

**FIELD PLACEMENT UNIVERSITY SUPERVISOR  
SPECIAL EDUCATION HANDBOOK**

**TABLE OF CONTENTS**

- CONTACTS & CALENDARS**
  
- FORMS**
  - **Assignment List**
  - **Grade Sheet**
  - **Data Form**
  - **Student Teaching Evaluation**
  - **Statement of Concern**
  - **Intern Recommendation**
  - **Travel Expense Claim**
  - **Student Release (photo permission) Form**
  
- ROLES & RESPONSIBILITIES**
  - **Student Teacher Responsibilities**
  - **University Supervisor Responsibilities**
  - **Cooperating Teacher Responsibilities**
  - **Teacher's Legal Rights and Responsibilities**
  - **Student Teacher Checklists**
  - **Lesson Plan Format**
  - **Clinical Supervision Model**

*Special Education*

**Contact Sheet (revised 8/16/2006)**

Name:	Phone #:	Email
Dr. Jill Leafstedt Coordinator of Special Education	805-437-2792	jill.leafstedt@csuci.edu
Dr. Maria Denney Academic Advisor	805-437-2766	maria.denney@csuci.edu
Jacki Gilmore <i>Field Placement Coordinator</i>	805-437-8525	jacki.gilmore@csuci.edu
Dr. Joan Karp <i>Education Chair</i>	805-437-8871	joan.karp@csuci.edu
Dr. Tiina Itkonen Supervisor/Advising Level II	805-437-3294	tiina.itkonen@csuci.edu
Helene Gollub Supervisor	805-485-3113	katejudy@adelphia.net
Dr. Bernie Korenstein Supervisor	805-985-9424	bernard.korenstein@csuci.edu
Julia Newman Supervisor	805-377-2270	Julia.newman@csuci.edu
Suzanne Robinson Supervisor	805-893-2049	suzanne.robinson@csuci.edu
Kathryn Yanov Supervisor	805-484-8187	yanov2@gmail.com
Debbie Drake Administrative Assistant Field Placement	805-437-8525	debra.drake@csuci.edu

# Educational Specialist CALENDAR Fall 2006 & Spring 2007

## Dates

- First Official Day of classes
- First Week of in class observations
- Starting dates for SPED 570/580 Student Teaching
- Ending dates for SPED 570/580
- Assignment Sheets DUE. Submit to Field Placement Office.
- Grades and Evaluation forms DUE-Submit to Field Placement Office BTW 1169

\* Add weeks as necessary for Spring Break.

<b>August 2006</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 <input checked="" type="checkbox"/> 29 30 31	<b>September</b> S M T W T F S 1 2 3 <input checked="" type="checkbox"/> 5 6 7 8 9 10 11 12 13 14 <input checked="" type="checkbox"/> 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>October</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 <input checked="" type="checkbox"/> 24 25 26 27 28 29 30 31	<b>November</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>December</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 <input checked="" type="checkbox"/> 15 16 17 18 19 <input checked="" type="checkbox"/> 20 21 22 23 24 25 26 27 28 29 30 31	<b>January 2007</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 <input checked="" type="checkbox"/> 23 24 25 26 27 28 <input checked="" type="checkbox"/> 30 31	<b>February</b> S M T W T F S 1 2 3 4 5 6 7 8 <input checked="" type="checkbox"/> 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	<b>March</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 <input checked="" type="checkbox"/> 20 21 22 23 24 25 26 27 28 29 30 31
<b>April</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>May</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 <input checked="" type="checkbox"/> 18 19 20 21 22 <input checked="" type="checkbox"/> 24 <input checked="" type="checkbox"/> 25 26 27 28 29 30 31	<b>June</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	



Field Placement Office  
Bell Tower West 1133  
One University Drive  
Camarillo, CA 93012

Phone: 805-437-8525  
Fax: 805-437-8864  
Email: jacki.gilmore@csuci.edu  
sheala.jeffers@csuci.edu





**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
CALENDAR FOR 2006-2007 ACADEMIC YEAR**

July 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August 2006

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2006

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2006

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2006

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2006

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2007

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2007

M	T	W	T	F	S
			1	2	3
4	5	6	7	8	9
10	11	12	13	14	15
16	17	18	19	20	21
22	23	24	25	26	27
28	29	30	31		

**Fall 2006 Semester**

August 23–25, 2006	Wednesday – Friday	Faculty Orientation/Late Student Registration
August 26	Saturday	Saturday classes begin
August 28	Monday	First official day of classes
September 4	Monday	Labor Day Holiday; all offices closed
September 15	Friday	End Late Reg/Change of Program
September 15	Friday	Last Day to Apply for Spring 2007 Graduation
September 22	Friday	Deadline: Add w/ Chair's Signature
September 25	Monday	Student Census
November 3	Friday	Deadline to Withdraw for Serious & Compelling Reasons
November 10	Friday	Veteran's Day Holiday; all offices closed
November 15	Wednesday	Last Day to Apply for Summer 2007 Graduation
November 23–25	Thursday – Saturday	Thanksgiving Recess; all offices closed
December 7–9	Monday – Friday	Spring 2007 Continuing Student Registration
December 9	Saturday	Last day of formal instruction.
December 11–16	Monday – Saturday	Final examinations
December 18–19	Monday – Tuesday	Department meetings and conferences
December 20	Wednesday	Evaluation Day
December 21–22	Thursday – Friday	Instructors' grades due
December 22	Friday	Last day of the Fall 2006 semester
December 25–January 1	Monday – Monday	CAMPUS CLOSED

**Spring 2007 Semester**

January 18–19, 2007	Thursday - Friday	Faculty Orientation/Late Student Registration
January 22	Monday	First official day of classes
January 27	Saturday	Saturday classes begin
February 15	Thursday	Last day to apply for Fall 2008 Graduation
March 19–24	Monday-Saturday	Spring Recess; no instruction
March 30	Friday	César Chávez Holiday; all offices closed
May 4	Friday	Honors Convocation
May 12	Saturday	Last day of formal instruction
May 14–18	Monday - Friday	Final examinations
May 19	Saturday	Commencement
May 24–25	Thursday-Friday	Instructors' grades due
May 25	Friday	Last day of 2006-2007 academic year
May 28	Monday	Memorial Day Holiday; all offices closed

**University Holiday Schedule**

Labor Day – Monday, September 4, 2006
Veteran's Day – Friday, November 10, 2006
Thanksgiving Day – Thursday, November 23, 2006
Admission Day Observed – Friday, November 24, 2006
Christmas Day Observed – Monday, December 25, 2006
Columbus Day Observed – Tuesday, December 26, 2006
Lincoln's Birthday Observed – Wednesday, December 27, 2006
Washington's Birthday Observed – Thursday, December 28, 2006
New Year's Day Observed – Monday, January 1, 2007
Martin Luther King, Jr. Day – Monday, January 15, 2007
César Chávez Day – Friday, March 30, 2007
Memorial Day Observed – Monday, May 28, 2007
Independence Day – Wednesday, July 4, 2007

**Fall 2006 Saturday Classes**

August 26
September 2, 9, 16, 23, 30
October 7, 14, 21, 28
November 4, 11, 18
December 2, 9

**Spring 2007 Saturday Classes**

January 27
February 3, 10, 17, 24
March 3, 10, 17, 31
April 7, 14, 22, 28
May 5, 12

March 2007

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2007

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2007

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2007

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

VENTURA COUNTY OFFICE OF EDUCATION  
DISTRICTS' CALENDAR 2006-2007

DISTRICTS'	FIRST DAY	LABOR DAY	VETERAN'S DAY	THANKSGIVING RECESS		WINTER RECESS		M.L. KING DAY	PRESIDENTS' DAY (LINCOLN WASHINGTON)		SPRING RECESS		MEMORIAL DAY	LAST DAY
<b>ELEMENTARY:</b>														
BRIGGS	08/24/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to 01/05/07	01/15/07	02/16/07	02/19/07	04/09/07	to 04/13/07	05/28/07	06/15/07
HUENEME	08/29/06	09/04/06	11/10/06	11/23/06	11/24/06	12/22/06	to 01/05/07	01/15/07	02/16/07	02/19/07	04/09/07	to 04/20/07	05/28/07	06/21/07
MESA UNION	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to 01/02/07	01/15/07	02/12/07	02/19/07	04/02/07	to 04/13/07	05/28/07	06/15/07
MUPU	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/20/06	to 01/02/07	01/15/07	02/12/07	02/19/07	04/02/07	to 04/13/07	05/28/07	06/15/07
OCEAN VIEW	08/23/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to 01/05/07	01/15/07	02/12/07	02/19/07	04/02/07	to 04/13/07	05/28/07	06/15/07
OXNARD - YEAR ROUND	Trac Spec	09/04/06	11/10/06	11/23/06	11/24/06	12/25/06	to 01/01/07	01/15/07	02/16/07	02/19/07	-	04/06/07	05/28/07	Trac Spec
PLEASANT VALLEY	08/29/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to 01/02/07	01/15/07	03/19/07	02/19/07	04/16/07	to 04/13/07	05/28/07	06/15/07
RIO	Update Pending													
SANTA CLARA	08/24/06	09/04/06	11/10/06	11/20/06	11/24/06	12/18/06	to 01/01/07	01/15/07	02/12/07	02/19/07	04/06/07	to 04/13/07	05/28/07	06/13/07
SANTA PAULA	08/23/06	09/04/06	11/10/06	11/23/06	11/24/06	12/20/06	to 01/02/07	01/15/07	02/12/07	02/19/07	04/02/07	to 04/13/07	05/28/07	06/13/07
SOMIS	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to 01/01/07	01/15/07	02/16/07	02/19/07	04/09/07	to 04/13/07	05/28/07	06/07/07
<b>HIGH SCHOOL:</b>														
OXNARD UNION HIGH	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to 01/01/07	01/15/07	02/12/07	02/19/07	04/06/07	to 04/13/07	05/28/07	06/15/07
SANTA PAULA UNION HIGH	08/22/06	09/04/06	11/10/06	11/23/06	11/24/06	12/25/06	to 01/05/07	01/15/07	02/12/07	02/19/07	04/02/07	to 04/13/07	05/28/07	06/07/07
<b>UNIFIED:</b>														
CONEJO VALLEY (EL) CONEJO VALLEY (HS)	08/30/06	09/04/06	11/10/06	11/22/06	11/24/06	12/22/06	to 01/05/07	01/15/07	02/16/07	02/19/07	04/06/07	to 04/13/07	05/28/07	06/14/07
FILLMORE (1)	08/14/06	09/04/06	11/10/06	11/22/06	11/24/06	12/21/06	to 01/05/07	01/15/07	02/12/07	02/19/07	03/28/07	to 03/30/07	05/28/07	06/07/07
OJAI	08/22/06	09/04/06	11/10/06	11/20/06	11/24/06	12/18/06	to 01/01/07	01/15/07	02/19/07	02/23/07	04/02/07	to 04/06/07	05/28/07	06/14/07
SIMI VALLEY	08/30/06	09/04/06	11/10/06	11/23/06	11/24/06	12/21/06	to 01/05/07	01/15/07	-	02/19/07	04/06/07	to 04/13/07	05/28/07	06/15/07
VENTURA (2)	08/22/06	09/04/06	11/10/06	11/23/06	11/24/06	01/18/06	to 01/01/07	01/15/07	02/16/07	02/19/07	04/02/07	to 04/05/07	05/28/07	06/14/07
OAKPARK	08/30/06	09/04/06	11/10/06	11/23/06	11/24/06	12/22/06	to 01/05/07	01/15/07	-	02/19/07	04/06/07	to 04/13/07	05/28/07	06/15/07
MOORPARK	08/30/06	09/04/06	11/10/06	11/23/06	11/24/06	12/22/06	to 01/05/07	01/15/07	-	02/19/07	04/06/07	to 04/13/07	05/28/07	06/15/07
<b>CHARTER:</b>														
GOLDEN VALLEY	09/05/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to 01/01/07	01/15/07	02/16/07	02/19/07	04/02/07	to 04/06/07	05/28/07	06/08/07
UNIVERSITY PREPARATION (3)	08/22/06	09/04/06	11/10/06	11/22/06	11/24/06	12/18/06	to 01/03/07	01/15/07	02/16/07	02/19/07	04/09/07	to 04/20/07	05/28/07	06/20/07
SOMIS ACADEMY	08/28/06	09/04/06	11/10/06	11/23/06	11/24/06	12/18/06	to 01/01/07	01/15/07	02/12/07	02/19/07	04/09/07	to 04/13/07	05/28/07	06/01/07
VALLEY OAK	08/28/06	09/04/06	11/10/06	11/20/06	11/24/06	12/18/06	to 01/02/07	01/15/07	02/19/07	02/23/07	04/02/07	to 04/13/07	05/28/07	06/08/07
VISTA REAL	08/21/06	09/04/06	11/10/06	11/20/06	11/24/06	12/25/06	to 12/05/07	01/15/07	02/12/07	02/19/07	04/16/07	to 04/20/07	05/28/07	06/15/07
<b>VENTURA COUNTY OFFICE OF EDUCATION</b>														
	Update Pending													
(1) Fall Break 10/16 to 10/20														
(2) Fall Break 10/23 to 10/27														
(3) Fall Break 10/23 to 10/27														











**CSUCI  
Fall 2006**

**STUDENT TEACHING GRADE SHEET**

University Supervisor Name: \_\_\_\_\_

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to:                      Field Placement Office  
                                    Jacki Gilmore  
                                    California State University Channel Islands  
                                    One University Way Bell Tower West 1169  
                                    Camarillo, CA 93012-8584

**These must be listed in alphabetical order:**

<b>Student Teacher</b> (Last Name, First Name)	<b>Grade Earned in Student Teaching</b> (CR: Credit, NC: No Credit, IN: Incomplete, W: Withdraw)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

**CSUCI**  
**Spring 2007**

**STUDENT TEACHING GRADE SHEET**

University Supervisor Name: \_\_\_\_\_

Please be sure to list names of ALL student teachers you were assigned for this semester, including those who have dropped either before or after the midterm evaluation.

Mail to:                      Field Placement Office  
                                    Jacki Gilmore  
                                    California State University Channel Islands  
                                    One University Way Bell Tower West 1169  
                                    Camarillo, CA 93012-8584

**These must be listed in alphabetical order:**

<b>Student Teacher</b> (Last Name, First Name)	<b>Grade Earned in Student Teaching</b> (CR: Credit, NC: No Credit, IN: Incomplete, W: Withdraw)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

## Student Teaching Data Sheet



CALIFORNIA STATE UNIVERSITY  
CHANNEL ISLANDS

**Student Teacher** \_\_\_\_\_

Contact phone / email: \_\_\_\_\_

Address: \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_

Contact phone / email: \_\_\_\_\_

**CSUCI Supervisor:** \_\_\_\_\_

Contact phone / email: \_\_\_\_\_

**School:** \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Classroom number / name: \_\_\_\_\_

Classroom phone number: \_\_\_\_\_

**Best way to be contacted in case of an emergency:**

\_\_\_\_\_

- Please collect the information from your cooperating teacher and your supervisor when you first meet with each of them.
- Make two copies of this sheet and give one to your cooperating teacher and one to your supervisor.

**Emergency Information Form**



**Student Teacher:** \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_

**School:** \_\_\_\_\_

This form should be completed by the student teacher and 2 copies made.

**1 copy** to be retained in student teaching file / planning book\*.

**1 copy** given to the school secretary / health or nurse's office.

**1 copy** to the university supervisor.

\*Please make the cooperating teacher aware of the form and where it is retained.

In case of an emergency in which the student teacher requires special and/or medical attention, the student teacher would like the following person(s) contacted immediately:

**Doctor:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_

1. \_\_\_\_\_ **Phone #:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_

2. \_\_\_\_\_ **Phone #:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_

3. \_\_\_\_\_ **Phone #:** \_\_\_\_\_ **Relationship:** \_\_\_\_\_

**Special medical condition or allergy that needs to be know:**

**Additional directions / comments:**

**Signature:** \_\_\_\_\_ **Printed name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## California State University Channel Islands

### Evaluation of Student Teacher

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_

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

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

SPED 570 \_\_\_\_\_ Midterm \_\_\_\_\_

SPED 580 \_\_\_\_\_ Summative \_\_\_\_\_

Evaluator: Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

**Appraisal Scale:**

AC	Achieved
IP	In Progress
NI	Needs Improvement
NO	Not Observed

#### SPED 570

At the completion of student teaching placement in Sped 570 candidates are expected to demonstrate emerging competencies across all categories. A minimum of 50% of competencies must be achieved. Only complete the professional disposition section for the midterm evaluation in SPED 570. Review the evaluation categories at your midterm meeting.

#### SPED 580

At the completion of student teaching placement in Sped 580 candidates are expected to demonstrate competence across all categories. A minimum of 80% of competencies must be achieved.

**Competencies highlighted in grey are not expected to be observed until the second semester of student teaching in SPED 580.**

<b>Professional Dispositions</b>	<b>A</b>	<b>IP</b>	<b>NI</b>	<b>NO</b>
Demonstrates respect for and positive relationship with children				
Recognizes and acknowledges children by name				
Establishes rapport with colleagues				
Demonstrates positive response to professional growth				
Accepts constructive supervision for professional growth				
Attendance and punctuality indicate professional attitude				
Appearance indicates professional attitude				
Takes initiative in performing expected duties				
Demonstrates flexibility and adaptability				
Demonstrates poise and confidence in teaching environments				
Shows enthusiasm reflecting a positive attitude				
Shows sensitivity to the needs and feelings of others				
Engages in self-reflection to improve teaching and learning				
Shows sensitivity to the needs and feelings of others				
Communicates effectively with adults and children				

<b>Foundations/Collaboration</b>	<b>A</b>	<b>IP</b>	<b>NI</b>	<b>NO</b>
Engages in planning and implementation of IEPs				
Demonstrates knowledge of the characteristics of students with disabilities				
Demonstrates knowledge of laws and ethics about confidentiality of student information, disability status, IEP				
Demonstrates sensitivity to differences in language and culture				
Collaborates and communicates with other professionals in planning and implementing instruction.				
Collaborates effectively with general education teachers				
Communicates with families and/or caregivers about student learning and other related experiences				
Communicates and collaborates with paraprofessionals				
Provides direction to paraprofessionals in a respectful manner				
Demonstrates use of technology in instruction				

<b>Planning</b>	<b>A</b>	<b>IP</b>	<b>NI</b>	<b>NO</b>
Establishes and articulates goals and instructional objectives for student learning				
Develops and sequences instructional activities and material for student learning				
Designs short term and long term plans to foster student learning.				
Connects student learning to IEP goals				
Demonstrates knowledge of subject matter content and student development.				
Organizes curriculum to support student understanding of subject matter.				
Thoughtful planning for the role of teaching assistant is given.				
Plans and implements classroom procedures and routines that support student learning.				
Creates a physical environment that engages all students.				
Designs developmentally appropriate and culturally relevant learning environments.				
Designs supportive schedules and routines.				
Materials are ready in advance.				
Plans, implements, assesses, and evaluates long-term projects, units, performance packages, that are developmentally appropriate and culturally relevant.				

<b>Instruction</b>	<b>A</b>	<b>IP</b>	<b>NI</b>	<b>NO</b>
Connects student's prior knowledge, life experience, and interests with learning goals.				
Facilitates learning experiences that promote student autonomy, interaction, and choice.				
Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.				
Modifies instructional plans to adjust for individual student needs.				
Develops student understanding through instructional strategies that are appropriate to the subject.				
Uses material, resources, and technologies to make subject matter content accessible.				
Adapts and modifies subject matter content to meet individual needs.				
Opportunities provide for independent exploration of materials.				

Strategies are based on, follow the lead of, and are responsive to the students' individual needs.				
Instruction is age- and developmentally- appropriate.				
Transitions are well planned and executed.				
Sufficient student response time is allowed.				
Teacher articulates the purpose of the learning activity.				
Delivers instruction to large group, small group and individual students.				
Uses developmentally appropriate and culturally relevant materials and technological resources with students.				
Applies intervention curricula, methods, adaptations, and environmental and technological modifications to meet the individual needs of students with disabilities.				
Uses a variety of instructional strategies and resources to respond to student's diverse needs.				
Uses instructional time effectively.				

<b>Assessment</b>	<b>A</b>	<b>IP</b>	<b>NI</b>	<b>NO</b>
Observes and records the learning of students in a variety of ways				
Summarizes and synthesizes assessment information effectively				
Uses information gained by observation to support the students' learning				
Uses a variety of assessment tools routinely				
Uses assessment results to identify individual strengths and areas for improvement to plan appropriate learning experiences				
Uses assessment outcomes to develop and/or modify IEP goals and objectives				
Uses evaluative tools appropriate to stated learning objective.				
Maintains ongoing record of student learning				
Assesses students in a culturally and linguistically appropriate manner				
Communicates assessment results clearly to families and professionals				
Communicates assessment results clearly to families and professionals				

<b>Behavioral Management</b>	<b>A</b>	<b>IP</b>	<b>NI</b>	<b>NO</b>
Utilizes positive behavior support techniques				
Establishes a climate that promotes fairness and respect				
Establishes clear and consistent expectations for student behavior				
Effectively manages learning environments of diverse learners that are safe and effective				
Student's attention is redirected from an inappropriate activity or interaction to a more appropriate one.				
Choices are given so students have some control over actions and activities.				
Appropriate pro-social skills are taught, guided and supervised.				
Uses effective behavior management strategies, varying communication styles that impact learning				
Demonstrates knowledge of laws and regulations for promoting behavior that is positive and self-regulatory				



**Summary of candidates Strengths:**

**Areas to be developed:**

Candidate has met the requirements for SPED 570 \_\_\_\_\_ SPED 580 \_\_\_\_\_

The candidate has not met the requirements for SPED 570 \_\_\_\_\_ SPED 580 \_\_\_\_\_

To meet the requirements the candidate must complete the activities listed below.

**Evaluation completed by:**

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

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

I have reviewed this evaluation with my University Supervisor  
\_\_\_\_\_ I accept this evaluation or, \_\_\_\_\_ I wish to submit an addendum.

Credential Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

## 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.

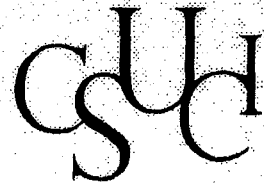
#### PROCESS FOR STATEMENT OF CONCERN

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 \_\_\_\_\_





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

For Single Subject, teaching field (circle one): English Math Science

For Education Specialist (circle one): MM MS

TO BE COMPLETED BY SCHOOL PRINCIPAL

California State University Channel Islands requires interns to complete two semesters of student teaching; one in their own classroom and a second one in a different grade or program level during the summer. After the first semester of student teaching, if an intern can demonstrate that they have met the standards for teaching in their credential area, then they can do both supervised teaching assignments in their classroom. Please sign either A or B below. Both the University Supervisor and the Principal must agree.

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

Name Please print Contact information
Signature of 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.

Name Please print Contact information
Signature of Principal Date

TO BE COMPLETED BY UNIVERSITY SUPERVISOR

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

Signature of University Supervisor 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

## Travel Expense Claim Instructions for Student Teacher Supervisors

1. Fill in the total number of pages at the top. Fill in your name, residence address, telephone number, city, state, and zip code.
2. Fill in the month/year in (1).
3. Fill in the date(s) in (2).
4. Fill in the school you traveled to on that date in (3).
5. In (D) Private Car Use: under Miles put the total number of miles you traveled **round trip** from your home or CSUCI (whichever is closest to that particular school). Under Amount put the total amount owed to you for that trip\* (total round trip miles x \$.485).
6. In (9) Total Expenses For Day: put the total\* again.
7. On the Subtotals line (10) put the subtotals of both columns in (D) and the subtotal of (9).
8. In CLAIM TOTAL put the grand total. If your claim is more than one page long, only put the grand total on the last page. Draw a line through this box on the first page(s).
9. Be sure to put your Private Vehicle License Number in (13).
10. Sign and date the form.
11. Submit it to Debbie Drake in BTW1 #1169 or place in Debbie's mail box.



### INSTRUCTIONS

Expense accounts are to be submitted at least once a month and not more often than twice a month, except where the amount claimed is less than \$10, the claim need not be submitted until it exceeds \$10 or until June 30, whichever occurs first. Requests for reimbursement of out-of-state travel expenses must be claimed separately. Requests for reimbursement of travel expenses which are incurred in different fiscal years must be claimed separately. Vouchers which are required in support of various expenses must be arranged in chronological order and attached to the claim. Each voucher must show cost, and nature of the expense. Original signed Travel Request, event agenda and literature must also be attached. Please consider using Petty Cash for requests \$50.00 or under.

**PLEASE PAGES-** If your claim is more than one page, indicate page number and total number of pages. DO NOT total each page. Use subtotals and enter the total amount of the claim on the last page of the claim in the space for "TOTALS" and "CLAIM TOTAL". If using the electronic travel claim form, the form will subtotal each page, on the last page of the claim, calculate and enter the "CLAIM TOTAL" to the right of the "CLAIM TOTAL (AMOUNT DUE EMPLOYEE)" description.

#### Travel Claim Header Information

Headquarters will be established for each employee and shall be defined as the place where the employee spends the largest portion of regular work days or working time, or the place to which the employee returns on completion of special assignments, or as the Chancellor's office may define in special situations.

#### COLUMN ENTRIES

- (1) MONTH/YEAR-Enter numerical designation of month and last two digits of the year in which the first expense shown on the form were incurred.
- (2) DATE/TIME-Enter date and time of departure on the appropriate line using twenty-four hour clock (example: 1700 = 5:00pm). Show time of departure on date of departure, show time of return on the date of return. If departure and return are on the same date, enter departure time above and return time below on the same line. Where the first date shown is a continuation of trip, enter "Continuing" above that date, and where a trip is "continuing" after the last date.
- (3) LOCATIONS WHERE EXPENSES WERE INCURRED-Enter the name of the city, town, or location where expenses were incurred. Abbreviations may be used.
- (4) LODGING-Enter the actual cost of the lodging. An original, itemized hotel receipt is required.
- (5) MEALS-Enter the actual cost of each meal not to exceed the maximum amount for each meal as authorized by CSU Policy and Procedures, HR 96-11. Dinner column is to be used to claim dinner on regular travel, long-term, noncommercial and relocation daily meal expenses. Per CSU policy, lunch is not provided for travel 24 hours or less.
- (6) BUSINESS RELATED MEAL-Enter the actual cost of the meal not to exceed the maximum amount authorized by CSU Policy and Procedures, HR 2001-02.
- (7) INCIDENTALS-Enter the total actual cost of incidentals not to exceed the maximum amount by CSU Policy and Procedures, HR 2001-02.
- (8) TRANSPORTATION-Purchase the least expensive round-trip or special rate tickets available. If you travel between the same points without using round-trip tickets, an explanation should be given.
  - (A) COST OF TRANSPORTATION-Enter the cost of cash purchase of transportation. Show how transportation was obtained if fare was not purchased for cash. Use "CC" for credit card and "C" for cash. If transportation was paid by the State, enter method of payment as follows: Use "SCC" for State credit card, "TO" for ticket order or "BSA" for billed to State agency. Attach all passenger coupons, itinerary and ticket order stubs including the unused portion of tickets, other credit documents or premiums, where credits or refunds are due to the State.
  - (B) TYPE OF TRANSPORTATION USED-Enter method of transportation used. Use "R" for railway, "B" for bus, airporter, light rail, or Bart. "A" for scheduled commercial airline, "RA" for rental aircraft, "DA" for department-owned aircraft, "PA" privately owned aircraft, "PC" for privately owned car, truck or other privately owned vehicles, "SV" for especially equipped vehicle for the handicapped, "SC" for State vehicles, "RC" for rental vehicles, "T" for taxi, and "B" for bicycle. Supervisors shall not authorize the use of motorcycles on official State business, and no reimbursement will be allowed for motorcycles.
- (9) CAR, FARE, TOLLS AND PARKING-Enter carfare, bridge tolls, and parking charges; attach a voucher for any parking charge in excess of \$10.00 for any one continuous period of parking.
- (D) PRIVATE CAR USE-Enter number of miles traveled and amount due for mileage for the use of privately owned automobiles as authorized by current agreements, regulations, and detailed in CSU Policy and Procedures, HR 2001-02.
- (9) BUSINESS EXPENSE-Claims for phone calls must include the place and party called. If charge for telephone or fax exceeds \$5.00, support by vouchers or other evidence. Emergency purchases of equipment, clothing, or supplies, travel expenses of inmates, wards, or patients of institutions, and all other charges in excess of \$1.00 require receipts and an explanation.
- (9) ENTER TOTAL EXPENSES FOR DAY (if not automatically calculated)
- (10) ENTER SUBTOTALS OR TOTALS (if not automatically calculated)
- (11) PURPOSE OR TRIP, REMARKS, OR DETAILS-Explain need for travel and any unusual expenses. Enter detail or explanation of items in other columns, if necessary. Vouchers must be provided for any miscellaneous item of expense. A brief statement of the purpose or objective of the trip must be entered in box 11 for each trip. If the claim is for several trips for the same purpose or objective, one statement will suffice for those trips. Please refrain from using acronyms.
- (12) NORMAL WORKHOURS-Enter your beginning and ending normal work hours using twenty-four-hour clock (example: 0800 = 8:00am)
- (13) PRIVATE VEHICLE LICENSE NUMBER-Enter license number of the privately owned vehicle used on official State business. To claim reimbursement, you must have met the requirements as outlined in CSU Policy and Procedures, HR 2001-02 pertaining to operator requirements, vehicle safety, seat belt usage and authorization.
- (14) MILEAGE RATE CLAIMED-Enter the rate of reimbursement being claimed for private vehicle use.
- (15) CLAIMANT'S CERTIFICATION AND SIGNATURE-Your signature certifies that expenses claimed were actually incurred and that the cost of operating a vehicle is at or above the rate claimed.
- (16) SIGNATURE OF OFFICER APPROVING PAYMENT-Certifies and authorizes travel; approves expenses as incurred on State business.
- (17) SIGNATURE OF AUTHORITY FOR SPECIAL EXPENSES-When a claim for conference or convention expense is included, or when reimbursement expense exceeds \$25.00 or when reimbursement for Bar dues or license fees is included, the signature of the approving officer is required, either on a separate document attached to this claim or by signature in this block.

#### \*PRIVACY STATEMENT

The information Practices Act of 1977 (Civil Code Section 1798.17) and the Federal Privacy Act (Public Law 93-579) require that the following notice be provided when collecting personal information from individuals.

AGENCY NAME: Appointing powers and the State Controller's Office (SCO).

UNITS RESPONSIBLE FOR MAINTENANCE: The accounting office within each appointing power and the Audits Division, SCO, 3301 C Street, Room 404, Sacramento, CA 95816.

AUTHORITY: The reimbursement of travel expenses is governed by CSU Policy and Procedures, HR 2001-02. These Policies and Procedures allow CSU establish rules and regulations which define the amount, time, and place that expenses and allowances may be paid to representatives of the State while on State business.

PURPOSE: The information you finish will allow the above-named agencies to reimburse you for expenses you incur while on official State business.

OTHER INFORMATION: While your home address is voluntary information under Civil Code Section 1798.17, the absence of this information may cause payment of your claim to be delayed or rejected. You should contact your department's Accounting Office to determine the necessity for this information.



## Roles and Responsibilities of Student Teachers

- ❑ *Always* be the professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- ❑ You must arrive on time each day. No excuses.
- ❑ Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.
- ❑ If you are experiencing any sort of difficulty in your placement, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and liaison between you, the Cooperating Teacher, and the school site.
- ❑ Enjoy your field experience. It will be short time in the long range of your teaching career. Your student teaching experience is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester.
- ❑ Be sure to provide Student Services and the Director of Student Teaching a current address and phone number where you can be reached in case of an emergency. Provide your Cooperating Teacher with the Student Teaching Data Sheet.
- ❑ Once you are student teaching full-time, adhere to your Cooperating Teacher's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- ❑ Be sure to advise your Cooperating Teacher if and when an absence becomes necessary. For extended absences lengthening your experience will be required.
- ❑ Keep up to date and accurate lesson plans in your lesson plan notebook. This folder should be available for the Cooperating Teacher and supervisor to see.
- ❑ Your university supervisor may issue an early warning if consistent and/or serious concerns arise. (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 student teaching, be prepared to participate in a three-way evaluation conference during the last week of your practicum placement. Your Cooperating Teacher and Supervisor will prepare a draft of your evaluation prior to that meeting.

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

- During the first of the semester arrange a meeting time with cooperating teacher, student teacher and school administrator to review expectations of student teacher and school.
- Submit your assignment sheet to the Field Experience Coordinator
- Attend and participate in facilitating student teaching seminars.
- Act as a liaison between student teachers, Cooperating Teachers, school administrators and CSUCI
- Assure that each student 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 that all placements are appropriate
- Arrange an observation schedule with cooperating teacher and student 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 student teacher and cooperating teacher. See Clinical Supervision Model for details
- Read and respond to the student teachers journal during each classroom visit
- Assure that student teacher has completed all required assignments for student teaching. See student teacher checklist.
- Review student teacher's coursework, if needed assist student teacher in finding resources in field placement to complete assignments
- Facilitate student teacher's assumption of classroom responsibilities
- Conduct a midterm and final evaluation
- Write a letter of recommendation for student teachers if requested and appropriate
- Submit your final evaluation, observation notes and grade sheet to the Field Experience Coordinator

## Roles and Responsibilities of Cooperating Teachers

- ❑ Introduce student teacher to faculty and staff at school and acquaint with physical facilities of school.
- ❑ Provide student teacher explicit directions regarding your expectations for performance, time allotment, materials and special activities
- ❑ Develop a teaching and professional responsibilities schedule with student teacher that allows the student teacher to gradually assume responsibilities
- ❑ Provide student teacher with a workspace in the classroom
- ❑ Model good teaching techniques and methods, making explicit to student teacher the reason for using the techniques you have chosen
- ❑ Arrange a conference time for planning, evaluation and suggestions with student teacher. Assist student teacher in developing appropriate lesson plans based on IEP goals and objectives for the students in your program.
- ❑ Share ideas about lesson planning
- ❑ Share IEPs and behavior plans with student teacher if appropriate
- ❑ Review student teacher's Checklist for student teaching and required assignments for university courses and assist the student teacher in finding the needed school resources to complete the assignments (i.e. permission slips from parents, access to general education classrooms etc)
- ❑ Observe student teacher and provide written or oral feedback as often as possible
- ❑ Communicate regularly with University supervisor to assist in solving field-related challenges or individual needs
- ❑ Invite student teacher to IEP meetings when appropriate
- ❑ Invite student teacher to parent conferences, family nights or other school related activities
- ❑ Provide student teacher with opportunities to observe formal assessments
- ❑ Allow student teacher to gradually take over teaching responsibilities for designated

instructional areas

- Complete midterm and final evaluation for the student teacher.
- If appropriate offer to write a letter of recommendation for your student teacher at the end of the semester

## 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.



## Special Education 570 Field Experience in General Education

<b>First Semester Overview</b>			
<b>Timeline</b>	<b>Time in Class</b>	<b>Observation</b>	<b>Seminar</b>
Participant Observation Weeks 1- 8	2 full mornings per week or 1 full day per week	Observed 2 times	Biweekly seminar
Practice Weeks 9-16	3 full days per week	Observed 4 times (minimum)	Biweekly seminar

### **Weeks 1-8 Participant Observation**

During this pre-practice period, full-time students carry a full academic load and attend classes at CSUCI. The required coursework is accompanied by participant observations two mornings a week in an assigned classroom. For the first eight weeks, candidates observe, have increasing participation in classroom activities and begin to assume teaching responsibilities. Candidates should be teaching small group lessons during this time. School observations and other assignments from foundational and methodology courses will be undertaken during the school observation times. Candidates are required to observe in general education classrooms in addition to the assigned resource class. Candidates should take this opportunity to see a variety of age groups, children learning at different times in the day and in different curriculum areas, as well as a repertoire of instructional approaches.

### **Weeks 9-16 Practice**

During weeks 9 to 16, candidates mirror the classroom teacher's hours for three full days a week. The student teacher should also mirror the responsibilities of the teacher. For two weeks near the end of student teaching, candidates should work with their Cooperating Teacher (CT) to arrange a schedule of responsibility. The student teacher should assume **primary teaching and organizational responsibility** on their assigned days. During this time, student teachers should participate in all professional duties of the teacher.

### **Seminar**

The field supervisor and a student teaching seminar will support student teachers during their field placements. The seminar will take place every other week during SPED 570.

## Student Teacher Checklist for SPED 570

In addition to your teaching requirements during SPED 570 you will complete a set of observations and assignments. Unless otherwise noted, evidence of completion of these assignments should be provided in your reflective journal and made available to your supervisor during each classroom visit. Some of these assignments will overlap with course assignments.

- Keep a reflective journal and make it available to supervisor during each visit
- Maintain a lesson plan notebook with full and abbreviated lesson plans available to supervisor during each visit
- Write a letter to the families of the students to introduce yourself and the activities you will be doing this semester
- Record classroom routines and student schedules
- Review student IEP goals and objectives
- Review student behavior plans
- Learn about the role of the paraprofessional(s)
- Observe students with disabilities in a general education classroom
- Where possible, teach a lesson in general education classroom
- Observe 1 formal assessment
- Observe 1 non-IEP parent meeting
- Plan and teach lessons each day during last eight weeks of semester
- Observe at least 1 IEP meeting

**Special Education 580**  
**Student Teaching in Special Education**

<b>Second Semester Overview</b>			
Timeline	Time in Class	Observation	Seminar
Participant Observation Weeks 1- 8	2 full days per week	Observed 1-2 times	Biweekly seminar
Practice Weeks 9-16	5 full days a week	Observed 4-6 times	Biweekly seminar

**Weeks 1- 8 Participant Observation**

During the initial eight-week period, full-time credential candidates carry a full academic load and attend classes at CSUCI. This academic component is accompanied by an observation/participation period in an assigned classroom for two full days a week. Candidates are expected to observe in the classroom in order to become acquainted with students and their abilities and learn classroom and school routines. Candidates begin to assume some teaching and other classroom responsibilities during this period. Candidates should be teaching small groups during the first 8 weeks. Candidates should take full opportunity to see a variety of classrooms, age groups, children learning at different times in the day and in different curriculum areas, as well as a repertoire of instructional approaches.

**Weeks 9-16 Practice**

Credential candidates assist and teach in an assigned classroom full time for eight weeks during this semester. They gradually take over responsibility for instruction until they assume full responsibility for two weeks. During this time they mirror the Cooperating Teachers schedule and responsibilities.

**Seminar**

The field supervisor and a student teaching seminar will support student teachers during their field placements. Student Teaching Seminar will meet every other week to discuss student teaching.

## Student Teacher Checklist for SPED 580

In addition to your teaching responsibilities during SPED 580, you will complete a set of 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
- Lesson plan notebook with full and abbreviated lesson plans--available to supervisor during each visit
- Write a letter to the families of the students to introduce yourself and the activities you will be doing this semester
- Record classroom routines and student schedules
- Review student IEP goals and objectives
- Review student behavior plans
- Learn the role of the paraprofessional(s)
- Interview School Psychologist about special education referral procedures
- Participate in IEP meetings
- Conduct 1 formal assessment under the supervision of your CT
- Take over full teaching and planning responsibility of the class teaching for a two-week period.

## Long Lesson Plan Format—Special Education Teaching Credential

<b>LESSON INFORMATION</b>	
Designer	Include names of all creators of this activity.
Date of Lesson	Include the date this lesson will be taught—or the sequence of the lesson in the unit plan
Grade/Level*	
Time Frame	Provide an estimate of the time frame for this lesson.
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g. The Civil War, Density, Short Stories, The Post Office, etc.)
<b>PLANNING AND PREPARATION TO TEACH</b>	
Purpose of Lesson	Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit?
Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned, rather than a task or product that will be completed. Be sure to use the TSWBAT phrasing. Identify key concepts and vocabulary. <i>If pre-teaching is needed, identify concepts and tasks.</i>
Standards*	To what content, ELD, and technology standard(s) does this lesson relate? Be sure to number and write out the standard title.

Assessment Tools or Strategies	How will you know if the students have met the learning objectives? Identify each assessment as diagnostic, formative, or summative and the performance indicators. Identify the assessment as formal or informal. <i>(Include more than one method of assessment. Minimum of 2 informal methods, not just a question at the end of lesson.)</i>
Materials Required	List anything for the lesson that you would ordinarily not have in front of you. (text, chalkboard, chalk, paper, etc. can be assumed). <i>What supplementary materials are needed for English learner or student with disability?</i>
Classroom Organization	How will the students be organized for and engaged during and throughout this lesson? Be sure to address instructional and task oriented activities.
Sources Cited	What resources (text, article or person) did you use when making this plan?
<b><u>INDIVIDUALIZED INSTRUCTION—(Repeatable Field)</u></b>	
Student Name	
Individual Objective	
IEP Goal/Objective	
Curriculum Modification	
Behavioral Support	
Adaptation Teacher Uses	
Adaptation Student Uses	

**INSTRUCTIONAL SEQUENCE**

Introduction/Anticipatory Set	How will you capture each student's attention? How will you incorporate a review of previous learning and/or create an interest in new learning? What is the student's background knowledge?
Detailed Instructional Procedures	Outline the lesson (both content and methodology) in the order you expect to follow. When applicable, include the following: <ul style="list-style-type: none"><li>• What information will the students need in order to complete the objectives? Include any directions needed.</li><li>• Model, guided practice, practice</li><li>• How will you transition between learning activities?</li><li>• What will the students do during the lesson? Working in groups or alone?</li><li>• Will you or a student provide a verbal, visual, or etc. example of the product or process?</li><li>• How will you check for understanding?</li></ul>
Closure	How will closure be brought to the lesson? Will there be follow-up home activities required?
Self Assessment	What went particularly well during this lesson? If you were to teach this lesson again what would you change and why? Based upon the results of the lesson assessments what will be your next instructional steps.

**PLANNING 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

<b>LESSON INFORMATION</b>	
Designer	Include names of all creators of this activity. Your name will appear automatically.
Date of Lesson	Include the date this lesson will be taught—or the sequence of the lesson in the unit plan
Grade/Level*	
Time Frame	Provide an estimate of the time frame for this lesson.
Subject(s)*	
Topic(s)	To what topic or unit does this lesson belong? Be as succinct as possible (e.g. The Civil War, Density, Short Stories, The Post Office, etc.)
<b>PLANNING AND PREPARATION TO TEACH</b>	
Purpose of Lesson	Why are you teaching this lesson? How will the content and/or skills learned be useful to students? How does this lesson relate to the overall unit?
Learning Objective(s)	What should each student (all diverse learners) be able to do as a result of this lesson? State the skills, concepts, and/or content that will be learned, rather than a task or product that will be completed. Be sure to use the TSWBAT phrasing. Identify key concepts and vocabulary. <i>If pre-teaching is needed, identify concepts and tasks.</i>
Standards*	To what content, ELD, and technology standard(s) does this lesson relate? Be sure to number and write out the standard title.

<b>INDIVIDUALIZED INSTRUCTION (Repeatable Field)</b>	
Student Name	
Individual Objective	
IEP Goal/Objective	
Curriculum Modification	
Adaptation Teacher Uses	
Adaptation Student Uses	
<b>INSTRUCTIONAL SEQUENCE</b>	
Introduction/Anticipatory Set	How will you capture each student's attention? How will you incorporate a review of previous learning and/or create an interest in new learning?
Detailed Instructional Procedures	Outline the lesson (both content and methodology). Model, guided practice, practice. Describe what the teacher says and what students are expected to do. (See same section on long lesson plan pg. 23 for further details)
Practice/Check for Understanding	Students do activity with your, or peers, monitoring and assistance. May require bring group back together to focus with you. For example students work on first 5 problems and then you check them as a group.
<b>SUPPLEMENTAL LESSON INFORMATION</b>	
Self Assessment	What went particularly well during this lesson? If you were to teach this lesson again what would you change and why? Based upon the results of the lesson assessments what will be your next instructional steps.

## **Clinical Supervision Model\***

The Clinical Supervision Model is designed to be used during classroom observations. The purpose of this model is 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.



**Cal State Channel Islands**

**California State University Channel Islands  
Education Program**

I have read and understand the Student Teacher Handbook, including the Teacher Performance Expectations. I have provided a copy of this document to my Cooperating Teacher.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of Student Teacher