist Intern Program**

The Education Specialist Intern program at CSUCI is designed to allow interns in special education the opportunity to work full time as a special education teacher while completing coursework and student teaching for their Education Specialist level 1 credential. Our program is designed to support and educate interns while partnering with school districts to assure success in the classroom.

The intern program is a two year program in which interns are enrolled in coursework and provided with a supervisor in the field. Each intern will be visited a minimum of 12 times per year by their university supervisor. Interns also participate in a bi-weekly seminar in which they discuss topical issues with peers in similar teaching situations. The coursework is both time consuming and intellectually challenging. Any student aiming to become an intern should do an honest evaluation of their commitments outside of school to assess their ability to manage a full course load and full time teaching.

The intern program also aims to maintain partnerships with the schools and teachers are working in. We aim to partner with school administrators and district support providers to assure that interns are properly supported during their first years of teaching.

### **Course Outline for Education Specialist Intern Program**

#### **FIRST SEMESTER**

- SPED 541 FOUNDATIONS OF SPECIAL EDUCATION (2)
- SPED 544 INCLUSIONARY TEACHING METHODS (2)
- SPED 585 INTERN SUPPORT & SEMINAR (3)

#### **SECOND SEMESTER**

- EDMS 522 LITERACY I: MULTICULTURAL/ MULTILINGUAL (3)
- SPED 542 MANAGING LEARNING ENVIRONMENTS (3)
- SPED 585 INTERN SUPPORT SEMINAR (3)

#### **THIRD SEMESTER**

- EDSS 540 LITERACY IN SECONDARY SCHOOLS (3)
- EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING (3)
- SPED 546 CONSULTATION & COMM WITH FAMILIES & PROFESSIONALS
- SPED 585 INTERN SUPPORT & SEMINAR (3)

#### **FOURTH SEMESTER**

- SPED 543 EDUCATING DIV. LEARNERS WITH MILD/MOD DISABILITIES (3)
- SPED 545 ASSESSMENT OF STUDENTS WITH DISABILITIES (3)
- SPED 585 INTERN SUPPORT & SEMINAR (3)

## Policies and Procedures

### SUPERVISION

Throughout student teaching the university supervisor will regularly observe and evaluate the student teacher using a rubric aligned to the State standards for Educational Specialist, Council for Exceptional Children (CEC) Standards.

### SCHOOL CALENDARS

Very often public school calendars and university calendars do not match. Course grades and evaluations of student teaching experiences are due at the end of the university semester. Your University supervisor will follow the University calendar.

### INSURANCE (?)

The California State University system provides worker's compensation insurance for student teachers while they are engaged in student teaching or other field-based education classes. Professional liability insurance coverage is not provided, but is available for students to purchase from a variety of insurance sources, one of which is the California Student Teachers Association (562-942-7979) at a cost of \$28. Liability coverage is highly recommended but is not required for student teaching.

### COURSE GRADES

Students must maintain a 3.0 cumulative grade point average in all professional education coursework attempted. A minimum grade of C+ or higher is required in each individual class. Students who do not meet these standards will not be allowed to progress until deficiencies are remediated. A petition may be required in order to be readmitted to the credential program.

Satisfactory completion of a credential program requires completion of **all** coursework with a grade average of B or better and credit for all student teaching experiences. All grades (including CR/NC for student teaching) are assigned by individual instructors /CSUCI Supervisors in accordance with University policy. Any appeal of a grade must follow the student grade appeal procedures published by the University.

### EVALUATION OF TEACHING

Both the cooperating teacher and university supervisor will evaluate student teacher performance each semester using a summative rubric. At the close of year 1 an intern must have achieved 50% of the competencies. At the close of year 2 interns must have 80% of the competencies achieved with no areas of needs improvement. Professional Dispositions

The University Supervisor and Cooperating Teacher are jointly responsible for the final grade. Written remediation plans will be provided for students who are deficient in various areas, and additional periodic evaluations may occur when necessary. (See "Statement of Concern" Form later in this Handbook).

It is CSUCI Teacher Credential program policy that all candidates teach in two different student teaching placements to experience at least two different age or grade levels of students and two different service delivery models. Since interns work with one grade or level of student, summer school student teaching may be available for the second grade or level of student teaching. Candidates who demonstrate exceptional competency as an intern can student teach in their classroom for both placements, if both the school principal and university supervisor agree on the exceptional competency of the intern.

If both the principal and university supervisor agree that the intern meets the CCTC standards for their role, the intern can complete both student teachings in own classroom with observations in another setting for breadth. If either school district or university supervisor see the student as only partially meeting competency for their credential, then a second student teaching in summer will be required.

The principal and university supervisor must complete the Intern Teaching Performance Evaluation and Recommendation form to determine if the student is eligible to complete both student teaching placements in their classroom. This form is to be completed at the end of year 1. (A copy of the Evaluation form can be found in the Forms Section.)

#### PERMISSION FORMS

You must have the attached permission form signed for each student participating in any activities you do for CSUCI coursework. Please keep a copy of these forms in your record for future semesters.

#### RECOMMENDATION FOR CREDENTIALING

Students completing a credential program at California State University Channel Islands must be recommended by the faculty for a credential. The university supervisor and the candidate's Special Education faculty advisor review the candidate's performance in coursework and teaching.

They recommend each candidate for a credential. Any student who is not recommended for a credential will be notified in writing about the reasons for that negative recommendation.

If difficulties are identified, faculty will meet to consider the nature of the problem, possible avenues of remediation, and procedures for notifying persons concerned. The Program Coordinator will inform the student in writing about the decisions and recommendations of the faculty team. The difficulties might be in academic work, interpersonal relationships, work with public school students in classroom settings, or due to other circumstances. The presumption is that this process will provide a student with timely information so that she or he may respond positively, and successfully complete the credential program. If progress is not satisfactory, the candidate should contact the Education Program Chair for additional assistance.

## Roles and Responsibilities of Interns

- *Always* be the professional: in dress, demeanor, and attitude.
- If you are experiencing difficulty in your classroom, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and assist you in communications between you, the University and your administration.
- Enjoy having your supervisor in the room with you. You will not always have an extra supportive pair of eyes to help you work through problems. They are there as much for support as evaluation, take advantage.
- Be sure to provide the Coordinator of Field Placements a current address and phone number where you can be reached in case of an emergency.
- Be sure to advise your University Supervisor if and when you will be absent. Although, most visits are prescheduled, occasionally supervisors stop by unannounced.
- Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for your supervisor to see during each visit.
- Your university supervisor may issue an early warning if consistent and/or serious concerns arise. A statement of concern will be completed. (Please refer to the form section of this handbook for procedure). This procedure will assist you in taking the necessary steps for improvement.
- Prior to the conclusion of each semester of your intern program, be prepared to participate in a three-way evaluation conference semester. Mid-year conferences Your district support provider or administrator and university Supervisor will prepare a draft of your evaluation prior to that meeting.
- Attend University courses and maintain a B average. This may mean working with your school site and supervisor to clarify University expectations of timeliness for courses to school site.



### **Roles and Responsibilities of University Intern Supervisor**

- During the first of the semester arrange a meeting time with, intern teacher, district support provided and school administrator to review expectations of intern and school.
- Submit your assignment sheet to the Field Experience Coordinator
- Attend and participate in facilitating student teaching seminars.
- Act as a liaison between intern teachers, district support providers, school administrators and CSUCI. This is especially important for our interns. It is your responsibility to communicate the University's expectations for class attendance and completion of coursework for the intern.
- Assure that each intern teacher is clear about the requirements and responsibilities as well as critical dates for student teaching.
- Communicate with the Director of Field Placements to assure when problem arise
- Arrange an observation schedule with intern teacher
- Observe student teacher the appropriate number of times. It may be necessary and beneficial to observe more than the required number of times. Provide a copy of your notes from each observation to the intern teacher.. See Clinical Supervision Model for details
- Read and respond to the student teachers journal during each classroom visit
- Assure that intern teacher has completed all required assignments for evaluation of teaching. See student teacher checklist. This may involve you assisting the student in visiting other classrooms or schools.
- Review intern teacher's coursework, if needed assist intern teacher in finding resources to complete assignments
- Conduct a evaluations

- Write a letter of recommendation for each of your student teachers if requested and appropriate
- Submit your final evaluation, observation notes and grade sheet to the Field Experience Coordinator

## Teachers' Legal Rights and Responsibilities

### A. Supervision of students

1. All **certificated personnel at school act in parent role** when supervising. They are responsible for students while students are under their care.
2. A teacher can only be held personally liable for injury to a student if the teacher acts beyond his/her scope of authority.
3. A teacher is not responsible for students before or after school; however, **a teacher can be held negligent if a student is injured** while wandering off campus during the school day. The district would be held liable for teacher negligence.
4. The Education Code specifies that teacher assistants are there to assist the teacher. **The teacher is always primarily responsible**; therefore, if the teacher leaves the classroom during class time, even with an aide still present, he/she is still held responsible if a student is injured during the absence.
5. A student teacher **acting as a substitute for an absent teacher** violates credential requirements of the Education Code. If a student teacher is put in such a position, he/she cannot be held personally liable if something happens to a student. In such a case the district would be held liable.
6. **Before giving medication** that has been brought from home to a student, refer the student to the school nurse. If there is no school nurse on site, check with the principal before administering any medication.
7. A teacher should **make every effort to be present** during assigned playground supervision. If a student is injured while an assigned teacher is not present, it is a case of teacher negligence. The district would be held liable.
8. A teacher should **avoid physically touching a child**. When working with early elementary children and students engaged in sports activities, use appropriate discretion.
9. A teacher **should never administer corporal punishment** - it is against state law and clearly outside a teacher's scope of authority. A teacher could be held individually liable for injuries caused by administering corporal punishment.

## **B. Student discipline**

### **1. Reprimands and detentions**

- a) Do not deny a student some nutrition during recess or lunch even though he/she is on detention.
- b) Always make direct contact with a parent before administering any before or after school detentions.

### **2. Suspensions from class**

a) The teacher has the right to suspend a student from class for the rest of the day and all of the following day. Grounds for class suspension may include the following:

- 1) disruption of the instructional program
- 2) continual willful disobedience
- 3) habitual profanity or vulgarity

b) The teacher must contact parents immediately after suspending a student and request a conference. The teacher should try to have a school counselor or psychologist in attendance at the conference.

c) When working with special education students, the teacher should always consult with the principal before suspending the student from class as special conditions apply to these students.

### **3. Suspensions and expulsions from school**

a) A student may be suspended from school for any of the grounds listed above in 2a (suspension from class) if other means of discipline have not been successful.

b) A student may be suspended for possession of weapons, drugs of commission of violent acts.

c) Suspensions are frequently based on teacher recommendation.

d) Suspensions from school may only be made by the principal.

e) Expulsions may be done only on the recommendation of the principal and/or superintendent, or by action of the governing board.

4. Education Code 48900 (see pages 3-4) delineates all grounds for suspensions and expulsions.

5. Education Code 48910 (see page 4) delineates all procedures a teacher must follow for suspensions and expulsions.

Education code Section 48900. Grounds for Suspension or Expulsion; Legislative Intent

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic Beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to cause damage to school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code .
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

**SPED 585**  
**Intern Support and Seminar Overview**

<b>Year</b>	<b>Supervision</b>	<b>Seminar</b>
<b>1</b>	Minimum of 6 visits per semester	Biweekly seminar
<b>2</b>	Minimum of 6 visits per semester	Biweekly seminar

SPED 585 is designed to provide Education Specialists with a seminar and supervisor to support them during their 2 years as an intern. A supervisor will be assigned to each intern as a supervisor. The supervisor will provide support to the intern and conduct teaching evaluations. The role of the supervisor is to assure the intern is meeting their competencies, act as a liaison between the intern, University and school site.

**SPED 585 Intern Teacher Checklist**  
**Year 1 and 2**

In addition to your teaching responsibilities during SPED 585, you will complete a set observations and assignments. Unless otherwise noted evidence of completion of these assignments should be provided in your reflective journal. Some of these assignments will overlap with course assignments.

- Reflective journal--available to supervisor during each visit or kept online with supervisor
- Lesson plan notebook with full and abbreviated lesson plans--available to supervisor during each visit
- Record classroom routines and student schedules, this should be in your journal and available during supervisor visits.
- Review student IEP goals and objectives with supervisor
- Review student behavior plans
- Develop 5 complete lesson plans each year (turned in to supervisor).

# FORMS



**Long Lesson Plan Format—Special Education Teaching Credential**

**Long Lesson Plan Format  
Education Specialist Mild/Moderate Disabilities  
CSUCI**

**LESSON INFORMATION**

Designer	
Date of Lesson	
Grade/Level*	
Time Frame	
Subject(s)*	
Topic(s)	

***PLANNING AND PREPARATION TO TEACH***

Purpose of Lesson	Why are you teaching this lesson? How will the skills be useful to the students? How does this lesson relate to overall unit?
Standards Addressed	Grade level standards you are addressing. Backwards mapped standards that match ability level if lower than grade level
Learning Objective(s)	What should all learners be able to do as a result of this lesson? Use the phrase, the student will be able to (TSWBAT). The objective should reflect the skills, concepts or content the student will learn. The objective should be measurable.

Assessment of Objective	How will you measure the students learning of the <u>objective</u> ? What kind of record will you have of the student learning? State if the assessment is Diagnostic, formative or summative and if it is Informal or Formal
Materials Required	Items not normally accessible in your teaching setting
Classroom Organization	How will students be organized? Small group, whole group, independent work etc...
Sources Cited	Cite any source you used to help develop this lesson, research articles, curriculum materials, people

**INDIVIDUALIZED INSTRUCTION**—(Complete this for **each** student in group)

Student Name	
Individual Objective	What is this student's objective for the lesson? If the same as overall learning objective state this.
IEP Goal/Objective	What IEP goal is being addressed in this lesson?
Adaptations or Modifications	List any adaptations or modifications being used for this student, label as adaptation or modification
Behavioral Support	Describe any behavioral supports you provided for this student, include seating, behavior plans, instructional adaptations to account for behavior

**STRUCTURAL SEQUENCE**

Introduction/Anticipatory Set	The "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. The anticipatory set should: put students into a receptive frame of mind, focus student attention on the lesson, create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
Input	The teacher provides the information needed for students to gain the knowledge or skill. (This may be through lecture, film, tape, video, pictures, etc.)
Model	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.

Check for Understanding	Determination of whether students have "got it" before proceeding. It is essential that students practice <i>doing it right</i> so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins
Guided Practice	An opportunity for each students to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.
Closure	Actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught.
Independent Practice	Time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned.
Self Assessment/Reflection on Lesson	After lesson has been taught spend a few minutes reflecting on success of lesson, what would you do differently, what are your next instructional steps

*ANNING INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS*

Key Concepts	What are the key concepts the lesson is teaching?
Key Vocabulary	What are the key vocabulary necessary for understanding or completing the lesson?
Supplementary Materials and Activities	What supplementary materials and activities will be used to increase production of spoken English and comprehensible input?
SDAIE Methods	What SDAIE methods have you chosen to be used in teaching this lesson?
Pre-teaching/Pre-reading	Identify the areas for pre-teaching and pre-reading for this lesson to be successful.

**Short Lesson Plan Format—Special Education Teaching Credential**

\* The short lesson plan format may be used when approved by your supervisor for observations.

**LESSON INFORMATION**

Designer	
Date of Lesson	
Grade/Level*	
Time Frame	
Subject(s)*	
Topic(s)	

***PLANNING AND PREPARATION TO TEACH***

Purpose of Lesson	
Standards Addressed	
Learning Objective(s)	
Assessment of Objective	

**DIVIDUALIZED INSTRUCTION**—(Complete this for **each** student in group)

Student Name	
Individual Objective	
IEP Goal/Objective	
Adaptations or Modifications	
Behavioral Support	

**INSTRUCTIONAL SEQUENCE**

Introduction/Anticipatory Set	
Input	
Model	
Check for Understanding	
Guided Practice	
Closure	
Independent Practice	

Self Assessment/Reflection on Lesson	
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## **Clinical Supervision Model\***

The Clinical Supervision Model used at California State University Channel Islands is designed to:

- Create trust between the student teacher, cooperating teacher, and university supervisor
- Encourage the student teacher to analyze the lesson and student learning
- Encourage the student teacher to examine alternatives
- Encourage the student teacher to develop reflective skills

The stages of the Clinical Supervision Model are the readiness conference, the pre-observation conference, the observation, and the data analysis and post-observation conference.

### **Clinical Supervision Process**

This process described below is a guide for supervisors to use during the different stages of supervising student teachers. While supervisors need not address all points under each area, or address these in the order listed here, this list provides a reminder of key elements of the model.

#### **Week prior to the start of the semester or first week of the semester**

- Establish contact with your student teacher to arrange readiness meeting and to give them information on how to contact you. This will be completed during the first week of the semester.
- Establish contact with the cooperating teacher(s) during or prior to or during the first week of the semester.

## Structured Observations for Clinical Supervision

*Please complete this information and attach it to the lesson plan.  
It will help provide a context for the observation.*

**Requested observation:** Given the feedback you have received from either your Cooperating Teacher or me, or from your own perspective on your performance, strengths and/or needs, what aspect of today's lesson or element of instruction would you like me to focus on?

**Information about the lesson:** Is this

- a lesson to determine prior knowledge
- an introductory lesson
- a review lesson
- part of a sequence or unit of instruction
- content chosen by you
- content chosen by the Cooperating Teacher
- whole group instruction
- whole group moving to small groupings
- small group lesson with same task for all groups
- small groups working on different tasks

**Classroom context:** Are there any special conditions that will impact this lesson – new students, student having specific problems, a substitute teacher, an event that has unsettled the children etc. Or any personal conditions (eg. you have tooth ache) that may influence your teaching.

**Classroom environment:** Please indicate if you have created any bulletin boards, special displays, learning centers, or displayed specific charts, to support the instruction.





## STATEMENT OF CONCERN

### California State University Channel Islands Education Specialist: Mild/Moderate Disabilities Teacher Credential Program



#### **DETERMINATION OF CANDIDATE COMPETENCE**

According to the Commission on Teacher Credentialing, candidates must attain competency in all areas of relevant content and communication outlined in the standards. CSUCI has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either of the field experiences by failing to achieve one or more standards, she/he will receive no credit for that assignment. The candidate may be allowed an additional field experience based on the circumstances and the assessment of the candidate's potential for success. This decision is made in consultation with the Director of Student Teaching, Coordinator of the Education Specialist: Mild/Moderate Disabilities Program, University Supervisor and the Cooperating Teacher.

#### **PROCESS FOR STATEMENT OF CONCERN**

1. When a cooperating teacher or university supervisor identifies a student teacher as having difficulty in some area of student teaching, they should discuss the areas of difficulty with each other and the student teacher.
2. If there is not sufficient change in the student teacher's work, then the university supervisor shall arrange for another field supervisor to observe the student. If sufficient reason for concern is present, then the supervisors, cooperating teacher and student teacher shall complete a *Statement of Concern and Plan of Action* form.
3. The form details the steps that the student will take to address the issues outlined in the statement of concern. This forms a plan of action. Specifics such as extending student teaching should be included in addition descriptions of the student's work to be accomplished.
4. The student, cooperating teacher, supervisor(s) and Education Program Coordinator sign the form.
5. The student receives the original, a copy of the signed form is maintained in the Education Program office and a copy maintained in the student's Credential file.

The above process will be followed unless a more serious situation occurs that necessitates a student's removal from the school site. At this time a meeting of the student and the responsible parties (principal, cooperating teacher, university supervisor) with the Education Program Coordinator and Director of Student Teaching is required. Written statements from the Cooperating Teacher and/or the Principal are needed to document inappropriate behavior.

It is crucial that all University Supervisors follow this procedure as soon as a significant concern arises so that we may insure quality and integrity in the Teacher Preparation Program.



**STATEMENT OF CONCERN**

**California State University Channel Islands  
Education Specialist: Mild/Moderate Disabilities Teacher Credential  
Program**

Student Name \_\_\_\_\_ - University ID \_\_\_\_\_

Term \_\_\_\_\_

Student teaching placement School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

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

**Please list concerns you have about this student's student teaching.**

***Plan of Action***

Goals of the plan in terms of what the student needs to do

Plan

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

If needed

Program Coordinator Signature \_\_\_\_\_

Date \_\_\_\_\_

January, 2005

Dear Parents:

I am a California State University Channel Islands student enrolled in the Teaching Credential Program, preparing to be a special education teacher. A requirement of the program is that I observe children, teachers, and other school personnel in their daily school activities.

I would like to request your permission to observe your child during his/her daily school activities. I would also like to ask your permission to observe during your child's Individualized Education Plan (IEP) Meeting. If you would permit me to observe, all the information will be confidential. The information will only be shared with your child's teacher and my California State University Channel Islands' professors. Any papers that I turn in to the University will not include your child's name or any other identifying information such as your phone number, address, etc. If you would like further information, please contact your child's teacher or Dr. Jill Leafstedt at (805) 437-2792.

Thank you for your interest in helping me develop my skills in working with children, families, and professionals. If you give your permission to allow me to observe your child and at an IEP Meeting, please sign below and return this letter to your child's teacher.

Sincerely,

-----  
 Yes, I give permission for \_\_\_\_\_ to be observed and at an IEP Meeting.  
child's name

No, I do not give permission for \_\_\_\_\_ to be observed.  
child's name

\_\_\_\_\_  
Parent signature

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 Yes, I give permission for the observation of \_\_\_\_\_ to be video-taped.  
child's name

\_\_\_\_\_  
Parent signature

California State University Channel Islands

Programa de Educacion

One University Drive  
Camarillo, CA 93012  
805-437-8594

January, 2005

Estimados Padres:

Soy estudiante de la California State University Channel Islands en el Programa de Educación para la preparación de ser maestro de educación especial. Un requisito del programa es que observo los niños, maestros, y otro personal escolar en sus actividades diarias.

Me gustaría pedir su permiso para observar a su niño/a durante sus actividades en la escuela. También me gustaría pedir su permiso para observar durante la junta del plan educativo e individualizado (IEP) para su niño/a. Si me permitiría observar, toda la información será confidencial. La información sólo se compartirá con el maestro de su niño/a y mis profesoras a la universidad. Cualquier tareas que doy a la Universidad no incluirá el nombre de su niño/a o otra información de identificación como su teléfono o dirección. Si le gustaría más información, por favor llame el maestro de su niño/a o Dr. Jill Leafstedt a (805) 437-2792.

Muchas gracias por su interes en ayudarme a desarrollar mi habilidades para trabajar con niños, familias, y profesionales. Si me da su permiso para permitirme observar su niño/a y la junta del plan educativo e individualizado, por favor firme abajo y regrese esta carta al maestro de su nino/a.

Atentamente,

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Si, doy mi permiso para que \_\_\_\_\_ ser observado y a la junta del plan educativo y individualizado. nombre de su niño/a

No doy mi permiso para que \_\_\_\_\_ ser observado. nombre de su niño/a

\_\_\_\_\_  
Firma del padre/madre

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Si, doy mi permiso para la observación de \_\_\_\_\_ ser grabado por video.

nombre de su niño/a

\_\_\_\_\_  
Firma del padre/madre



# INTERN TEACHING PERFORMANCE EVALUATION AND RECOMMENDATION

## TO BE COMPLETED BY CANDIDATE

Name: \_\_\_\_\_ Soc. Sec. # \_\_\_\_\_

District of intern employment: \_\_\_\_\_

School Name: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Grades that you are teaching: \_\_\_\_\_ Track: Regular or Year-Round

## TO BE COMPLETED BY UNIVERSITY SUPERVISOR

A. I have observed the candidate named above and evaluated their teaching on the Education Specialist Evaluation . The candidate has sufficient skills to do the second placement in their classroom.

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

B. I have observed the candidate named above and the candidate needs to improve performance in the following areas. A plan for completion of these areas will be discussed with Field Experience Coordinator.

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

