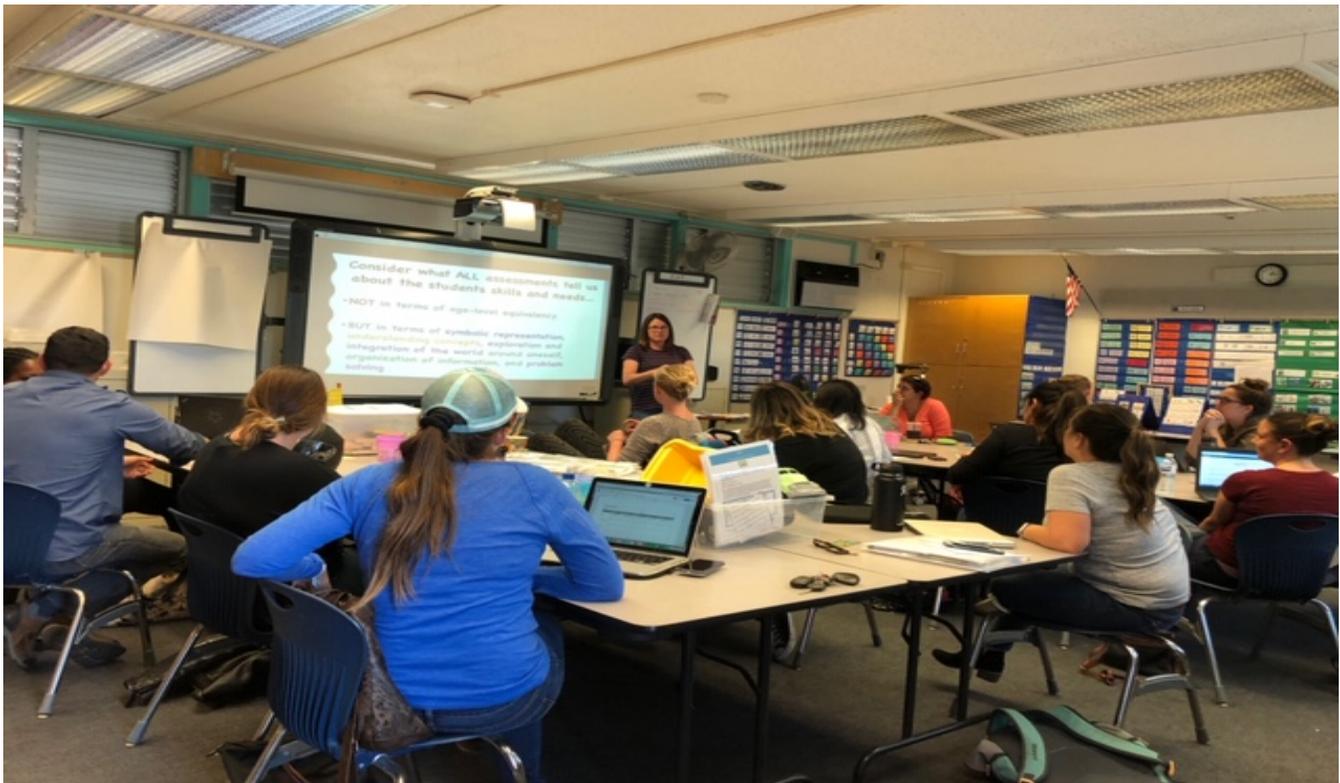


SAN DIEGO STATE UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION

PRACTICUM HANDBOOK



The Programs in the Department of Special Education, College of Education, San Diego State University have been approved by the California Commission on Teacher Credentialing.

Course Sequence for 2019 - 2020

This handbook was revised September of 2019

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INTRODUCTION

A GUIDE AND A RESOURCE

The student teaching practicum process can seem complicated and confusing. This handbook represents an effort to describe the process systematically and clearly so all who participate in it can easily understand the “big picture” and each of its elements. We hope you find the handbook “user friendly” and helpful.

Please use the Handbook as a guide and resource as you perform your particular role in the procedure. It may not answer all questions about the practical aspects of the credential programs, but it should clarify roles, responsibilities and expectations. Should you have questions not addressed in the handbook, feel free to bring them to the Practicum Coordinators or other faculty members of the Department of Special Education.

We recommend that you read over the information contained herein. If something is not clear, please ask for clarification. As you participate in the process, be sure to keep in mind that any feedback or suggestions based on experiences and observations you may have are welcomed. It is only in this way that the handbook and the program itself can be improved, integrated and developed to maximize effectiveness.

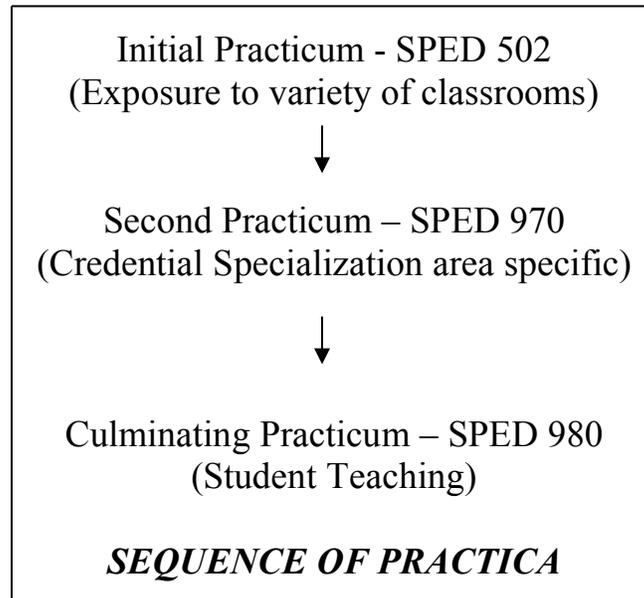
STUDENT CONDUCT

Students preparing to become special educators are expected to conduct themselves ethically consistent with the Council For Exceptional Children *Code of Ethics and Standards of Professional Practice* (Please see Appendices) as well as with SDSU's Statement of Student Rights and Responsibilities. [Note: the latter can be found on the SDSU webpage: http://go.sdsu.edu/student_affairs/srr/Default.aspx]

FIELD EXPERIENCES IN SPECIAL EDUCATION

THREE PRIMARY FIELD EXPERIENCES

The Education Specialist Credential Programs (Mild Moderate Support Needs, MMSN; Extensive Support Needs, ESN; and Early Childhood Special Education, ECSE) typically require three field experiences. The second and third practica build upon an initial 24 hours of observation (SPED 502) that candidates conduct in a variety of classrooms. This initial practicum is required for all undergraduate pre-education students as a part of the Liberal Studies major and/or the field work required in child development or early childhood programs.



The second two practica are a department-specific field experience sequence. It begins with the prerequisite undergraduate concentration in special education and continues through the subsequent course of study for Preliminary Education Specialist Credential. It is designed to include opportunities to observe and participate in educational settings that serve students from diverse cultural, ethnic, linguistic, racial, and sociocultural backgrounds. Efforts are made to insure that practical experiences occur in school sites or settings where at least 25% of the students are from ethnolinguistically diverse backgrounds. These experiences correspond to the organization and structure of the credential program sequence.

OVERVIEW OF EACH PRACTICUM

The initial practicum, **SPED 502: Field Experience in General and Special Education**, involves introductory observation and limited participation opportunities across a range of programs, ages and settings within both general and special education. **SPED 970: Practicum: Students with Disabilities in General and Special Education**, narrows this focus to the specific area of credential authorization and provides candidates with hands-on opportunities to apply the skills and knowledge they are learning in their credential courses. The culminating practicum, **SPED 980: Advanced Practicum**, extends the opportunity to apply the skills and knowledge they are acquiring, intensifies the involvement and responsibility of the credential candidate, and requires demonstration of the competencies required for recommendation for the Education Specialist Credential.

The basic requirements for each practicum follow. Detailed and specific requirements are outlined in the course syllabus for each of the practica.

SPED 502: Field Experience in General and Special Education.

This one-unit prerequisite field experience course is designed to provide a wide range of observation and participation experiences across a variety of general and special education settings. Candidates observe a variety of program models across a range of ages and grade levels, including early childhood special education. All candidates observe and, if appropriate, participate in both general and special education programs at primary, intermediate and secondary levels as well as programs/settings in which infants and toddlers with disabilities are served, such as hospital, home, clinic, nursery school and school settings (both general and special education.) The potential settings reflect the following:

- Different ages (infants and toddlers; elementary, intermediate, and secondary; post-secondary);
- Different types of programs (infant/preschool, general education, special education inclusive programs, special education pull-out programs, special education special day classrooms, and special education related services programs);

- Different disability groups (i.e., learning disabilities, mental retardation, physical and health impairment, emotional impairment, visually impairment, hearing impairment, and autism).

Candidates are provided with observational protocols to guide their experiences and should acquire basic observational skills. They support or assist teachers and service providers in rudimentary ways that require little instructional skill or sophistication. Candidates keep reflective journals and, during the seminar portion of SPED 502, share and explore these reflections as they begin to build their personal understanding and philosophy of special education.

SPED 970: Practicum: Students with Disabilities in General and Special Education.

This practicum that is part of the preliminary special education credential? (SPED 970) is offered in separate sections for each of the credential authorizations. This practicum requires a minimum of 90 hours of participation in program settings. In most instances each MMSN and ESN credential candidate is placed in a single school, and is guided by a credentialed mentor teacher who facilitates opportunities to complete semester-one course assignments in general education and special education programs within that school setting. The ECSE credential special education candidates are required to complete *separate practicums in two settings, infant /toddler and preschool*. These two practicums take place over two semesters. They are under the supervision of a credentialed special educator with infant/toddler or preschool experience. In some instances, other early intervention professionals provide guidance and supervision. ECSE candidates will not take SPED 970.

The first semester coursework (i.e., SPED 534, CFD 585, SPED 547, etc.) provide instruction that includes application assignments to be completed in the practicum settings. During this semester, candidates work directly with individual students with disabilities and, in some instances, small groups of students with disabilities. In addition, candidates observe mentor teachers, parent conferences (as appropriate), student study teams, and IEP or IFSP teams. Some of the first semester course requirements may include self-videotaping of components of instruction in the designated setting, application of specific informal assessment principles, and application of specific behavior management strategies. Candidates are trained to record and analyze their own instruction and to gather instructional and behavioral data. Video and self-evaluation protocols may be presented in the periodic

seminar meetings where the practicum faculty facilitates and extends candidate reflection on their experiences while applying their emerging knowledge and skills.

Candidates also develop professional e-portfolios that include signature assignments that are aligned with standards for the education specialist credential. These include reflective journals, sample assessments, sample behavior intervention plans, and sample lesson plans. During the seminar portion of SPED 970, students share experiences and explore reflections as they continue to develop their skills and understanding of special education.

SPED 980: Advanced Practicum in Special Education

The culminating practicum for the Preliminary Credential spans 14 weeks. Candidates participate in the identified program settings five full days per week. During the first two weeks candidates orient themselves to specific site rules and procedures. They also use the time to familiarize themselves with classroom rules, procedures, curriculum, and individual student IEPs/IFSPs, as appropriate. Also during this time candidates shadow mentor teachers to observe and analyze teaching strategies, classroom management methods and daily teaching responsibilities. Candidates' responsibility for instruction increases over the 14 week practicum experience, with candidates assuming full responsibility for all class or caseload instruction for a minimum of 10 consecutive school days.

As in SPED 970, there are specific course-required (i.e. SPED 548; 545) self-videotaping and self-analysis, with both the Mentor Teacher and University Supervisor guiding continued reflective analysis of classroom interactions and the candidate's instructional delivery. During this culminating experience, candidates participate, as appropriate, in school/program site faculty meetings, student study team meetings, IEP/IFSP team meetings, parent conferences and, under the guidance of the Mentor Teacher, provide consultation to other educators at the school site.

EARLY CHILDHOOD CREDENTIAL CANDIDATES

The culminating practica for ECSE credential candidates is configured differently to ensure that candidates have adequate time in infant/toddler settings, as well as preschool programs. The culminating practica involve two 14 week segments. Candidates spend 14 weeks in an infant/toddler setting and a second 14 weeks in a preschool setting. These practica occur over two semesters.

Responsibility for instruction increases over time at each setting, with candidates assuming responsibility for all class or caseload instruction for a minimum period of 10 consecutive school days at each setting. Supervised by a trained and experienced on-site early childhood special educator/early interventionist with support from the University Supervisor, they engage in self-reflection and self-evaluation activities.

During the practica seminars, the University Supervisor extends candidate self-reflection and self-evaluation and collaborates with the candidates in identifying individual strengths as well as specific areas that need development. This information, along with observations from the site supervisor and university supervisor form the basis for the “New Teacher Induction Plan” that is developed for each candidate in concert with the employing district following candidate completion of the Preliminary Educational Specialist Credential.

INTERSHIP REQUIREMENTS

Candidates classified as Interns have been provisionally hired by a school district and are given essentially the same responsibilities as fully credentialed teachers. School districts typically assign a credentialed special education teacher to act as a mentor to support the Intern.

Interns generally participate in four semesters of practicum enrollment, including the culminating advanced practicum, SPED 980 (Advanced Practicum in Special Education). The teaching assignment of the Intern serves as the primary practicum setting while completing the required academic and practica course work. [For more detailed information and guidelines for interns please see the “**Intern Handbook**]

SELECTION OF PRACTICUM PLACEMENTS

The faculty of the SDSU Department of Special Education recognizes and appreciates the critical importance of the culminating practicum. Research has demonstrated that much more than the preceding and concurrent coursework; the culminating practicum experience has the strongest influence on the development of both the skills and attitudes of the emerging teacher. As the professional who observes and provides guidance to the candidates on a daily basis, the Mentor Teacher plays a uniquely important role in ensuring the depth and quality of this critical experience.

The Department has identified desired qualities for school sites, programs, and Mentor Teachers. These qualities serve as guidelines in selecting placements for the culminating practicum experience.

Desired Site/Program Qualities

- ❖ Effective instructional practices with strong school leadership.
- ❖ A positive, accepting and encouraging environment for children with disabilities, pre-service teachers, and programs.
- ❖ Where possible, more than one special education program located on site; having fully credentialed teachers for all special education programs at the site.
- ❖ Common philosophical orientation among the special education program/class/teacher and the SDSU Department of Special Education.
- ❖ School calendar consistent with a seamless, uninterrupted practicum experience for the teacher candidate. (Explanation: Generally, the Department will not select sites at schools or programs that are “off track” or otherwise not in session during a significant portion of the designated culminating practicum time period.)
- ❖ A student and teacher population that is culturally, ethnically, racially, linguistically, and economically diverse.

- ❖ A special education program that is consistent with contemporary “best practices” for educational programs for students with disabilities.
- ❖ School site promotes feeling of collegiality of staff.

Desired Mentor Teacher Qualities

Professional Training and Experience

- ❖ Clear Education Specialist Credential in program area that candidate is seeking
- ❖ Experienced special education teacher; minimum 3 years; MA preferred

Interpersonal, Professional, and Supervisory Skills

- ❖ Recognized for having good interpersonal and communication skills
- ❖ Demonstrates flexibility; e.g. allows candidate to try new instructional and management approaches
- ❖ Displays optimism and humor
- ❖ Familiar with district and school site policies and procedures, including special education procedures
- ❖ Respected member of school/district faculty
- ❖ Ability to work with other professionals and paraprofessionals
- ❖ Willing to allocate time necessary to provide appropriate student teacher support
- ❖ Understands the evaluation process/guidelines and willing to coordinate supervision/evaluation of credential candidate with the University Supervisor
- ❖ Communicates regularly with University Supervisor and communicates concerns and works with University Supervisor and

candidate to resolve issues and assist in development of necessary skills

- ❖ Demonstrates skills necessary for working with parents and families to include individuals from ethnically and linguistically diverse backgrounds

Instructional Skills and Orientation

- ❖ Demonstrates instructional skills consistent with those emphasized in credential program at SDSU
- ❖ Demonstrates classroom management skills consistent with those emphasized in credential training program at SDSU
- ❖ Provides credential candidate opportunities to implement/practice new techniques and strategies introduced in training program at SDSU
- ❖ Creates opportunities for participation in general education program/experiences
- ❖ Demonstrates **Evidence Based and High Leverage** practices supported by research:
 - Maximizing allocated instructional time
 - Provides for one-one, small group, and large group instruction
 - Plans for and implements efficient transitions
 - Demonstrates knowledge of appropriate curricula
 - Demonstrates effective teaching methodologies, e.g. direct instruction, mastery learning, cooperative learning, reciprocal learning, peer tutoring
 - Effective classroom organization and management skills
 - Effective classroom behavior management
 - Efficient data collection techniques
 - Systematic and sequential lesson planning, implementation, closure, and evaluation
 - Elicits high rates of student responses
 - Monitors student responses and provides corrective feedback
 - Provides high rates of positive feedback
 - Maintains appropriate instructional pacing
 - Maintains high rate of student engagement

- Effectively monitors all classroom activities
 - Effectively evaluates student performance
 - Practices effective 2nd language teaching strategies
 - Effective/appropriate interactions with parents/families
 - Effective demonstration and modeling of concepts, rules, and strategies
 - Uses materials that are age appropriate
 - Culturally and linguistically responsive practices for families and their children
-
- ❖ Monitors student performance and communicates effectively with parents/guardians
 - ❖ Monitors student performance consistent with IFSP/IEP/ITP goals and objectives
 - ❖ Monitors student performance on an ongoing basis and in a manner that can be understood by others
 - ❖ Demonstrates skills in administration of appropriate assessment instruments
 - ❖ Demonstrates skills in interpretation of assessment results necessary for effective instructional planning
 - ❖ Demonstrates skills in effectively planning for effective use of instructional assistants

TIMELINE FOR ASSUMPTION OF TEACHING RESPONSIBILITIES – CULMINATING PRACTICUM

Candidates Working with Mentor Teachers – SPED 980

Candidates working in a Mentor Teacher’s classroom are expected to gradually increase their teaching responsibilities over the course of the semester. A suggested sequence for the assumption of these responsibilities is provided below for a fourteen-week practicum assignment followed by a suggested sequence for a seven-week assignment.

Fourteen Week Schedule

- For Weeks One and Two, observe in class and assist in small group or individual instruction as assigned by the Mentor Teacher. Become familiar with school and program rules and procedures to include individual student working folders.
- In Week Three, assume responsibility for conducting at least one small group instructional experience per day.
- In Week Five, assume full responsibility for a minimum of four days of planning and delivering instruction in at least one curriculum area (e.g., reading, math, social studies.) This is to be done in consultation with and under the supervision of the Mentor Teacher and should include plans for utilization of paraprofessionals in the class. In addition, the candidate should plan and conduct the instruction of two small groups daily in other curriculum areas and assist the teacher in other ways as requested. The Mentor Teacher should provide specific feedback and assistance to the candidate.
- Beginning in Week Six, the Mentor Teacher should leave the room for some of instructional lessons, increasing the length of these absences over time.
- In Weeks Six through Nine, the candidate should continue to plan and conduct two small group instructional sessions a day and assume full responsibility for planning and delivering instruction in two curriculum areas. In addition, he/she should assume responsibility for recess, lunch and /or other non-instructional times. The Mentor

Teacher should monitor and evaluate these activities, providing daily feedback to the candidate.

- Beginning in Week Ten, and continuing through Week Fourteen, the candidate should assume responsibility for all instructional and non-instructional activities. He/she should utilize para-professionals effectively, participate in parent/family conferences as deemed appropriate, and respond constructively to feedback from mentor teacher and university supervisor. During this period, candidate should have 10 full days of sole responsibility for all aspects of planning, scheduling, and delivering instruction, managing the classroom, and directing the instructional aide or volunteers.

RESPONSIBILITIES OF THE CREDENTIAL CANDIDATE

- ❖ Attend the orientation meeting. (Important credential information is shared at this time and all practicum requirements are reviewed.)
- ❖ Review the Code of Ethics of the Council for Exceptional Children, as well as district and school site policies and procedures; adhere to each of these (See appendix.).
- ❖ Review SDSU SPED Department Disposition Statement (See Appendix).
- ❖ Establish positive working relationships with the master teacher and the classroom aide.
- ❖ Maintain confidentiality regarding students and their families.
- ❖ Candidates should consult with their University Supervisor and Mentor Teacher about designated arrival/departure times.
- ❖ Dress in a professional manner as reflected by the dress of other teachers at the school site.
- ❖ Prepare weekly lesson plans for all classes. Review them with the mentor teacher and maintain a Practicum Notebook that will be easily accessible to the university supervisor when he/she visits.
- ❖ The Practicum Notebook must contain lesson plans with “barebone” details of weekly planning, individual lesson plans, detailed lesson plans for sessions observed by supervisor, local site information, daily/weekly schedules, and other relevant experience information.
- ❖ Meet timelines set by master teacher and university supervisor.
- ❖ Provide the University Supervisor with a schedule of weekly instructional and non-instructional activities for the classroom.
- ❖ As the University Supervisor will make both scheduled and unscheduled visits, it is important that the supervisor be informed on any changes in school or class schedule. As soon as the candidate

learns of a change in the schedule, he/she should immediately inform the University Supervisor. Phone or email messages can be left at the number/address provided by the supervisor.

- ❖ Maintain open communication with both your mentor teacher and your university supervisor, discussing problems or concerns as they arise.
- ❖ Avoid school gossip and school politics. Maintain a friendly professional demeanor with everyone at your school site.
- ❖ Participate in parent-teacher conferences and make other family contacts as required by the University Supervisor and deemed appropriate by the Mentor Teacher.
- ❖ Attend all school functions (e.g., PTA meetings, IEP/IFSP meetings) and other school site events that your master teacher attends and/or that are required by your University Supervisor.
- ❖ Complete other assignments as assigned by the University Supervisor and attend all scheduled seminar meetings and conferences with supervisor.
- ❖ Engage in on-going self-evaluation and reflection, and maintain an open, non-defensive and productive responsiveness to feedback from the master teacher and university supervisor.
- ❖ Participate in a mid-term and final evaluation conference to assess competency development.

RESPONSIBILITIES OF THE MENTOR TEACHER

- ❖ Attend orientation meeting for Mentor Teachers.
- ❖ Prepare the class for the candidate's arrival. Create an atmosphere of acceptance by introducing him/her as a fellow teacher and co-worker.
- ❖ Meet with candidate and develop plan that enables him/her to participate in all activities required by the university and to do so within the framework of the "Timeline" (presented previously).
- ❖ Assist the candidate in planning instruction **as it relates to IEP goals and objectives** and review all instructional plans developed.
- ❖ Observe and provide feedback (both oral and written) to the teacher candidate on a weekly basis. Set aside a regular time for conferring with the teacher candidate about his/her progress as a professional. Give suggestions for improvement, clarify your criteria for evaluation, and use the competency checklist and course requirements to guide the student's experience.
- ❖ Provide feedback to the University Supervisor **during supervisor visits and as needed**. Let the supervisor know immediately if the teacher candidate is having any difficulties. Communication among all members of the team is essential to the success of the program.
- ❖ Provide the teacher candidate with a copy of your school or program's Policy Manual, Faculty handbook, copies of textbooks, teacher's guides, appropriate instructional materials and other materials that will enhance his/her experience.
- ❖ Provide consultation on classroom routines, behavior management, special techniques for handling groups and special health needs.
- ❖ Demonstrate, discuss, model and evaluate teaching techniques and approaches.
- ❖ Require lesson plans from the teacher candidate, including daily, weekly, and long range/unit plans for the content areas for which they are responsible. Review and comment on lesson plans prior to

instruction and observe sample lessons. **Lesson plans must show connection to IEP goals and objectives.**

- ❖ Help the teacher candidate develop proficiency in the techniques of individual, small group, and large group instruction. This may include videotaping candidate as they deliver instruction.
- ❖ When feasible, provide an opportunity for the candidate to participate in collaborative and team planning activities in which you are involved with other teachers and staff.
- ❖ Assist the candidate in developing skills in working productively with other teachers and related services personnel at the school site.
- ❖ Facilitate the candidate's involvement in the array of professional teacher roles, including parent conferences, parent-teacher group meetings, school staff meetings, special school events and the like.
- ❖ Encourage self-evaluation and reflective practice by the teacher candidate.
- ❖ Complete the formal, written mid-term and final competency evaluations of the candidate and review each with the candidate. Both forms are advisory in nature and are to be shared with the University Supervisor.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor's role is to support, advise, guide and professionally evaluate the credential candidate. The role is critical in assisting candidates throughout the culminating practicum. Equally important is the responsibility to insure that the candidate is well prepared, by virtue of their practicum experience, to take on a classroom of their own. There are many facets to the job of the University Supervisor. Here is a list of the most important ones. (Also, see the section on Frequently Asked Questions.)

- ❖ Familiarize yourself with the school and its programs and introduce yourself to the Mentor Teacher and the site principal.
- ❖ Provide the Mentor Teacher with copies of this handbook, competency check forms, other evaluation/feedback forms and other appropriate information.
- ❖ Provide regular evaluative feedback to the teacher candidate and give specific recommendations regarding the methods of the competency evaluation expectations.
- ❖ Make scheduled as well as unscheduled visits to observe the candidate.
- ❖ At the close of each observation meet at least briefly with the mentor teacher as well as the candidate. Follow-up with written comments within one week following the observation.
- ❖ Observe the candidate in the classroom regularly and as needed (minimum of 5 observations over the course of the 14 week practicum). Have frequent face-to-face, telephonic, and/or electronic conferences with the candidate.
- ❖ Provide support and assistance that helps the teacher candidate to develop the skills and competencies required for the Specialist Credential.

- ❖ Confer regularly with the Mentor Teacher. Respond appropriately to concerns raised by the Mentor Teacher. Facilitate communication between the Mentor Teacher and the teacher candidate and assist in integrating the candidate into the culture of the school site.
- ❖ Complete the final evaluation of the competencies achieved prior to the end of the semester, doing so in conference with the mentor teacher and teacher candidate.
- ❖ Assign final grade (pass/fail) for practicum. This is solely the responsibility of the University Supervisor.
- ❖ Maintain careful records of all observations and contacts and submit these along with all evaluation forms and the completed final evaluation to the Practica Coordinator at the end of the semester, or sooner if indicated.

RESPONSIBILITIES OF THE PRACTICUM COORDINATOR

- ❖ Review applications to determine eligibility for culminating practica; correspond with applicants about status; inform candidates of date and place of orientation.
- ❖ Coordinate the identification of practica placements and maintain an on-going file of Mentor Teachers and University Supervisors.
- ❖ Conduct orientation meetings for Mentor Teachers university supervisors, and candidates. Disseminate relevant materials to each.
- ❖ Facilitate Directed Internship seminar meetings.
- ❖ Coordinate and support the activities of the University Supervisors, providing direct consultative assistance in instances where candidates are failing to meet competency.
- ❖ Collect and file all practicum rating forms, maintaining a record of each candidate's experience.
- ❖ Bring to faculty for consideration the names of any interns who experience significant difficulty such that they may be in jeopardy of receiving a NC grade. Inform department of all NC grades given.
- ❖ Distribute and collect candidate evaluations of practicum experiences.

ENTERING THE PROFESSION

Applying for the Credential

In the beginning of the final semester of a candidates program of studies for the Preliminary Education Specialist Credential, the College of Education's Credential Analyst will provide online instructions and materials for the candidate to apply for his/her credential. Instructions will be given at this time that will assist candidates in the application process. Candidates should do this early in their final semester so that the application process goes smoothly.

Professional Organizations

As a graduate student in Special Education, you are expected to have memberships in appropriate professional organizations. Organizations such as The Council for Exceptional Children (CEC), the Division for Early Childhood (DEC), The Association for individuals with Severe Disabilities, and the council for Learning Disabilities, have been established to improve the profession of Special Education and can provide for the continuing professional development of their members.

The Student Council of Exceptional Children (SCEC) is the SDSU student chapter of the Council for Exceptional Children (CEC). As a preservice student, you are eligible to join at the student membership rate. The students you meet in the organization will be your colleagues in the profession you are about to enter, and your joint efforts will determine the future of the field and the nature, quantity and quality of services available to exceptional individuals. All members of CEC receive two journals: *Teaching Exceptional Children* and *Exceptional Children*. Contact the Department Office for the name of the faculty advisor.

FREQUENTLY ASKED QUESTIONS

(For University Supervisors)

HOW DO I MAKE SURE MY EMPLOYMENT IS OFFICIAL?

You must first register with the university at the personnel department. Second, you must fill out forms provided through the Department of Special Education.

WHAT IS THE MINIMUM NUMBER OF VISITS THAT MUST BE MADE TO STUDENT TEACHERS?

At least five visits must be made, four of which must be formal observations of the student teacher.

DO I GET PAID FOR MILEAGE?

Yes. To receive payment you must submit a mileage form (provided by the SPED Department) before the end of the semester.

WHAT SHOULD I DO IF I SUSPECT ONE OF MY STUDENTS IS IN DANGER OF NOT PASSING STUDENT TEACHING?

Discuss the student with the Master Teacher and the Program Coordinator in the Department. A plan for how to proceed should be agreed upon. If a student is in danger of not passing, the possibility must be recognized and reported by the midpoint of the semester. The Department **Disposition Form** should also be completed and discussed with the candidate.

MUST I MEET WITH THE PRINCIPAL AT EVERY SCHOOL AT WHICH I HAVE A STUDENT TEACHER?

No, but a note or phone message should be left for the principal to inform her/him that you will be coming on campus periodically to observe the student teacher. Every effort should be made to personally meet with the School Director/Principal.

WHEN DO I TURN IN MY COMPLETED STUDENT TEACHER FORMS?

They must be turned in prior to the end of the semester. They can be turned over to the Program Coordinator in the Department. If you wish, of course, you may mail them in. A deadline date will be provided for you.

DO I HAVE TO ATTEND THE SUPERVISOR MEETING THAT OCCURS PRIOR TO THE START OF STUDENT TEACHING?

Yes. At the meeting you will be given observation forms, mileage forms, information about your students, and you will be informed about new developments and requirements. Also, questions and useful topics are discussed.

WHAT DO I DO IF I FIND THAT A STUDENT'S PLACEMENT IS NOT APPROPRIATE FOR THE STUDENT TEACHER?

Contact the Program Coordinator in the Department immediately. It may be possible to make the change to a more appropriate placement.

HOW MANY WEEKS MUST THE STUDENT BE IN HIS/HER PLACEMENT?

For all SPED 980 students, a minimum of 14 weeks, exclusive of vacation time, is required. Early Childhood candidates serve two placements of 14 weeks each.

AM I REQUIRED TO HOLD MEETINGS WITH MY STUDENT TEACHERS AT AN OFF SCHOOL SITE?

Although not a formal requirement, we strongly suggest you hold one or two meetings with your student teachers as a group at an off-school site location. Experience demonstrates that these meetings are valuable and appreciated by student teachers. They provide an opportunity for all to interact, ask questions, discuss and share problems and solutions in an informal atmosphere. It also allows the supervisor to provide helpful information and advice to all.

FREQUENTLY ASKED QUESTIONS

(For Mentor Teachers)

WHAT SHOULD I DO IF I HAVE SERIOUS CONCERNS ABOUT THE ABILITIES OF MY STUDENT TEACHER?

The first thing to do is to make a list or description of your concerns. You need to document exactly what the student's behavior is that is of concern. You should also discuss your concerns with the student teacher to give him/her a chance to improve. Also, contact the University Supervisor and describe your concerns regarding the situation. If the behavior is egregious let the supervisor know immediately.

WHAT SHOULD I DO IF MY STUDENT TEACHER DOESN'T SHOW UP AT SCHOOL AS EXPECTED?

First, be sure you have discussed with the student teacher what procedure to follow if he/she cannot be at school. Later in the day phone the student teacher if you have not heard from him/her and inquire into the situation. Keep track of absences and if they are excessive let the University Supervisor know.

SHOULD I ALLOW MY STUDENT TEACHER TO TRY ANY TEACHING METHOD, TECHNIQUE OR IDEA THAT HE/SHE WANTS, EVEN THOUGH I KNOW IT IS INEFFECTIVE?

Your good judgment is important here. Student teachers need to be allowed some latitude for trial and error in their learning and therefore should be given opportunities to try it their way. However, if you feel what the student teacher is proposing could be harmful to students or their learning, you obviously would need to say no. Sometimes it is appropriate to discuss methods of evaluating the effect or consequences of what the student teacher wants to do so results can be objectively assessed. Also, you can suggest alternative approaches for the student to try.

TO HOW HIGH A STANDARD SHOULD I HOLD MY STUDENT TEACHER?

As with any learning, at the beginning the learner is susceptible to making mistakes. This needs to be allowed for. More importantly, however, is the question of whether or not the student teacher learns from and corrects the mistakes. It is also important to remember that you cannot expect new teachers to be as proficient as yourself. It will take more experience and time to reach your level of expertise. That said, it is reasonable to expect the student teacher to perform well, to try, to question,

to make a good effort, to improve, show initiative and demonstrate a desire to improve.

DOES MY SCHOOL DISTRICT OR THE UNIVERSITY PAY MY STIPEND FOR MENTORING A STUDENT TEACHER?

Although funds for mentoring student teachers comes from the University, the school district is responsible for actually paying teachers. Contact your school district's certificated personnel or payroll office for details on how and when your stipend will be paid to you.

DO SCHOOL VACATIONS SUCH AS SPRING VACATION COUNT TOWARDS THE TIME MY STUDENT TEACHER IS SUPPOSED TO SPEND IN MY CLASSROOM?

No, local school vacation time does not count toward the time student teachers are expected to spend in their assignment as a student teacher. Students must complete be in the classroom for 14 weeks. Vacations, both those granted by the School District and/or the University do not count toward this time.

ARE STUDENT TEACHERS ALLOWED TO VIEW THE IEP AND OTHER CONFIDENTIAL DOCUMENTS REGARDING STUDENTS?

Yes. Acting as an officially appointed instructor in the classroom they may view confidential student records on a need to know basis.

WHAT HAPPENS IF I AM UNABLE TO PROVIDE EXPERIENCES COVERING A PARTICULAR COMPETENCY THE STUDENT IS EXPECTED TO MEET?

If the competency can reasonably be met in another classroom at the school site, it may be met in that location. If there is no chance for the competency to be met it can be so noted on the final evaluation form. You should inform the University Supervisor as well. However, very few competencies should go unmet.

AM I OR IS THE UNIVERSITY SUPERVISOR RESPONSIBLE FOR THE STUDENT TEACHER'S FINAL PRACTICUM GRADE?

The University Supervisor is responsible for the final practicum evaluation. Grading is done on a pass/fail basis. Nevertheless, the final evaluation is done with consultation among the University Supervisor, the Mentor Teacher and the Student Teacher.

IS IT REALLY NECESSARY FOR ME TO ATTEND THE MEETING FOR MASTER TEACHERS THAT IS HELD PRIOR TO THE STUDENT TEACHER JOINING MY CLASS?

Yes. You will receive many tips and helpful information by attending. Also, it can make a big difference in your knowledge of how to handle various situations and helps you better understand your responsibilities as a Mentor Teacher. Handouts are provided which can make your mentoring experience more enjoyable and productive.

APPENDIX I

CHECKLIST OF ITEMS TO DISCUSS AT FIRST MEETING WITH MENTOR TEACHER AND STUDENT TEACHER

Note: Each individual University Supervisor may have items beyond the following list to cover at the first meeting. However, the items below are fundamental and should be either discussed or referred to .

- ___ Make sure you have full and correct personal data from both the mentor teacher and student teacher. (names spelled correctly, home phone, addresses, etc.)
- ___ Provide your phone numbers, address, etc. (A business card helps here.)
- ___ Get school phone number and address.
- ___ Obtain starting and ending times of their school day and school schedule.
- ___ Obtain, if possible, a copy of Mentor Teacher's daily/weekly classroom schedule.
- ___ Review student's responsibilities and the plans outlined in this manual.
- ___ Make sure Mentor Teacher understands his/her responsibilities toward the student teacher as outlined in this manual.
- ___ Review salient points in the handbook with both Mentor and Student Teacher.
- ___ Describe your observation process.
- ___ Discuss evaluation process for the semester (your planned and unplanned observations, ongoing master teacher observations, self-evaluation, mid-point evaluation and end of practicum evaluation).
- ___ Make any assignments you may have for the student teacher.
- ___ Give student teacher an idea of what you will be looking for as you make your observations. For example, general lesson plan provided, lesson management, positive reinforcement of students, number of student responses obtained, quality of transitions, error correction procedures, direct instruction techniques, pacing, responsiveness to your suggestions, etc.
- ___ Discuss off-campus informal seminar meetings with other student teachers.
- ___ Set up dates for your observations.

APPENDIX II

CALIFORNIA TEACHING STANDARDS

Standard 1: Engaging and Supporting All Students in Learning

1.1	Using knowledge of students to engage them in learning.
1.2	Connecting learning to students' prior knowledge, culture, backgrounds, life experiences, and interests.
1.3	Connecting subject matter to meaningful, and real-life contexts.
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.
1.5	Promoting critical thinking through inquiry, problem solving, and reflection.
1.6	Monitoring student learning and adjusting instruction while teaching.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1	Models and communicates expectations for fair and respectful behavior to support social development.
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students.
2.5	Developing, communicating, and maintaining high standards for individual and group behavior.
2.6	Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn.
2.7	Using instructional time to optimize learning.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1	Demonstrating knowledge of subject matter academic content standards.
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
3.3	Organizing curriculum to facilitate student understanding of the subject matter.
3.4	Utilizing instructional strategies that are appropriate to the subject matter.
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
3.6(a)	Addressing the needs of English Learners to provide equitable access to the content.
3.6(b)	Addressing the needs of students with special needs to provide equitable access to the content.

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

4.1	Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction.
4.2	Establishing and articulating goals for student learning.
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning.
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

Standard 5: Assessing Students for Learning

5.1	Monitors student progress and adapts instruction in response to assessed needs.
5.2	Uses a variety of assessment techniques to evaluate student learning.
5.3	Assessment tasks are based on instruction and learning objectives for the unit.
5.4	Maintains clear oral and written communication with students regarding high expectations, grades, and behavior.
5.5	Provides meaningful and timely feedback to students and parents about performance on assignments and assessment tasks.
5.6	Teaches students how to accurately self-assess and reflect upon their own learning at a developmentally appropriate level, set new goals and monitor progress.
5.7	Employs a grading system that accurately reflects student learning, performance, and progress.
5.8	Maintains accurate, detailed records of student performance.
5.9	Collaboratively administers, scores, reports (within the central district data system) and analyzes common/benchmark assessments according to agreed upon standards and procedures.
5.10	Records and reports common/benchmark assessments within the central district data system / uses available technology.

Standard 6: Developing as a Professional Educator

6.1	Reflecting on teaching practice in support of student learning.
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development.
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning.
6.4	Working with families to support student learning.
6.5	Engaging local communities in support of the instructional program.
6.6	Managing professional responsibilities to maintain motivation and commitment to all students.
6.7	Demonstrating professional responsibility, integrity, and ethical conduct.

APPENDIX III

CEC ETHICAL PRINCIPLES AND PROFESSIONAL PRACTICE STANDARDS FOR SPECIAL EDUCATORS

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

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

Special Education Standards for Professional Practice

Teaching and Assessment

Special Education Professionals:

- 1.1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities
- 1.2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
- 1.3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.
14. Create safe, effective, and culturally responsive learning environments which contribute to

fulfillment of needs, stimulation of learning, and realization of positive self-concepts.

1.5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.

1.6. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.

1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.

1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.

1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

1.10. Do not engage in the corporal punishment of individuals with exceptionalities.

1.11. Report instances of unprofessional or unethical practice to the appropriate supervisor.

1.12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

Professional Credentials and Employment

Special Education Professionals:

2.1. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment.

2.2. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential.

2.3. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed.

2.4. Provide notice consistent with local education agency policies and contracts when intending to leave employment.

2.5. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary.

2.6. Advocate for appropriate and supportive teaching and learning conditions.

2.7. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including paraeducators, does not result in the denial of special education services.

2.8. Seek professional assistance in instances where personal problems interfere with job performance.

2.9. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency.

2.10. Objectively document and report inadequacies in resources to their supervisors and/or administrators and suggest appropriate corrective action(s).

2.11. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.

2.12. Resolve professional problems within the workplace using established procedures.

2.13. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment.

- 2.14. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect.
- 2.15. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program.
- 2.16. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.
- 2.17. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals

**Professional Development
Special Education Professionals:**

- 3.1. Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.
- 3.2. Maintain current knowledge of procedures, policies, and laws relevant to practice.
- 3.3. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
- 3.4. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans.
- 3.5. Participate in systematic supervised field experiences for candidates in preparation programs.
- 3.6. Participate as mentors to other special educators, as appropriate.

**Professional Colleagues
Special Education Professionals:**

- 4.1. Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.
- 4.2. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.
- 4.3. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.
- 4.4. Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities.
- 4.5. Intervene professionally when a colleague's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.
- 4.6. Do not engage in conflicts of interest.

**Paraeducators
Special Education Professionals:**

- 5.1. Assure that special education paraeducators have appropriate training for the tasks they are assigned.
- 5.2. Assign only tasks for which paraeducators have been appropriately prepared.
- 5.3. Provide ongoing information to paraeducators regarding their performance of assigned tasks.
- 5.4. Provide timely, supportive, and collegial communications to paraeducators regarding tasks and expectations.

5.5. Intervene professionally when a paraeducator's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

Parents and Families

Special Education Professionals:

- 6.1. Use culturally appropriate communication with parents and families that is respectful and accurately understood.
- 6.2. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process.
- 6.3. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.
- 6.4. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.
- 6.5. Inform parents of relevant educational rights and safeguards.
- 6.6. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.
- 6.7. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

Research

Special Education Professionals:

- 7.1. Do not knowingly use research in ways that mislead others.
- 7.2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.
- 7.3. Protect the rights and welfare of participants in research.
- 7.4. Interpret and publish research results with accuracy.
- 7.5. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.
- 7.6. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities.

Case Management

Special Education Professionals:

- 8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.
- 8.2. Follow appropriate procedural safeguards and assist the school in providing due process.
- 8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.
- 8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.
- 8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

**Non-Educational Support
Special Education Professionals:**

9.1. Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided, and the professional liability for assuming the task is disclosed.

9.2. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

Council for Exceptional Children. (2015). What Every Special Educator Must Know Professional Ethics and Standards. Arlington, VA: CEC

APPENDIX IV DISPOSITION FORM

Professional Behavior and Disposition Evaluation¹ San Diego State University Department of Special Education

Candidate's Name _____ RED ID _____

External/Supervising Evaluator _____

Source of Information (please check all that apply)

Observation of Student Enrolled in an SDSU Course(s) _____

Observation of Student Working with Children _____

Information Obtained from Supervising Teachers _____

Other (Please describe in detail in the section below) _____

In the box below, please include additional detail about the source of information including name of course, dates of observation, location, documentation or records you may have kept and names and contact information of any individuals who may validate and confirm your observations. If you checked "Other" above, please include a detailed description of the source of your information.

Instructions

Using the rating code below, please rate the student on each Professional Behavior and Disposition described below using the Professional Behavior & Disposition Rating Code below.

Professional Behavior & Disposition Rating Code

- 1 = recommend a full review and evaluation of this candidate for a determination of acceptability for a teaching credential and future placement or employment working with children in an educational or clinical setting
- 2 = demonstrates a significant need for improvement in this area
- 3 = some improvement is recommended in this area
- 4 = no improvement needed; candidate demonstrates acceptable or exemplary professional conduct in this area
- NR = unable to respond to this item (may not be applicable or you may not had the opportunity to observe the candidate under conditions that would allow you to make a judgment)

Disposition	Professional Behavior & Disposition	Supervisor/ Instructor Rating	Student Rating
Preparation	<ul style="list-style-type: none"> Displays evidence of having prepared for work or tasks required in class or placement Displays evidence of having completed required assignments for classes including reading Provides evidence of prior preparation based on ability to respond to questions about assignments 		
Boundaries	<ul style="list-style-type: none"> Recognizes and respects the physical, emotional, and social boundaries of students² and faculty. Maintains appropriate relationships with student(s), staff, faculty and supervisors Avoids inappropriate communications including email 		

Disposition	Professional Behavior & Disposition	Supervisor/ Instructor Rating	Student Rating
	<ul style="list-style-type: none"> Does not blur the line between teacher/student and act more like peer/friend than is appropriate including email communication 		
Attire	Wears the professional attire that is appropriate for the particular school or school classroom.		
Hygiene	Maintains personal hygiene.		
Interpersonal Interaction	<ul style="list-style-type: none"> Interacts with students, staff, faculty and supervisors in a positive, professional manner. Avoids engaging in inappropriate, demeaning or disrespectful conversations or behaviors 		
Interpersonal Communication	<ul style="list-style-type: none"> Communicates with students and faculty in a positive, professional manner. Presents points of views tactfully and respectfully Demonstrates appropriate professional courtesies in conversations Avoids the use of foul or abusive language 		
Professional Communication	<ul style="list-style-type: none"> Uses proper grammar and vocabulary in written and oral communication. Articulates a position based on logical reasoning based on acceptable levels of professional knowledge and experience Independently initiates discussion, participates in conversations, and responds to questions without being prompted or asked 		
Ethical Conduct.	<ul style="list-style-type: none"> Complies with section 41301, Title 5 of the California Code of Regulations, <i>Standards For Student Conduct</i>, the <i>California Standards for the Teaching Profession</i> and the <i>Council for Exceptional Children Code of Ethics for Educators of Persons with Exceptionalities</i>. Works, speaks and acts based on a commitment to values that demonstrate the highest standards of excellence and personal integrity based on a developing personal philosophy of education and teaching. Does not engage in illegal or unethical conduct which would be grounds for dismissal from a teaching position. 		
Professional Growth.	Shows a commitment to future professional growth through membership in professional organizations, reading, scholarly work, attending conferences, workshops, and the completion of additional course work.		
Professional Competence	<ul style="list-style-type: none"> Demonstrates a commitment and competence with the design, development and implementation of effective educational programming and instruction that maximize student learning. Demonstrates competence with the theory and application of evidence-based teaching practices. 		
Punctuality	<ul style="list-style-type: none"> Arrives on time and completes assigned tasks on schedule. Communicates in advance when he/she will be late or absent Offers a reasonable and valid explanation for absence or tardiness. 		
Responsibility	<ul style="list-style-type: none"> Displays maturity and responsible judgment Accepts personal responsibility for one's own actions. Takes the initiative Does more than the minimum required to complete a task Develops mutually respectful relationships and rapport with students, faculty, staff and supervisors. Makes decisions and acts in a manner that maintains the health and safety of students and colleagues and intervenes to eliminate dangerous or irresponsible activities that might put students at risk. Demonstrates the ability to respond effectively and responsibly in emergency situations. 		
Diversity.	<ul style="list-style-type: none"> Recognizes and respects the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. 		

Disposition	Professional Behavior & Disposition	Supervisor/ Instructor Rating	Student Rating
	<ul style="list-style-type: none"> Employs alternative materials, careful use of appropriate language and naming, equal access to educational and instructional programs and materials. Demonstrates effective practices for working with students who are English Language Learners and who have cultural and linguistic backgrounds different from their own. 		
Confidentiality	<ul style="list-style-type: none"> Is knowledgeable of legal requirements and statutes protecting the privacy and confidentiality of students in educational and clinical settings Respects and maintains confidentiality standards. 		
Compassion	Empathizes with and seeks to understand the perspectives and experiences of other persons including students and staff. Displays positive regard for students and faculty and seeks to understand the motivations and environmental circumstances of students, parents, and faculty.		
Kindness	Interacts with students and faculty in a positive, benevolent manner. Consistently demonstrates the ability to be friendly, see the highest good of others, and nurture self, others, and the environment.		
Courage	Stands up for the rights of students, self, faculty, schools, and the academic integrity of programs.		
Right Effort	Fully engages and applies oneself in the act of knowing, planning, teaching, and reflection.		
Reflection	<ul style="list-style-type: none"> Thinks about one's actions as a teacher and a person for the intention of personal and professional growth. Willing to suspend initial judgments Demonstrates receptivity for the critical examination of multiple perspectives Makes reasoned decisions with supporting evidence Generates effective/productive options to situations Makes connections to previous readings/experiences/courses 		
Cooperative & Collaborative	<ul style="list-style-type: none"> Works well with others Keeps self and others on task Maximizes the use of one's own and others' talents Distributes responsibilities equitably Accepts and completes an equitable portion of work agreed to Acknowledges and honors the work of others in a group 		
Positive Attitude	<ul style="list-style-type: none"> Thinks and speaks in a manner that affirms, edifies, and nurtures self, students, faculty and the environment. Promotes and supports a positive learning environment and school climate 		
Honesty and Integrity	Speaks the truth and seeks to act in the best interests of students, parents, faculty, and the school or environment.		
Professional Respect	Celebrates and accommodates differences of opinion and philosophies, to communicate and compromise to find common goals, and act on behalf of the common good.		
<p><i>For External/Supervising Evaluators Only of Any Candidate</i> Based on the results of this evaluation, I would support and recommend the placement of this candidate in an educational or clinical setting requiring direct contact, teaching and/or supervision of children for the purpose of completing course requirements and/or student teaching. (Please circle YES or NO in the column to the immediate right).</p>		YES	NO

<p><i>For External/Supervising Evaluators of Candidates Completing Student Teaching</i> Based on the results of this evaluation, I would support and recommend this candidate for a <u>teaching credential and employment</u> in an educational or clinical setting requiring direct contact, teaching and/or supervision of children. (Please circle YES or NO in the column to the immediate right).</p>	YES NO
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Additional Comments/Explanation:

Signature of Student Date of Signature

Signature of External Evaluator Date of Signature

Notes

¹This form was adapted from assessments of dispositions developed by the Minnesota State University, Mankato, the Department of Educational Studies & Teacher Education in the Imperial Valley at San Diego State University and items described in the references indicated below.

²For the purpose of this evaluation, a student is defined as any individual of any age enrolled in or attending any private or public child care facility, school, educational institution, or training program.

References

- Davison, L.J., Davison-J-Jenkins, J., S., & Koeppen, K.E. (2004) Transition points that guide and clarify secondary education student expectation. Paper presented at AACTE Annual meeting, Chicago, IL. Retrieved June 6, 2008 from <http://www.hup.sjsu.edu/faculty/susanwilkinson/dispositions3.htm>.
- Teaching Dispositions Assessment (n.d.) Retrieved June 6, 2008 from http://www.tcnj.edu/~preston4/teaching_dispositions_assessment.htm
- Weiner, H., & Cohen, A. R. (2003). Dispositions in teacher education programs: An opportunity for reform. Paper presented at the Second Annual National Conference on Teacher Dispositions, Eastern Kentucky University, Richmond Kentucky. Retrieved June 6, 2008 from <http://www.education.eku.edu/dispositions/resources/Dispositions%20Proceedings%20Session%20K.doc>

I have read the contents of the disposition form and understand that demonstration of an appropriate disposition for teaching is a requirement for the recommendation by faculty for awarding a credential as an Education Specialist. In other words, both my academic performance as manifested by my GPA, and a professional disposition are necessary in order to be recommended for a credential or degree in the Department of Special Education. I understand that my disposition for working in collaboration with others (peers, staff, faculty) in a respectful manner will be evaluated throughout my program.

Name of Candidate

Date

Credential Program (Mild to Moderate, Moderate to Severe, Early Childhood)

PROGRAM OF STUDY 2019 - 2020
Preliminary Specialist Credential in Early Childhood Special Education
2-SEMESTER OPTION

After completion of the Preliminary credential, candidates are eligible to take teaching positions. Following employment as a special education teacher, candidates have five years to complete Induction or the Clear Professional Credential.

Preliminary, Prerequisites* 16 units	Preliminary, Semester I 12 units +6 unit practicum	Preliminary, Semester 2 14 units +6 unit practicum
SPED 450 (Classroom Adaptations for Special Populations) – 3 units [Formerly SPED 500]	SPED 530 (Issues in Autism) –3 units	CFD 380 (Early Language & Literacy Dev in a Linguistically Diverse Society) – 3 units
SPED 501** (Typical & Atypical Learning Processes) — 3 units	SPED 553 (Behavioral Strategies and Supports for Students with Disabilities) –3 units	SPED 526 (Char. & Ed. Phys., Health, Sensory Impairments) –3 units
SPED 502 (Field Experiences in General and Special Education) –1 unit	CFD 580 - (Observation and Assessment) – 3 units	SPED 560 (Applications of Technology for Individuals with Disabilities) –3 units
SPED 528*** (Young Children with Disabilities and Their Families) –3 units	CFD 585 (Work with Family at Risk) –3 units	SPED 543 (Ed. Programs & Services for Young Children with Disabilities—Preschool) –3 units
SPED 527# (SPED in a Pluralistic Society) –3 units	SPED 980D (Advanced Practicum—Infant/Toddler)	SPED 562 (Collaboration, Legislation, and Educational Planning in SPED) –2 units
DLE 915A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE) –3 units		SPED 980D (Advanced Practicum—Preschool)

* Students may major in Liberal Studies but are encouraged to enter from Child Development or related majors. Students from Liberal Studies must show evidence of the courses in CFD or their equivalent from another college or university. The CSET is not required.

* Courses in this column are available to upper division undergraduate students.

** Not required for candidates who possess a Multiple Subject or Single-Subject Teaching Credential from a California program sponsor. Individuals who acquired their Multiple Subjects or Single Subjects equivalent credentials outside of California **are required** to have a course in educational psychology or take this class or submit substitution forms proving course of a similar content was successfully completed at another institution.

*** Because it will not be offered in summer, students are admitted to the program in Fall must take SPED 528 concurrently with Semester I courses.

Not required for candidates who possess a Multiple or Single Subjects credential inclusive of CLAD or EL authorization.

Note: Candidates for the Preliminary credential must demonstrate knowledge of principles and provisions of U.S. Constitution through successful completion of a 3-unit college level course or examination. For further clarification contact the Office of Student Services at (619) 594-6320.

Candidates for the Preliminary credential must complete a course in **Health Education**, including, but not limited to, nutrition, the physiological and sociological effects of alcohol, narcotics, drugs, and use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) which covers **infant and child to adult** CPR skills. **SDSU course TE 280**. For further clarification contact the Office of Student Services at (619) 594-6320

Petitions to Substitute or Waive course(s) must be turned in the semester prior to being admitted to the credential program.

PROGRAM STUDY 2019-2020
Preliminary Specialist Credential in Early Childhood Special Education
4-SEMESTER OPTION

After completion of the Preliminary credential, candidates are eligible to take teaching positions. Following employment as a special education teacher, candidates have five years to complete Induction of the Clear Professional Credential.

Preliminary, Prerequisites* 16 unites	Preliminary, Semester 1 6 units (+5 units if intern)	Preliminary, Semester 2 6 units (+5 units if intern)
SPED 450 (Classroom Adaptations for Special Populations) – 3 units [Formerly SPED 500]	SPED 553 (Behavioral Strategies and Supports of Students with Disabilities) – 3 units	SPED 526 (Char. & Ed. Physical, Health, Sensory Impairments) – 3 units
SPED 501** (Typical & Atypical Learning Processes) – 3 units	CFD 580 (Observations and Assessments) – 3 units	SPED 560 (Applications of Technology for Individuals with Disabilities) – 3 units
SPED 502 (Field Experiences in General and Special Education) – 1 unit	SPED 970B (Practicum in General & SPED) – 4 units Interns only	SPED 970B (Practicum in General & SPED) – 4 units Intern only
SPED 528*** (Young Children with Disabilities and Their Families) – 3 units	DLE 925 (Seminar) – 1 unit interns only	DLE 925 (Seminar) – 1 unit interns only
SPED 527# (SPED in a Pluralistic Society) – 3 units	Preliminary Semester 3 6 units +6 unit practicum	Preliminary, Semester 4 8 units +6 unit practicum
DLE 915 A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE) – 3 units	SPED 530 (Issues in Autism) – 3units	CFD 380 (Early Language and Literacy Dev in a Linguistically Diverse Society) –3 units
	CFD 585 (Work with Family at Risk) – 3 units	SPED 543 (Educational Programs and Services for Young Children w/ Disabilities—Preschool) – 3 units
	SPED 980D (Advanced Practicum—Infant/Toddler)	SPED 562 (Collaboration, Legislation, and Educational Planning in SPED) – 2 units
	DLE 925 (Seminar) 1 unit interns only	SPED 980D (Advanced Practicum—Preschool)
		DLE 925 (Seminar) 1 unit interns only

* Students may major in Liberal Studies but are encouraged to enter from Child Development or related majors. Students from Liberal Studies must show evidence of the courses in CFD of their equivalent from another college or university. The CSET us not required.

* Courses in this column are available to upper division undergraduate students.

** Not required for candidates who possess a Multiple Subject or Single Subjects equivalent credentials outside of California **are required** to have a course in educational psychology or take this class or submit substitution forms proving course of a similar content was successfully completed at another institution.

*** Because it will not be offered in summer, students are admitted to the program in Fall must take SPED 528 concurrently with Semester I courses.

Note: Candidates for the Preliminary credential must demonstrate knowledge of principles and provisions of U.S. Constitution through successful completion of a 3-unit college level course or examination. For further clarification contact the Office of Student Services at (619) 594-6320.

Candidates for the Preliminary credential must complete a course in **Health Education**, including, but not limited to, nutrition, the physiological and sociological effects of alcohol, narcotics, drugs, and use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) which covers **infant and child to adult** CPR skills. **SDSU course TE 280**. For further clarification contact the Office of Student Services at (619) 594-6320.

Petitions to Substitute or Waive course(s) must be turned in the semester prior to being admitted to the credential program.

PROGRAM OF STUDY 2019 - 2020
Preliminary Specialist Credential in Mild/Moderate Disabilities
2-SEMESTER OPTION

After completion of the Preliminary credential, candidates are eligible to take teaching positions. Following employment as a special education teacher, candidates have five years to complete Induction or the Clear Professional Credential.

Preliminary, Prerequisites* 16 units	Preliminary, Semester I 16 units + 4-unit Practicum	Preliminary, Semester 2 11 units + 10 unit practicum
SPED 450 (Classroom Adaptation for Special Populations) – 3 units [Formerly SPED 500]	SPED 505 (Educational Services for Students with SED) –1 unit	SPED 534 (Classroom Assessment M/M) –3 units
SPED 501** (Typical & Atypical Learning Processes) — 3 units	SPED 530 (Issues in Autism) –3 units	SPED 648 (Advanced Special Education Adaptions) –3 units
SPED 502 (Field Experiences in General and Special Education) –1 unit	SPED 553 (Behavioral Strategies and Supports for Students with Disabilities) –3 units	SPED 560 (Applications of Technology for Individuals with Disabilities) –3 units
SPED 524 (Characteristics of Students with Mild/Moderate Disabilities) –3 units	SPED 657 (Facilitating Transition Across Environments in SPED) –3 units	SPED 562 (Collaboration, Legislation, and Educational Planning in SPED) –2 units
SPED 527# (SPED in a Pluralistic Society) –3 units	SPED 647 (SPED Adaptations of Basic Skills Instruction) –3 units	SPED 980A (Advanced Practicum)
DLE 915A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE) –3 units	TE 930** (Teaching Reading & Language Arts) –3 units	
	SPED 970A (Practicum in General & SPED) Take RICA exam first Saturday in December	

* For admission, students must meet additional criteria, including subject matter competence, by passing CSET: Multiple Subjects (all three subtests) or CSET: Single Subject (Math, English, Social Studies or Science only). Refer to Preliminary Credential Requirements information sheet on website regarding CSET multiple subject requirements for obtaining Mild/Moderate & Moderate Severe Credential. Admission to the Internship Program may require you to pass CSET: Multiple Subjects.

* Courses in this column are available to upper division undergraduate students.

** Not required for candidates who possess a Multiple Subject or Single-Subject Teaching Credential from a California program sponsor. Individuals who acquired their Multiple Subjects or Single Subjects equivalent credentials outside of California **are required** to have a course in educational psychology or take this class or submit substitution forms proving course of a similar content was successfully completed at another institution.

Not required for candidates who possess a Multiple or Single Subjects credential inclusive of CLAD or EL authorization.

Note: Candidates for the Preliminary credential must demonstrate knowledge of principles and provisions of U.S. Constitution through successful completion of a 3-unit college level course or examination. For further clarification contact the Office of Student Services at (619) 594-6320.

Candidates for the Preliminary credential must complete a course in **Health Education**, including, but not limited to, nutrition, the physiological and sociological effects of alcohol, narcotics, drugs, and the use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) which covers **infant and child to adult** CPR skills. **SDSU TE 280**. For further clarification contact the Office of Student Services at (619) 594-6320.

Petitions to Substitute or Waive course(s) must be turned in the semester prior to being admitted to the credential program.

PROGRAM OF STUDY 2019 - 2020
Preliminary Specialist Credential in Mild/Moderate Disabilities
4-SEMESTER OPTION

After completion of the Preliminary credential, candidates are eligible to take teaching positions. Following employment as a special education teacher, candidates have five years to complete Induction or the Clear Professional Credential.

Preliminary, Prerequisites* 16 units	Preliminary, Semester 1 7 units (+ 5 units intern only)	Preliminary, Semester 2 5 units (+ 5 units intern only)
SPED 450 (Classroom Adaptations for Special Populations) – 3 units [Formerly SPED 500]	SPED 505 (Educational Services for Students with SED) –1 unit	SPED 534 (Classroom Assessment M/M) –3 units
SPED 501** (Typical & Atypical Learning Processes) — 3 units	SPED 530 (Issues in Autism) –3 units	SPED 562 (Collaboration, Legislation, and Educational Planning in SPED) –2 units
SPED 502 (Field Experiences in General and Special Education) –1 unit	SPED 553 (Behavioral Strategies and Supports of Students with Disabilities) –3 units	SPED 970A (Practicum in General & SPED)
SPED 524 (Characteristics of Students with Mild/Moderate Disabilities) –3 units	SPED 970A (Practicum in General & SPED) Interns only	Interns only DLE 925 (Seminar) 1 unit Interns only
SPED 527# (SPED in a Pluralistic Society) –3 units	DLE 925 (seminar) 1 unit Interns only	
	Preliminary, Semester 3 9 units + 4 unit practicum	Preliminary, Semester 4 6 units + 10 unit practicum
DLE 915A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE) –3 units	SPED 647 (SPED Adaptions of Basic Skills Instruction) –3 units	SPED 560 (Applications of Technology for Individuals with Disabilities) –3 units
	SPED 657 (Facilitating Transition Across Environments in SPED) –3 units	SPED 648 (Advanced Special Education Adaptions) –3 units
	TE 930** (Teaching Reading & Language Arts) –3 units	SPED 980A (Advanced Practicum)
	SPED 970A (Practicum in General & SPED) Take RICA exam first Saturday in December	DLE 925 (Seminar) 1 unit Interns only
	DLE 925 (Seminar) 1 unit Interns only	

* For admission, students must meet additional criteria, including subject matter competence, by passing CSET: Multiple Subjects (all three subtests) or CSET: Single Subject (Math, English, Social Studies or Science only). Refer to Preliminary Credential Requirements information sheet on website regarding CSET multiple subject requirements for obtaining Mild/Moderate & Moderate Severe Credential. Admission to the Internship Program may require you to pass CSET: Multiple Subjects.

* Courses in this column are available to upper division undergraduate students.

** Not required for candidates who possess a Multiple Subject or Single-Subject Teaching Credential from a California program sponsor. Individuals who acquired their Multiple Subjects or Single Subjects equivalent credentials outside of California **are required** to have a course in educational psychology or take this class or submit substitution forms proving course of a similar content was successfully completed at another institution.

Not required for candidates who possess a Multiple or Single Subjects credential inclusive of CLAD or EL authorization.

Note: Candidates for the Preliminary credential must demonstrate knowledge of principles and provisions of U.S. Constitution through successful completion of a 3-unit college level course or examination. For further clarification contact the Office of Student Services at (619) 594-6320.

Candidates for the Preliminary credential must complete a course in **Health Education**, including, but not limited to, nutrition, the physiological and sociological effects of alcohol, narcotics, drugs, and the use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) which covers **infant and child to adult** CPR skills. **SDSU TE 280**. For further clarification contact the Office of Student Services at (619) 594-6320

Petitions to Substitute or Waive course(s) must be turned in the semester prior to being admitted to the credential program.

PROGRAM OF STUDY 2019- 2020
Preliminary Specialist Credential in Moderate/Severe Disabilities
2-SEMESTER OPTION

After completion of the Preliminary credential, candidates are eligible to take teaching positions. Following employment as a special education teacher, candidates have five years to complete Induction or the Clear Professional Credential.

Preliminary, Prerequisites* 16 units	Preliminary, Semester 1 16 units + 4 unit Practicum	Preliminary, Semester 2 14 units + 10 unit practicum
SPED 450 (Classroom Adaptations for Special Populations) – 3 units [Formerly SPED 500]	SPED 505 (Educational Services for Students with SED) –1 unit	SPED 526 (Char. & Ed. Phys., Health, Sensory Impairments) –3 units
SPED 501** (Typical & Atypical Learning Processes) — 3 units	SPED 553 (Behavioral Strategies and Supports for Students with Disabilities) –3 units	SPED 530 (Issues in Autism) –3 units
SPED 502 (Field Experiences in General and Special Education) –1 unit	SPED 635 (Assessment M/S) –3 units	SPED 560 (Applications of Technology for Individuals with Disabilities) –3 units
SPED 525*** (Characteristics of Students with Moderate/Severe Disabilities) –3 units	SPED 647 (SPED Adaptations of Basic Skills Instruction) –3 units	SPED 645 (Issues in Curr. & Instr. for Students with Severe Handicaps) –3 units
SPED 527# (SPED in a Pluralistic Society) –3 units	SPED 657 (Facilitating Transition Across Environments in SPED) –3 units	SPED 562 (Collaboration, Legislation, and Educational Planning in SPED) –2 units
DLE 915A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE) –3 units	TE 930** (Teaching Reading & Language Arts) –3 units	SPED 980B (Adv. Practicum)
	SPED 970B (Practicum in General & SPED) Take RICA exam first Saturday in December	

- * For admission, students must meet additional criteria, including subject matter competence, by passing CSET: Multiple Subjects (all three subtests) or CSET: Single Subject (Math, English, Social Studies or Science only). Refer to Preliminary Credential Requirements information sheet on website regarding CSET multiple subject requirements for obtaining Mild/Moderate & Moderate Severe Credential. Admission to the Internship Program may require you to pass CSET: Multiple Subjects.
- * Courses in this column are available to upper division undergraduate students.
- ** Not required for candidates who possess a Multiple Subject or Single-Subject Teaching Credential from a California program sponsor. Individuals who acquired their Multiple Subjects or Single Subjects equivalent credentials outside of California **are required** to have a course in educational psychology or take this class or submit substitution forms proving course of a similar content was successfully completed at another institution.
- *** Because it will not be offered in summer, students are admitted to the program in Fall must take SPED 525 concurrently with Semester I courses.
- # Not required for candidates who possess a Multiple or Single Subjects credential inclusive of CLAD or EL authorization.

Note: Candidates for the Preliminary credential must demonstrate knowledge of principles and provisions of U.S. Constitution through successful completion of a 3-unit college level course or examination. For further clarification contact the Office of Student Services at (619) 594-6320.

Candidates for the Preliminary credential must complete a course in **Health Education**, including, but not limited to, nutrition, the physiological and sociological effects of alcohol, narcotics, drugs, and the use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) which covers **infant and child to adult** CPR skills. **SDSU TE 280**. For further clarification contact the Office of Student Services at (619) 594-6320.

Petitions to Substitute or Waive course(s) must be turned in the semester prior to being admitted to the credential program.

PROGRAM OF STUDY 2019 - 2020

Preliminary Specialist Credential in Moderate/Severe Disabilities

4-SEMESTER OPTION

After completion of the Preliminary credential, candidates are eligible to take teaching positions. Following employment as a special education teacher, candidates have five years to complete Induction or the Clear Professional Credential.

Preliminary, Prerequisites* 16 units	Preliminary, Semester 1 10 units (+5 units intern only)	Preliminary, Semester 2 6 units (+5 units intern only)
SPED 450 (Classroom Adaptations for Special Populations) – 3 units [Formerly SPED 500]	SPED 530 (Issues in Autism) –3 units	SPED 526 (Char. & Ed. Phys., Health, Sensory Impairments) –3 units
SPED 501** (Typical & Atypical Learning Processes) — 3 units	SPED 553 (Behavioral Strategies and Supports of Students with Disabilities) –3 units	SPED 560 (Applications of Technology for Individuals with Disabilities) –3 units
SPED 502 (Field Experiences in General and Special Education) –1 unit	SPED 505 (Educational Services for Students with SED) –1 unit	SPED 970B (Practicum in General & SPED) Intern only DLE 925 (Seminar) 1 unit Interns only
SPED 525*** (Characteristics of Students with Moderate/Severe Disabilities) –3 units	SPED 657 (Facilitating Transition Across Environments in SPED) –3 units	
SPED 527# (SPED in a Pluralistic Society) –3 units	SPED 970B (Practicum in General & SPED) Intern only	Preliminary, Semester 4 5 units + 10 unit practicum
	DLE 925 (Seminar) 1 unit Interns only	
DLE 915A/B# (Teaching and Learning in the Content Area: English Language Development/SDAIE) –3 units	Preliminary, Semester 3 9 units + 4 unit practicum	SPED 645 (Issues in Curr. & Instr. for Students with Severe Handicaps) –3 units
	SPED 635 (Assessment in M/S) –3 units	SPED 562 (Collaboration, Legislation, and Educational Planning in SPED) –2 units
	SPED 647 (SPED Adaptions of Basic Skills Instruction) –3 units	
	TE 930** (Teaching Reading & Language Arts) –3 units	SPED 980B (Advanced Practicum)
	SPED 970B (Practicum in General & SPED) <i>Take RICA exam first Saturday in December</i>	DLE 925 (Seminar) 1 unit Interns only
	DLE 925 (Seminar) 1 unit Interns only	

* For admission, students must meet additional criteria, including subject matter competence, by passing CSET: Multiple Subjects (all three subtests) or CSET: Single Subject (Math, English, Social Studies or Science only). Refer to Preliminary Credential Requirements information sheet on website regarding CSET multiple subject requirements for obtaining Mild/Moderate & Moderate Severe Credential. Admission to the Internship Program may require you to pass CSET: Multiple Subjects.

* Courses in this column are available to upper division undergraduate students.

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*** Because it will not be offered in summer, students are admitted to the program in Fall must take SPED 525 concurrently with Semester I courses.

Not required for candidates who possess a Multiple or Single Subjects credential inclusive of CLAD or EL authorization.

Note: Candidates for the Preliminary credential must demonstrate knowledge of principles and provisions of U.S. Constitution through successful completion of a 3-unit college level course or examination. For further clarification contact the Office of Student Services at (619) 594-6320.

Candidates for the Preliminary credential must complete a course in **Health Education**, including, but not limited to, nutrition, the physiological and sociological effects of alcohol, narcotics, drugs, and the use of tobacco. This requirement must include verification of training in cardiopulmonary resuscitation (CPR) which covers **infant and child to adult** CPR skills. **SDSU TE 280**. For further clarification contact the Office of Student Services at (619) 594-6320.

Petitions to Substitute or Waive course(s) must be turned in the semester prior to being admitted to the credential program

San Diego State University—Department of Special Education.

This information is subject to change without notice. Every effort is made to ensure this information is current and accurate.

MUST READ ITEMS

This manual is meant to serve three constituencies: Student Teachers, Mentor Teachers and University Supervisors. Although each group is welcome to and, indeed, encouraged to read the entire manual, there are certain sections which are necessary reading for each group. These are referred to as “Must Read” items. Below is a list of those items.

STUDENT TEACHERS

- Student conduct
- Overview of each practicum
- Timeline for assumption teaching responsibilities
- Responsibilities of the credential candidate
- Entering the profession
- Items for first meeting
- California Teaching Standards
- CEC Code of Ethics
- Disposition Form

MENTOR TEACHERS

- Student conduct
- Overview of each practicum
- Selection of practicum placements
- Desired mentor teacher qualities
- Timeline for assumption of teaching responsibilities
- Responsibilities of the mentor teacher
- Frequently Asked Questions – for Mentor Teachers
- Items for first meeting
- California Teaching Standards
- Disposition Form
- Course Sequence

UNIVERSITY SUPERVISORS

- Student Conduct
- Three primary field experiences
- Overview of each practicum
- Requirements related to Internship Credential
- Selection of practicum placements
- Desired Mentor Teacher Qualities
- Frequently Asked Questions – for University Supervisors
- Items for First Meeting
- Disposition Form
- Course Sequence

TERMINOLOGY DEFINED

CEC Code of Ethics – Please read the pages referring to this in your handbook.

CEC Standards of Practice – Please read the pages referring to this in your handbook.

Cooperative Group – Any small group of students wherein the students work together on learning projects of some type. Does not necessarily refer to formal Cooperative Learning.

Correction Procedures – Procedures used during instruction for correcting errors made by the student. Different kinds of errors may need different procedures for correction.

Criterion Referenced Assessment – Assessments which are administered to determine whether the student has achieved some agreed upon standard. As an example, teachers who administer tests provided at the end of textbook chapters are using Criterion Referenced Assessment. Such assessment is distinct from Norm Referenced Assessment.

Curriculum Based Assessment – Assessment of student progress in the specific curriculum being taught in the classroom.

Displaying Data – Showing data collected in a graphic manner. Examples are charts or graphs showing scores or progress over time. This does not include simply showing numerical data.

Firming (student learning) – The process, while one is teaching, of ensuring by testing and questioning that students have understood and learned well whatever is being taught.

Formative – Refers to assessment of student learning or progress WHILE the student is being taught the skill or information.

High Rates (of student responding) – Depending on the type of lesson, this term refers to eliciting frequent responses from all students such that not only do all students get to respond, but respond frequently. For example, in a small group of four students a high rate of responding would be all students responding 5 to 15 times in one minute.

Norm Referenced Assessment – Assessment done using any test that has been normed on a large group of students. Included here are such tests as the Wechsler Intelligence Scale for Children – Revised (WISC-R), Woodcock- Johnson III, Peabody Individual Assessment Test – Revised, and the assessments mandated for all students by the State of California.

Peer Mediated – The deliberate use of a student's classroom peer(s) to assist in teaching an academic or social skill.

Range of Settings – This term refers to teaching or functioning in various instructional conditions. Examples of settings are, one-on-one instruction, small group instruction, entire class instruction, outdoor (vs indoor), Etc.

Social Amenities – This is a general term encompassing such things as positive recognition of other professionals, friendly conversation, acknowledgement of other’s accomplishments, participating in group endeavors, assisting others as appropriate, appreciation of other’s duties, establishing generally positive relationships, Etc.

Summative – Refers to assessment of student learning or progress AFTER a unit of the curriculum has been taught or completed.