

California State University, Fullerton
Department of Special Education
Clinical Coach Handbook



CALIFORNIA STATE UNIVERSITY
FULLERTON

Table of Contents

1. Welcome to California State University, Fullerton
2. Clinical Coach Roles and Responsibilities
3. California Teaching Performance Assessment (CalTPA)
4. Evaluations
5. Interns
6. Contact Information
7. Suggested Clinical Practice Timelines
8. Appendices

Welcome to California State University, Fullerton

Welcome to California State University, Fullerton and thank you for supporting our teacher candidates. Clinical Coaches play a crucial role in our program as they engage in coaching, constructive feedback, conferencing, grading, evaluations, and providing advice. Please read this handbook carefully as it provides essential information for Clinical Coaches.

College of Education Conceptual Framework

REACH. TEACH. IMPACT.

The conceptual framework for the College of Education (COE) describes the vision, mission, philosophy, and goals that complement and reinforce the university's mission, goals, and institutional standards.

Vision

COE's vision reflects our commitment to aim high, eliminate inequity, and take responsibility for the development of educators who effectively meet *all* students' educational needs:

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

Philosophy, Purposes, and Goals

COE's philosophy is reflected in the Conceptual Framework's overarching theme— REACH. TEACH. IMPACT.



These three terms illustrate the purpose and goals underlying our commitment to educator development. Specifically, our purpose is to reach our candidates at every stage of their development so that they have the capacity to impact their students at all levels; to teach using a multitude of instructional and technological strategies so that our candidates will have a repertoire of practices from which to draw when they enter the profession; and to create impact by

integrating theory into our practices that are designed to prepare them for future success as professional educators.

Conceptual Framework Outcomes

The theme “Reach. Teach. Impact.” is the foundation of the COE’s conceptual framework for program- specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.

IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

The College of Education Conceptual Framework Outcomes (CFOs) are measured through an annual collection of selected program assessments used to measure Student Learning Outcomes (SLOs). **SLOs will be developed by each program and aligned with the CFOs. Once approved, assessments will be determined, and the assessment system revised to reflect changes*

College of Education Vision, Mission, and Values

OUR VISION

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

OUR MISSION

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

OUR CORE VALUES

1. We value learning as a lifelong journey that transforms us.
2. We value theory, research and the professional literature as guiding the learning process and informing professional practice.
3. We value responsibility to self and to the group.
4. We value diversity because it enriches the whole.
5. We value multiple pathways to learning which includes the use of technology.
6. We value critical inquiry and seeking necessary change.

7. We value authentic and reflective assessment.

Clinical Coach Roles and Responsibilities

Functions of the Clinical Coach

The CSUF Clinical Coach is expected to perform a variety of functions (e.g., facilitators, coaches) in order to best achieve the purposes of the CSUF Education Specialist Credential Programs and to serve the needs of the University, public schools, and individual teacher candidates.

As a Clinical Coach , you are expected to:

- Learn philosophy, objectives, and organization of the Department of Special Education as well as the cooperating schools.
- Establish and maintain effective relationships between CSUF and the public schools.
- Assist in making teacher candidate assignments and recommend reassignments when appropriate.
- Interpret the Department's teacher preparation programs and philosophy to public school personnel.
- Provide feedback to University faculty regarding specific changes occurring within the public schools and their relationship to CSUF teacher preparation programs.
- Serve as a resource person providing information requested by the mentor teacher, Support Provider, or teacher candidate .
- Assist Clinical Practice participants in understanding and carrying out their roles.
- Recognize that the learning and welfare of the pupils are of primary concern, and CSUF employees and students are guests in the schools.
- Work professionally, respectfully, and collaboratively with all.

Responsibilities of Clinical Coaches

University-related Responsibilities:

- Seek out, maintain, and enhance your own professional development.
- Maintain currency regarding state and Department teacher preparation program requirements.
- Cooperate closely with University faculty to enhance the special education teacher preparation program.
- Complete and submit forms (e.g., travel reimbursement, end-of-the-semester checklist) in a timely manner.
- Familiarize yourself with the Clinical Practice protocols and expectations.
- Complete the required formal evaluations for each teacher candidate by the deadline.
- Submit the requested documentation for each teacher candidate at the end of the Clinical Practice experience, in accordance with the End-of-the-Semester Checklist
- Provide feedback on teacher candidate placements and screen prospective mentor teachers for future placements.
- Retain electronic copies of the teacher candidates' lesson plans and your corresponding observations/evaluations.
- Grade teacher candidates' work in Canvas.
- If, at any time, you and/or the mentor teacher(s) determine the teacher candidate is having problems, first contact the fieldwork coordinator. The fieldwork coordinator will provide

guidance on whether a Candidate Improvement Plan should be written for the teacher candidate . If a Candidate Improvement Plan is written, the fieldwork coordinator, the teacher candidate , department chair, and the Clinical Coach must sign and receive copies of the documents. If goals are not met by the date specified in the plan, then there are grounds for removal of the teacher candidate from the site and a grade of "No Credit " to be assigned.

- Teacher candidates must make-up any absences.

School-Related Responsibilities

- Contact the administrator to introduce yourself, confirm they are aware that a teacher candidate has been placed at their school, and thank them for having the student. If the administrator replies via email, please retain the email.
- Introduce yourself to the principal and inform the principal's office when supervising in a school. Follow school procedures for signing in.
- Contact the mentor teacher to introduce yourself, confirm that they are aware that a teacher candidate has been placed with them, and thank them for having the student. Give your contact information to the mentor teachers so they may easily reach you for questions and concerns.
- Be available for special conferences with the mentor teacher and/or Principal about the teacher candidate and his/her work.
- Respond to school personnel inquiries in a timely manner.

Candidate-Related Responsibilities

- Attend first and final Clinical Practice seminars.
- Meet with teacher candidates after the orientation seminar to introduce yourself and clarify your expectations.
- Coordinate first day of Clinical Practice between teacher candidates and school sites.
- Help orient teacher candidates to the school site.
- Encourage the teacher candidate and their mentor teacher to access the Co-Teaching Training & Resources site for the Pairing Up Activities, and more.
- Help provide opportunities for teacher candidates to complete their requirements and participate in varied activities in the school program.
- Assist the teacher candidate in developing a teaching style that is consistent with both sound teaching theory and his/her personal style and values.
- Identify special needs of teacher candidates.
- Pre-conference, observe, and post-conference with teacher candidates on a regular basis.
- Maintain records of teacher candidate observations.
- Whenever possible, videotape the teacher candidate for the purpose of self-evaluation and help them develop self-evaluation skills.
- Counsel teacher candidates as concerns arise.
- Serve as a mediator between teacher candidates and school personnel should problems arise.
- Work with the mentor teacher to develop a Candidate Improvement Plan when necessary.
- Complete the required formal evaluations.

- Immediately report to the Fieldwork Coordinator and Program Advisor any incident that may potentially jeopardize the safety of the teacher candidate .
- Communicate frequently with the Fieldwork Coordinator and Program Advisor if there are any concerns regarding the teacher candidate.

Recommendations for Providing Support to Teacher Candidates

- For traditional teacher candidates, make your first on-site visit during the first week of clinical practice , preferably the first or second day. For Interns, schedule your first visit during the first or second week of clinical practice .
- Conduct a minimum of 6 formal and documented observations during the clinical practice experience.
- Each of the 6 visits should last 45-60 minutes and include observation, documentation, and feedback of the teacher candidates' teaching, as well as pre- and post conferencing.
- Require the teacher candidates to submit to you a comprehensive teaching plan and reflection for each of the 6 formal observations at least 24 hours in advance.
- Ask the mentor teacher and the teacher candidate about their preferences for your activity during your visits (e.g., sit in the back of the room, walk around the room, help children with their work, participate in class activities). Be as unobtrusive as possible while adjusting your activity per their preferences.
- Communicate with the mentor teacher during or after each visit.
- Make 4 additional contacts (via email, phone, or in person) with each teacher candidate . Depending on the needs of your teacher candidates more may be required.
- The final contact with the teacher candidate should include a conference with the mentor teacher to review TPEs, requirements, etc.
- Maintain all required documentation in accordance with the Clinical Coach End-of-the-Semester Checklist. Check-off and submit this material by the due date.
- Keep in mind that many of our student and intern teachers are brand new. Expect and accept beginner mistakes, nervousness, and lack of experience. Cheer them on and provide support as well as constructive, useful feedback to help them grow.
- Be aware of the following potential warning signs, which might be demonstrated by the teacher candidate :
 - Lack of initiative
 - Excessive absences
 - Lack of classroom control
 - Ineffective use of time
 - Expectations that are too high or too low
 - Misunderstanding of potential legal problems (rights and responsibilities)
 - Lack of competency in specific teaching areas
 - Inaccurate records
 - Poor communication with parents
 - Poor preparation

- Failure to meet or communicate with mentor teacher
- Failure to respond to mentor teacher suggestions
- Inappropriate grooming/dressing
- Failure to get along with other school staff
- Inability to communicate ideas
- Excessive, confrontational behavior
- Working too hard (over-anxiety)

These likely warrant a Candidate Improvement Plan.

Constructive Feedback

Constructive feedback is indispensable to teacher candidates' growth. Feedback should focus on supporting the teacher candidate to become an effective teacher. Please use the following guidelines to assist you with feedback:

- Give it with care; we want to help the candidate to become a better teacher.
- Remember: teacher candidates are novices! Knowledge that you perceive as "common knowledge" regarding best practices in teaching may be brand new information to the teacher candidate .
- teacher candidates thrive when given specific feedback framed in a supportive manner. Vague statements are difficult for teacher candidates to interpret and apply.
- Avoid evaluative judgments. Useful feedback is given without labels and judgments. Words such as "irresponsible", "unprofessional", or "bad" indicate judgment; please don't use them. Instead, give the teacher candidate specific actions they can engage in.
- Pick an appropriate time and place to provide feedback to the teacher candidate . Feedback should occur soon after the observation but should also be away from other people and distractions.
- Make the feedback readily actionable.
- Good feedback provides actionable strategies that the teacher candidate can readily implement.

Lesson plans:

- Encourage teacher candidates to provide sufficient details.
- Express to the teacher candidate that the lesson plan should be thorough enough that another teacher could use the lesson plan to teach the lesson start to finish.
- All lesson plans will be submitted at least 24 hours in advance of the observation.
- If you do not receive the lesson plan in a timely manner, you may choose not complete the observation.
- When the lesson plan is submitted you may choose to provide feedback if you feel that some alterations are necessary for a successful lesson, but this is not required.

Helpful Hints on Completing the Observation

- Review the TPEs prior to the observation so that you are familiar with them.
- Refrain from opinions, state the facts.
- Consider using abbreviations during observations. For example, Ss=students, ST=teacher candidate , etc.
- Make notes of things you would like to discuss with the teacher candidate after the lesson.
- Reference the TPEs in your conversation with the teacher candidate after the lesson.

Sample Introduction Communication

Sample Email to Administrator

My name is XXX and I am a Clinical Coach in the Department of Special Education Department at California State University Fullerton. Thank you for agreeing to have our credential candidate XXX placed at your school. We are grateful for your support of our teacher preparation. If you have questions or concerns, please contact me at XXX.

Sample Introduction Email to mentor teacher

Dear XXX,

Thank you for agreeing to be a mentor teacher for a California State University, Fullerton Education Specialist Credential Candidate in the Department of Special Education. My name is XXX and I am the supervisor of your teacher candidate. The aim of this letter is to give you information about your student's expectations in his/her placement and your responsibilities as the mentor teacher. Our goal is to ensure that this process is not only meaningful for our teacher candidates, but also beneficial to you and your students!

Our preliminary education specialist credential candidates are required to complete two semesters of Clinical Practice: the first in a general education placement and the second in a special education placement. Clinical Practice is XXX weeks. The first day is XXX and the last day is XXX.

Each week, your teacher candidate will have weekly activities to complete in his/her placement. Teacher candidates have an online course with explicit directions of what activities to complete in the role and what to communicate with mentor teachers. The teacher candidate will provide you with a copy of the requirements. As the Clinical Coach, I will be checking on completion of these requirements throughout the semester.

As a mentor teacher, we are grateful that you will support the teacher candidate in the following ways:

- Monitor and support the teacher candidate in his/her skills.
- Provide opportunity for the teacher candidate to practice skills.
- Complete three online assessments based upon the dispositions and teaching performance expectations your teacher candidate must meet in their placement. You will receive email notification, instructions, and reminders of these assessments.

Teacher candidates are required to be formally observed by their Clinical Coach six times during the placement with additional visits as needed. The teacher candidate will work with you to find optimal times for my observations. Please feel free to let me know of any scheduling conflicts.

Please contact me any time with questions and/or concerns! The easiest way to reach me is by email at XXX.

Thank you again for your support of our teacher candidates. I look forward to working with you this semester!

Sincerely,
XXX

Department of Special Education
California State University, Fullerton
XXX
(XXX) XXX-XXX (cell, feel free to call or text anytime!)

California Teaching Performance Assessment (CalTPA)

As of the fall of 2022, the CTC requires all Education Specialist candidates working towards a credential in Mild to Moderate Support Needs or Extensive Support Needs to successfully complete the Teaching Performance Assessment (TPA) to earn a preliminary credential.

The TPAs for Mild to Moderate Support Needs or Extensive Support Needs require candidates to complete a series of defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and culminating teaching experiences or events.

The TPAs for the Early Childhood Special Education credential are underdevelopment and currently being piloted. The current design of the ECSE TPAs consisted of three cycles (Observation, Teaching, Extended Learning Opportunities for Families).

At CSUF, all our credential programs use the California Teaching Performance Assessment (CalTPA) which is comprised of two instructional cycles. To be recommended for a teaching credential, teacher candidates must pass the CalTPA..

The TPAs for the Early Childhood Special Education credential are underdevelopment and currently being piloted. The current design of the ECSE TPAs consisted of three cycles (Observation, Teaching, Extended Learning Opportunities for Families). Candidates in the ECSE will receive support for cycle 1 in SPED 514 and 489C. Cycles two and three will be completed in SPED 489D and receive support in 515 and 489D. The cost for the three cycles is \$300, \$100 for each cycle.

Cycles 1 and 2 of the CalTPA for MMSN and ESN will be completed during the second fieldwork experience (SPED 489).

Candidates in the MMSN and ESN will simultaneously enroll in a 3-unit support course (SPED 420).

Candidates will register for the CalTPA at the CTC's CalTPA website.

The cost is \$300 total, \$150 for each cycle.

Formal Evaluations

Throughout the program, teacher candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the Teacher Performance Expectations (TPEs) across the length of the Clinical Practice experience.

Dispositions are professional characteristics such as: willingness to learn, applying feedback, taking initiative, being punctual (these are only a few examples).

Teaching Performance Expectations are written by CTC and relate specifically to diverse aspects of teaching itself (assessing, lesson planning, differentiating, these are only a few examples). They vary across areas of specialization.

Should a mentor teacher, Clinical Coach, or Program/Fieldwork Coordinator have dispositional or competency-related concerns, a teacher candidate Improvement Plan may be developed. Improvement Plans are generally written by the Clinical Coach in collaboration with the mentor teacher and Department Program/Fieldwork Coordinator(s). Improvement Plans consist of specific objectives that the teacher candidate will focus on and be required to meet in order to remain in the course/program.

Initial Dispositions are formally evaluated online between weeks 3 and 5 of Clinical Practice by the mentor teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to ensure students are demonstrating the basic readiness skills and professionalism needed for successful Clinical Practice. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue in Clinical Practice.

At the end of the Clinical Practice experience, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course.

Should a teacher candidate receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the Clinical Coach, the Department (e.g., Fieldwork Coordinator, Department Chair) will collect information from relevant individuals (e.g., teacher candidate, mentor teacher, Supervisor, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a Candidate Improvement Plan (CIP), or (c) re-place the teacher candidate and develop a CIP. Two NCs in Clinical Practice will result in the teacher candidate being removed from the program.

teacher candidates should keep in mind that as a guest in the mentor teacher's classroom, the mentor teacher may dismiss the teacher candidate from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

Interns

Contact Information

If the question/comment/concern pertains to:	Contact
<ul style="list-style-type: none"> ● Any teacher candidate concerns ● Any mentor teacher concerns ● Any problem with supervision 	<p style="text-align: center;">Calli Lewis Chiu clewischiu@fullerton.edu</p>
<ul style="list-style-type: none"> ● Mild to Moderate Support Needs: <ul style="list-style-type: none"> -assignments -program -teaching performance expectations 	<p style="text-align: center;">Tiffany Row trow@fullerton.edu</p>
<ul style="list-style-type: none"> ● Extensive Support Needs: <ul style="list-style-type: none"> -assignments -program -teaching performance expectations 	<p style="text-align: center;">Erica Howell ehowell@fullerton.edu</p>
<ul style="list-style-type: none"> ● Early Childhood Special Education: <ul style="list-style-type: none"> -assignments -program -teaching performance expectations 	<p style="text-align: center;">Janice Myck-Wayne jmyck-wayne@fullerton.edu</p>
<ul style="list-style-type: none"> ● Entitlements ● Schedules ● Your personnel evaluation 	<p style="text-align: center;">Melinda Pierson mpierson@fullerton.edu</p>
<ul style="list-style-type: none"> ● teacher candidate placements only 	<p style="text-align: center;">Alli De Maria ademaria@fullerton.edu</p>
<ul style="list-style-type: none"> ● Teaching Performance Assessments (TPAs, CalTPAs) 	<p style="text-align: center;">Rosalinda Larios rolarios@fullerton.edu</p>
<ul style="list-style-type: none"> ● Teaching Performance Assessments (TPAs, ECSE) 	<p style="text-align: center;">Janice Myck-Wayne jmyck-wayne@fullerton.edu</p>

Suggested Timelines for Classroom Teaching

SPED 488 – Clinical Practice in General Education

*****teacher candidates do not take over whole class teaching in SPED 488. Please make sure both the mentor teacher and the teacher candidate are aware of this.*****

WEEK 1

- teacher candidates, spend this week observing the class and learning the students' names. Please also ensure you know how to pronounce the name correctly!
- Interns: You may have already completed many or all of "General" items and/or they may not pertain to you.

WEEK 2

- Work with your mentor teacher to lead 2-3 small group activities with students who need extra support.

WEEK 3

- Work with your mentor teacher 4-5 small group lessons for students who need extra support.
- From now until the end of Week 10, attend all meetings required of your mentor teacher, such as SST, school-wide intervention team meetings, IEPs, and/or parent conferences (be sure to get the principal's permission). However, do not miss any CSUF classes if held at the same time.

WEEK 4

- Work with your mentor teacher 7-10 small group lessons for students who need extra support.

WEEKS 5-10

- Work with your mentor teacher to teach small groups of students who need extra support throughout the day, all week.

SPED 489A

WEEK 1

-Spend this week observing the class and getting to know your mentor teachers and their teaching style, philosophy, and classroom routines. Learn all students' names and ensure you know how to pronounce them correctly.

WEEK 2

-Email or meet with an administrator to learn about school-wide rules, concerns, and positive behavior support systems in place.

-Review IEPs for all students if you haven't already. Ask your MT (interns: ask a fellow special education teacher or support provider) how they chart student progress toward goals.

-Work with your MT to begin a few teaching activities this week, such as one small group per day.

WEEK 3

- Work with your MT to increase your time teaching. For example, you might begin teaching 2-3 small groups per day, or if you are in an SDC setting, you might begin teaching the science content to the whole class.
- From now until the end of Week 10, attend all meetings required of your mentor teacher, such as SST, school-wide intervention team meetings, IEPs, and/or parent conferences (be sure to get the principal's permission). However, do not miss any CSUF classes if held at the same time.

WEEK 4

- Work with your MT to conduct at least one assessment with a student or group of students.
- Continue teaching activities, working with your MT to increase your responsibilities and time spent teaching.

WEEK 5

- Continue teaching and conducting assessments with increasing responsibility.
- Begin working on the Individual Development Plan (IDP) and share with your Supervisor. The IDP is something that should be completed over several weeks with support and input from your supervisor. In other words, do not leave it until the end of the semester and do it all by yourself! Start now.

WEEK 6-12

- Work with your MT to get the full experience of planning, teaching, assessing, and reflecting regularly and across student groups and content areas.
- Continue working on the IDP.

SPED 489B

SPED 489C

SPED 489D

Appendices

Appendix A: Universal Teacher Performance Expectations Evaluated in SPED 488

TPE 1: Engaging and Supporting and Students in Learning Elements

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, Week 2reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

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

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Appendix B: Mild to Moderate Support Needs Teacher Performance Expectations Evaluated in SPED
489A

TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning
<ul style="list-style-type: none"> ● Apply knowledge of students' cultural backgrounds, language, and interests to engage them in learning. ● Apply practices within teaching that are effective for students with communication needs. ● Monitor student progress toward goals ● Support self-determination among students ● Adjust instruction while teaching to maintain active student engagement 	<ul style="list-style-type: none"> ● Develop appropriate and effective accommodations and modifications. ● Help students develop positive communication skills to reduce negative behaviors. ● Develop behavior supports to address behavioral issues related to students' disabilities. ● Support students' success in the LRE. ● Provide academic and social skills instruction to support positive behavior of all students. 	<ul style="list-style-type: none"> ● Adapt, modify, accommodate and differentiate instruction to facilitate access to the LRE. ● Organize effective instruction based on demonstrated knowledge of disabilities and their effects on learning, social-emotional development, and behavior.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
<ul style="list-style-type: none"> ● Demonstrates the use of High Leverage Practices ● Identifies and uses behaviorally-based teaching strategies. ● Uses technology to provide personalized lessons that engage students and offer multiple means of expression. 	<ul style="list-style-type: none"> ● Applies knowledge of the purposes, characteristics, and uses of different types of assessments. ● Uses assessment data from multiple measures to plan and modify instruction. 	<ul style="list-style-type: none"> ● Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. ● Reflects on own values and biases, and exhibits positive dispositions to students and colleagues.

Appendix C: Extensive Support Needs Teacher Performance Expectations Evaluated in SPED 498B

TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning
<ul style="list-style-type: none"> ● Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. ● Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. ● Monitor student progress toward learning goals. ● Incorporate the visual and performing arts, as appropriate to the content and context of learning. 	<ul style="list-style-type: none"> ● Develop accommodations and modifications including instructional and assistive technology, and alternative and augmentative procedures. ● Help students develop positive communication skills and systems to replace negative behavior. ● Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students. ● Ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs. ● Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior. 	<ul style="list-style-type: none"> ● Include the use of assistive technology in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. ● Adapt, modify, accommodate and differentiate the instruction of students.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
<ul style="list-style-type: none"> ● Use assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development. ● Use evidenced-based high leverage practices aligned with the state-adopted core curriculum. ● Coordinate, collaborate, co-teach and communicate effectively. 	<ul style="list-style-type: none"> ● Apply knowledge of the purposes, characteristics, and uses of different types of assessments. ● Uses assessment data from multiple measures to plan and modify instruction. 	<ul style="list-style-type: none"> ● Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. ● Reflect on own values and biases, and exhibits positive dispositions to students and colleagues.

Appendix D: Teacher Performance Expectations – Early Childhood Education

TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning
<p>1.1 Demonstrates knowledge of early development in planning, organization and sequencing of intervention/instructional activities.</p> <p>1.2 Demonstrates applied knowledge of young children’s CLD background, socioeconomic status, prior experiences and SEL and developmental learning needs in instructional planning.</p> <p>1.4 Demonstrates knowledge of children’s language development across disabilities, including typical and atypical language development, communication skills and vocabulary/semantic development as related to acquisition of academic knowledge and skills.</p> <p>1.5 Communicates effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children’s learning goals and outcomes.</p> <p>1.6 Promote the child’s development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child’s behavior and interactions within instructional and other learning opportunities.</p> <p>1.8 Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting</p> <p>1.9 Provides a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches</p> <p>1.10 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.</p> <p>1.11 Facilitates the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).</p>	<p>2.1 Facilitates positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).</p> <p>2.2 Promote children’s access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive.</p> <p>2.3 Organizes space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environment, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences.</p> <p>2.4 Creates an environment that promotes positive child behavior and participation through the use of principles of positive behavior support</p> <p>2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.</p>	<p>3.1 Demonstrates comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning</p> <p>3.2 Demonstrates sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children.</p> <p>3.4 Identifies key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.</p> <p>3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.</p> <p>3.8 Plans for effective content instruction appropriate for young children in the special education setting and provides multiple ways for young learners to demonstrate their learning development.</p>

Appendix E: SPED 488 Lesson Plan Template

Complete all 3 sections of this template. This template was designed to help you practice and prepare for the Teaching Performance Assessment (TPA) and meet Teacher Performance Expectations (TPEs). It is lengthy and detailed because there are many skills to master in order to be an effective teacher and meet the high standards of a California credential.

Section 1: Backwards Planning

Lesson Overview

Title of lesson

Subject

Grade level

Time frame

California Content Standard(s) and/or Curriculum Frameworks

Content-specific learning goal(s)

ELD learning goal(s), if appropriate

Language Support

How many students are English learners?

How many students have a diagnosed speech/language delay or related disability?

How many students have trouble with: social pragmatics, vocabulary development, or executive functioning?

Content of Lesson

Based on student assets, what do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

What misunderstandings or misconceptions do you expect students might have from the lesson?

What knowledge, skills, and abilities (higher-order thinking and academic language development) do you expect students to have after engaging in the lesson?

Assessment/Checking for Understanding

How will you determine if students are meeting, not meeting, or exceeding the learning goals for this lesson?

How will you know students understand the content (e.g., rubric or checklist)?

How will you determine if re-teaching an objective is necessary?

How will assessment information be used in planning the next lesson?

Materials Needed

What resources, materials, and/or educational technology will you or your students use during the lesson?

Open

1. How will you “hook” students’ attention?
2. How will you explain the learning goal to students and tie it to their background knowledge and prior learning?

Body

Write out all parts/steps of teaching/learning activities.

1. Describe how you will deliver the content of the lesson. Be sure to rely on more than lecturing. Use visual images, real-life examples, strong questioning techniques, and mini-activities to engage students in the content. Write the information in such a way that another teacher could pick it up and teach it. Keep “I do, we do, you do” in mind as you plan the lesson.
2. How will you group students?
3. How will you engage students in age- and/or developmentally-appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer) activities?
4. What strategies for teaching English learners will you incorporate?
5. What strategies for teaching students with atypical language development will you incorporate?
6. What instructional strategies will support student learning through multiple modalities (i.e., step-by-step instruction, guided notes, use of manipulatives, frontloading, repeated practice, etc.)?
7. What guided practice and/or independent practice activities will help students strengthen and deepen their knowledge of the content introduced in the lesson?
8. What adaptations, including, as appropriate, assistive technologies, will support individual student learning needs?
9. How will you facilitate instructional support personnel to support student learning during the lesson?

Close

How will you wrap up the lesson? Remember to restate the learning goals in an age-appropriate way, tie it back to prior knowledge again, and tell what they will learn next that relates to this lesson if applicable.

Section 2: Reflection

1. Based on the data related to student learning, what parts of this lesson were successful?
2. How did you address IEP goals?
3. How did your accommodations/modifications work for the student(s) who needed them?
4. Did any teaching dilemmas come up? In other words, did anything happen that perplexed you, and you're not sure how to work through it (i.e., students just weren't getting a particular concept, there were problematic behavior challenges that seem to be repeating themselves, etc.)?
5. Based on the data related to student learning, what parts of the lesson need to be revisited?
6. In what ways could you change your teaching strategy to reteach the parts of the lesson that need to be revisited?

Section 3: Teaching Performance Expectations

Highlight the TPEs you will demonstrate in this lesson:

TPE 1: Engaging and Supporting and Students in Learning
1. Applies students' experiences, cultures, social-emotional needs, and funds of knowledge to engage them in learning.
2. Maintains ongoing communication with students and their families to communicate expectations and student progress.
6. Supports English Learners using evidence-based strategies.
7. Provides opportunity to access the curriculum via visual and performing arts.
8. Monitors student learning and adjusts instruction while teaching to actively engage students.
TPE 2: Creating and Maintaining Effective Environments for Student Learning
2. Creates learning environments that supports diverse student needs and positive interactions among students.
3. Establishes a safe learning environment free of bullying, racism, and sexism.
5. Maintains high expectations for all students.
6. Establishes clear expectations for positive classroom behaviors and interactions.
TPE 3: Understanding and Organizing Subject Matter for Student Learning
1. Demonstrates knowledge of subject.
2. Makes accommodations and modifications to the curriculum based on students' needs.
4. Consults and collaborates with educators to plan for instruction and support student learning.
5. Uses subject specific strategies to develop academic literacy among all students including English Learners.
6. Utilizes appropriate instructional resources to ensure equitable access to curriculum.
7. Uses technology to support learning and develop digital citizenship.

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

1. Applies knowledge of students, including linguistic and cultural background and development to plan, design, implement, and monitor instruction.
2. Applies knowledge of atypical child development to support student learning.
3. Makes cross-disciplinary connections.
5. Promotes self-advocacy among students with diverse needs.
6. Collaborates to access resources for planning and instruction.
8. Uses technology to support learning among all students.

TPE 5: Assessing Student Learning

1. Applies knowledge of assessment to design and administer a wide range of assessments.
2. Uses different types and forms of assessment to plan and modify instruction and document student learning over time.
3. Involves students in self-assessment.
5. Communicates assessment results in a timely manner to students and families.
8. Uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

2. Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues.
4. Demonstrates effective communication to support teacher and student learning.

Appendix F: SPED 489A Lesson Plan Template

Appendix G: SPED 489B Lesson Plan Template

Appendix H: SPED 489 C and D Lesson Plan Template

Appendix I: SPED 488 Observation Template

EDUCATION SPECIALIST CREDENTIAL PROGRAM

Clinical Practice Observation Form SPED 489a

Teacher Candidate	Clinical Coach	Semester	Date of Observation
Mentor Teacher	School and District	Grade and Subject	Lesson Topic
PROGRAM OUTCOMES			
At least two lessons must encompass these outcomes.			
<p>REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.</p>	<p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.</p>	<p>IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.</p>	
TEACHING PERFORMANCE EXPECTATIONS			
Highlight or check off the TPEs observed during this lesson.			
TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
<ul style="list-style-type: none"> ● Apply knowledge of students’ cultural backgrounds, language, and interests to engage them in learning. ● Apply practices within teaching that are effective for students with communication needs. ● Monitor student progress toward goals ● Support self-determination among students ● Adjust instruction while teaching to maintain active student engagement 	<ul style="list-style-type: none"> ● Develop appropriate and effective accommodations and modifications. ● Help students develop positive communication skills to reduce negative behaviors. ● Develop behavior supports to address behavioral issues related to students’ disabilities. ● Support students’ success in the LRE. ● Provide academic and social skills instruction to support positive behavior of all students. 	<ul style="list-style-type: none"> ● Adapt, modify, accommodate and differentiate instruction to facilitate access to the LRE. ● Organize effective instruction based on demonstrated knowledge of disabilities and their effects on learning, social-emotional development, and behavior 	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator	
<ul style="list-style-type: none"> ● Demonstrates the use of High Leverage Practices ● Identifies and uses behaviorally-based teaching strategies. ● Uses technology to provide personalized lessons that engage students and offer multiple means of expression. 	<ul style="list-style-type: none"> ● Applies knowledge of the purposes, characteristics, and uses of different types of assessments. ● Uses assessment data from multiple measures to plan and modify instruction. 	<ul style="list-style-type: none"> ● Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. ● Reflects on own values and biases, and exhibits positive dispositions to students and colleagues. 	

OBSERVATION DATA

Observation notes, constructive feedback, suggestions, and insights from Clinical Coach

POST OBSERVATION

Feedback/Notes regarding lesson plan:

teacher candidate 's reflection on the lesson (Suggested prompts: "What do you think went well?" "What might you do differently next time?"):

Next steps and targets:

Was this lesson recorded or observed live?

Don't forget:

- ✓ **Make contact/check in with mentor teacher**
- ✓ **Save this form as a PDF and email it to the teacher candidate**

Appendix J: SPED 489A Observation Template

EDUCATION SPECIALIST CREDENTIAL PROGRAM

Clinical Practice Observation Form SPED 489a

Teacher Candidate	Clinical Coach	Semester	Date of Observation
Mentor Teacher	School and District	Grade and Subject	Lesson Topic
PROGRAM OUTCOMES			
At least two lessons must encompass these outcomes.			
<p>REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.</p>	<p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.</p>	<p>IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.</p>	
TEACHING PERFORMANCE EXPECTATIONS			
Highlight or check off the TPEs observed during this lesson.			
TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
<ul style="list-style-type: none"> ● Apply knowledge of students' cultural backgrounds, language, and interests to engage them in learning. ● Apply practices within teaching that are effective for students with communication needs. ● Monitor student progress toward goals ● Support self-determination among students ● Adjust instruction while teaching to maintain active student engagement 	<ul style="list-style-type: none"> ● Develop appropriate and effective accommodations and modifications. ● Help students develop positive communication skills to reduce negative behaviors. ● Develop behavior supports to address behavioral issues related to students' disabilities. ● Support students' success in the LRE. ● Provide academic and social skills instruction to support positive behavior of all students. 	<ul style="list-style-type: none"> ● Adapt, modify, accommodate and differentiate instruction to facilitate access to the LRE. ● Organize effective instruction based on demonstrated knowledge of disabilities and their effects on learning, social-emotional development, and behavior 	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator	
<ul style="list-style-type: none"> ● Demonstrates the use of High Leverage Practices ● Identifies and uses behaviorally-based teaching strategies. ● Uses technology to provide personalized lessons that engage students and offer multiple means of expression. 	<ul style="list-style-type: none"> ● Applies knowledge of the purposes, characteristics, and uses of different types of assessments. ● Uses assessment data from multiple measures to plan and modify instruction. 	<ul style="list-style-type: none"> ● Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. ● Reflects on own values and biases, and exhibits positive dispositions to students and colleagues. 	

OBSERVATION DATA

Observation notes, constructive feedback, suggestions, and insights from Clinical Coach

POST OBSERVATION

Feedback/Notes regarding lesson plan:

teacher candidate 's reflection on the lesson (Suggested prompts: "What do you think went well?" "What might you do differently next time?"):

Next steps and targets:

Was this lesson recorded or observed live?

Don't forget:

- ✓ Make contact/check in with mentor teacher
- ✓ Save this form as a PDF and email it to the teacher candidate

Appendix K: SPED 489B Observation Template

EDUCATION SPECIALIST CREDENTIAL PROGRAM

Clinical Practice Observation Form SPED 489b

Teacher Candidate	Clinical Coach	Semester	Date of Observation
Mentor Teacher	School and District	Grade and Subject	Lesson Topic
PROGRAM OUTCOMES			
At least two lessons must encompass these outcomes.			
<p>REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.</p>	<p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.</p>	<p>IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.</p>	
TEACHING PERFORMANCE EXPECTATIONS			
Highlight or check off the TPEs observed during this lesson.			
TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
<ul style="list-style-type: none"> ● Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. ● Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. ● Monitor student progress toward learning goals. ● Incorporate the visual and performing arts, as appropriate to the content and context of learning. 	<ul style="list-style-type: none"> ● Develop accommodations and modifications including instructional and assistive technology, and alternative and augmentative procedures. ● Help students develop positive communication skills and systems to replace negative behavior. ● Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students. ● Ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs. ● Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior. 	<ul style="list-style-type: none"> ● Include the use of assistive technology in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. ● Adapt, modify, accommodate and differentiate the instruction of students. 	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator	
<ul style="list-style-type: none"> ● Use assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development. 	<ul style="list-style-type: none"> ● Apply knowledge of the purposes, characteristics, and uses of different types of assessments. ● Use assessment data from multiple measures to plan and modify instruction. 	<ul style="list-style-type: none"> ● Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. 	

<ul style="list-style-type: none"> ● Use evidenced-based high leverage practices aligned with the state-adopted core curriculum. ● Coordinate, collaborate, co-teach and communicate effectively. 		<ul style="list-style-type: none"> ● Reflect on own values and biases, and exhibits positive dispositions to students and colleagues.
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OBSERVATION DATA Observation notes, constructive feedback, suggestions, and insights from Clinical Coach

POST OBSERVATION

Feedback/Notes regarding lesson plan:

teacher candidate 's reflection on the lesson (Suggested prompts: "What do you think went well?" "What might you do differently next time?"):

Next steps and targets:

Was this lesson recorded or observed live?

Don't forget: <ul style="list-style-type: none"> ✓ Make contact/check in with mentor teacher ✓ Save this form as a PDF and email it to the teacher candidate

Appendix L: SPED 489 C and D Observation Template
Clinical Practice Observation Form SPED 489c/d

Teacher Candidate	Clinical Coach	Semester	Date of Observation
Mentor Teacher	School and District	Infant/Toddler-Preschool	Activity Focus
PROGRAM OUTCOMES			
At least two lessons must encompass these outcomes.			
<p>REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.</p>	<p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.</p>	<p>IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.</p>	
TEACHING PERFORMANCE EXPECTATIONS			
Highlight or check off the TPEs observed during this lesson.			
TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning	
<p>1.1 Demonstrates knowledge of early development in planning, organization and sequencing of intervention/instructional activities.</p> <p>1.2 Demonstrates applied knowledge of young children’s CLD background, socioeconomic status, prior experiences and SEL and developmental learning needs in instructional planning.</p> <p>1.4 Demonstrates knowledge of children’s language development across disabilities, including typical and atypical language development, communication skills and vocabulary/semantic development as related to acquisition of academic knowledge and skills.</p> <p>1.5 Communicates effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children’s learning goals and outcomes.</p> <p>1.6 Promote the child’s development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child’s behavior and interactions within instructional and other learning opportunities.</p> <p>1.8 Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting</p> <p>1.9 Provides a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches</p> <p>1.10 Monitors student learning and adjusts instruction while teaching so that students continue to be actively engaged in learning.</p> <p>1.11 Facilitates the continuation of young children’s learning progress across multiple contexts and</p>	<p>2.1 Facilitates positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).</p> <p>2.2 Promote children’s access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive.</p> <p>2.3 Organizes space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environment, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences.</p> <p>2.4 Creates an environment that promotes positive child behavior and participation through the use of principles of positive behavior support</p> <p>2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.</p>	<p>3.1 Demonstrates comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning</p> <p>3.2 Demonstrates sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children.</p> <p>3.4 Identifies key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.</p> <p>3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.</p> <p>3.8 Plans for effective content instruction appropriate for young children in the special education setting and provides multiple ways for young learners to demonstrate their learning development.</p>	

transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).		
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TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
<p>4.2 Applies knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.</p> <p>4.3 Applies knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular</p> <p>4.4 Uses and adapts resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</p> <p>4.5 Identifies each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.</p> <p>4.7 Uses systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts</p> <p>4.9 Collaborates, creates and implements instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.</p> <p>4.11 Implements services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.</p> <p>4.12 Provides instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.</p> <p>4.13 Uses coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.</p>	<p>5.1 Demonstrates knowledge of age and developmentally appropriate purposes, characteristics, and used of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).</p> <p>5.6 Uses ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring, and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.</p> <p>5.7 Interprets English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p> <p>5.8 Communicates and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.</p>	<p>6.2 Demonstrates practices that promote shared decision making with other service providers and families.</p> <p>6.3 Holds and/or participates effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.</p> <p>6.6 Demonstrates knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.</p> <p>6.9 Demonstrates the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.</p> <p>6.11 Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.</p> <p>6.12 Demonstrates how to organize and supervise the work of other adults in the early childhood setting/program</p> <p>6.13 Demonstrates how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors</p>

OBSERVATION DATA

Observation notes, constructive feedback, suggestions, and insights from clinical coach

Structure of Activity: **Introduction** (obtain attention, and link to child's experience), **Body** (model and prompt participation), **End** (mark end and transition to next activity)

Interactions with Children: Positive, respectful, and developmentally-appropriate.

Expectations for Behavior: Activity rules are clearly communicated to children and adults. Candidate models expectations and recognizes and appropriately reinforces positive behavior, uses specific praise, and demonstrates flexible responsiveness as needed.

POST OBSERVATION

Feedback/Notes regarding lesson plan:

teacher candidate's reflection on the lesson (Suggested prompts: "What do you think went well?" "What might you do differently next time?"):

Next steps and targets:

Was this lesson recorded or observed live?

Don't forget:

- ✓ Make contact/check in with mentor teacher
- ✓ Save this form as a PDF and email it to the teacher candidate

Appendix M: Candidate Improvement Plan

**California State University, Fullerton
Department of Special Education
Candidate Improvement Plan**

Directions: As appropriate, attach additional records of observations, conferences, and communications to document concerns. Meetings with the candidate should also be documented.

CANDIDATE	DATE CANDIDATE IMPROVEMENT PLAN INITIATED
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CWID NUMBER	CLINICAL COACH
-------------	----------------

DESCRIPTION OF CONCERNS (TO BE COMPLETED BY INVOLVED FACULTY)			

PLAN FOR IMPROVEMENT			

DATE Initiated	OBJECTIVE	DATE Met	COMMENTS

SIGN FOR PLAN DEVELOPMENT	INITIAL FOR PLAN OUTCOMES

CLINICAL COACH SIGNATURE/DATE	MENTOR TEACHER SIGNATURE/DATE

CANDIDATE SIGNATURE/DATE	PROGRAM COORDINATOR SIGNATURE/DATE
POSITION SIGNATURE/DATE	POSITION SIGNATURE/DATE

Appendix N: Collaboration and Support Log
(to be maintained by teacher candidate of any support they receive)

Teacher Candidate /Intern:
mentor teacher:

CWID:
School/District:

- Log time and provide brief description of collaboration/support with mentor teacher, clinical coach, Program Advisor, or other.
- The log needs to be signed and submitted to your clinical coach at the end of the semester.
- If you are an Intern, your regular support hours must total at least 72 hours and your EL support hours must total at least 23 hours. EL support hours are not needed if you already hold a Clear credential.
- Add additional rows as needed.
- The totals do not automatically calculate.
 - After entering in the times you'll right click on the total cell and click "Update Field" to refresh it.
 - Enter in the times as decimals. For example, for an hour and a half, use 1.5.

Date	Brief Description of Collaboration/Support with mentor teacher or Support from Clinical Coach or Program Advisor	Person Collaborating with/Receiving Support From	Hours: Minutes	Interns Only EL Support Hours: Minutes
Totals			0.00	0.00

Appendix O: Support Log
 (to be maintained by supervisor – all communication between you and the teacher candidate)



Please document all communications and interactions with your teacher candidates/interns. This will be submitted to your folder in One Drive at the end of the semester. Individuals involved may include the teacher candidate /intern, mentor teacher/support provider, principal, program advisor, and others as appropriate.

Candidate:
CWID Number:
Supervisor:
Program Advisor:
Semester/Year

Date	Brief Description of Support Provided	Individuals Involved (if others besides Supervisor and Candidate)	Length hours:minutes
		Total	

Appendix P: Initial Dispositions Evaluation

KNOWLEDGEABLE & COMPETENT SPECIALISTS

Commitment to Learning:

- The candidate demonstrates curiosity and interest in learning more about students and content areas.
- The candidate takes initiative in practicing skills for working with small and large groups.
- The candidate readily participates in classroom routines.

Use of Language:

- The candidate is diligent in appropriate and correct use of oral and written language.

REFLECTIVE & RESPONSIVE PRACTITIONERS

Attention to Diversity:

- The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.

Self-Reflection:

- The candidate reflects on and evaluates his or her own behavior and work.
- The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.

Collaboration:

- The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.

Feedback:

- The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.

COMMITTED & CARING PROFESSIONALS

Professional Demeanor & Responsibility:

- The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
- The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.
- The candidate is poised and professional in his or her demeanor and communication with others.

Professional Growth:

- The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)

RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS	
4 = Exemplary	Extensive indicators of candidate behavior that exemplifies the disposition description. Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.
3 = Acceptable	Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator. Multiple indicators of candidate behavior that matches the disposition description.

2 = Developing	Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator.
1 = Unacceptable	Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.

Appendix Q: Final Dispositions Evaluation

The College of Education at California State University, Fullerton is committed to providing all students with a just, equitable, and inclusive education as defined below.

JUST EDUCATION

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

EQUITABLE EDUCATION

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

INCLUSIVE EDUCATION

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

PROMOTE DIVERSITY

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner.

In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes.

Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

ENGAGE IN COLLABORATIVE ENDEAVORS

- Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being.
- In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

THINK CRITICALLY

- Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists.
- In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

MAINTAIN PROFESSIONAL AND ETHICAL STANDARDS

- Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards.
- They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

VALUE LIFE-LONG LEARNING

- Candidates understand that professional development is a continuing process.
- They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession.
- In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS	
4 = Exemplary	Extensive indicators of candidate behavior that exemplifies the disposition description. Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.
3 = Acceptable	Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator. Multiple indicators of candidate behavior that matches the disposition description.
2 = Developing	Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator.
1 = Unacceptable	Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.



Supervision DOs & Don'ts

Fall 2022

TEACHER CANDIDATE (TC related)



DO

- Get to know Teacher Candidates and develop a **positive relationship** to build trust.
- Provide **specific feedback** with practical suggestions and share resources-areas of growth. Everyone has room to grow and reflect
- Follow up on these areas to **support their growth**.
- **Encourage** your teacher candidate to keep a journal so that they can write down their thoughts, **reflections** and questions each day. This will help them to seek productive guidance from you.
- When debriefing with TCs, have explicit **conversations about JEIE**.
 - Ask TCs where JEIE was incorporated in planning, teaching & assessing, reflecting, and applying.
 - Guide TCs to point out evidence of this.
- Encourage TCs to be **proactive with responsibilities**.
 - Volunteer to read to class.
 - Volunteer to walk students to and from recess, lunch, library, etc.
 - Discuss co-teaching with MT.

MENTOR TEACHER (MT related)



DO

- Visit school sites, if possible, before TC begins to **meet** with Administrators and Mentor Teacher. Include the TC too.
- Maintain **ongoing communication** with the Mentor Teacher. We suggest sending emails to check in every 2-3 weeks during fieldwork and weekly during student teaching.
- Provide an **electronic copy of the observation form** and suggest that the mentor teacher use this form to guide their observations and feedback to the teacher candidate.
- Emphasize to the mentor teacher that **you are a resource for them** and that they can reach out to you anytime for guidance. Provide them with your contact information.

SUPERVISOR/CLINICAL COACH



DO (1 of 3)

- **BE AVAILABLE!** Respond within 24 hours during the work week.
- When you visit a school site, stop by the front office and introduce yourself. **Build a relationship with the front office staff.** This includes emailing the principal to introduce yourself and making yourself available to them should any questions or concerns arise.
- Use **Fullerton Email.**
- Make sure you are **familiar with Just, Equitable and Inclusive Education.** Addressing one aspect of JEIE is not enough in observations. Learn more <http://ed.fullerton.edu/about-the-college/jeie.php>
- Be **respectful of your TC time.** Many work part time so asking what days/times work best for them models to them that we should be **inclusive** of our students' needs.
- Encourage and **guide reflection by asking probing questions.**

SUPERVISOR/CLINICAL COACH



DO (2 of 3)

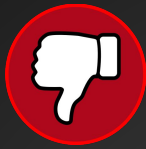
- Use **coaching strategies**, including pausing, paraphrasing, and posing questions, to guide candidates to plan, reflect, and problem-solve.
- Review and be **familiar with the TPEs**.
- **Reach out for help** from your program coordinator if you don't know the answer in order to ensure candidates are receiving accurate information.
- **Document** - in writing - **concerns**. If phone call with TC - follow up in writing via email. Ask MT to follow up in writing. Make sure the TC is made aware of the concerns. Without awareness how can they make adjustments. Check in with the block leader, SAC or coordinator to ensure that this is not an ongoing or pervasive problem.
- **Consistency** - a clear process of TC sending lesson plans 24 to 48 hours prior to lesson. CC/supervisor gives feedback on lesson plans.

SUPERVISOR/CLINICAL COACH

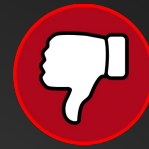


DO (3 of 3)

- **Debriefing** the lesson:
 - **In person** - plan to meet one on one after lesson observation.
 - **Video** - plan to meet one on one within a week of the recorded lesson.
- **After completing the observation form**, email to TC and MT (within 24 hours).
 - **Remind TC** to review **targets/areas of growth** listed on observation form and to practice addressing targets throughout (not just for next observation). Give **concrete examples**.
- **Evaluation** - write a **small paragraph for each TPE**. Give **specific** feedback, examples, areas of strength and/or growth. Not just vague, bullet points



DO NOT



- **Just** have a **running record** in the observations
- **Be late** to scheduled meetings/observations.
- Make **last minute changes** to scheduled observations.
- **Lecture** students.
- **Compare** Teacher Candidates
- **Discuss other** sites/Mentor Teachers
- Ignore any “**red flags**”
- **Only** give **critiques** without seeing TC’s skills and strengths
- Use **old forms**. Every Semester check and make sure you have the most up to date form.