

# California Lutheran University

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**Graduate School of Education**  
Department of Learning and Teaching

## **Program Handbook for Mild/Moderate (MTM), Moderate/Severe (MTS) Education Specialist Candidates**

### ***Graduate School of Education Vision & Mission***

*In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators in accordance with our Vision and Mission:*

*Vision: Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities*

*Mission: Our mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools*

***Department of Learning and Teaching  
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## **Welcome!**

Welcome to the Educational Specialist Credential Program! The faculty and staff of the Special Education Program are excited that you chose California Lutheran University and the Graduate School of Education for your teacher preparation. Whether you are a new or returning candidate, this Handbook (for candidates pursuing the Mild to Moderate (MTM) or Moderate to Severe (MTS) credential) is the place for you to find guidelines and answers to important questions about your program. We hope you will read through it carefully when you are admitted and then return to it often as this useful reference will guide you from program beginning to completion. In addition, faculty and staff are here to support and mentor you throughout your program!

Contact information for faculty and staff is included on page 4 of this handbook.

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# Education Specialist Program Descriptions

## Credential Program Information

Department of Learning & Teaching requirements are determined by the Commission on Teacher Credentialing (CTC) and University standards:

- Changes in CTC requirements or state law may alter cited requirements at any time.
- Continuous enrollment in the program is required. A student missing two consecutive semesters is considered inactive and required to apply for readmission to the program.
- Education Specialist credential course work completed as an undergraduate (foundation coursework) may be applied toward the credential program only. Credential course work units completed as an undergraduate and applied towards a bachelor's degree may not be applied toward total unit requirement for the master's degree. Courses may only be used towards one degree.
- Candidates may not enroll in course work for mild to moderate, moderate to severe, or deaf and hard of hearing credential programs concurrently. Any candidate wishing to add an authorization must apply to the appropriate program and receive permission to enroll in required course work for that credential after completing the initial credential program course work.
- Education Specialist credential requirements are listed in this handbook. All courses must be completed within seven years of admission to the program.
- Education Specialist credential candidates must meet all requirements, submit the appropriate application, and be officially recommended to the CTC by the Credential Analyst in the Graduate School of Education.
- The Graduate School of Education requires all Education Specialist candidates to maintain a GPA of 3.0 or better in order to be recommended for credential.

## Master of Science in Special Education (M.S.)

After completing the requirements for the California Preliminary Education Specialist Credential, candidates may be eligible to pursue the M.S. in Special Education. The remaining courses guide students in deeper reflection on their own practice as they make stronger connections between theory and practice and conduct an educational based research project.

**Most** courses for the credential program may be applied towards the master's degree. *Fieldwork courses receive a grade of pass/not pass and may not be counted towards total units for the master's degree.* Candidates must submit a completed graduate admissions packet and be admitted to the M.S. program; otherwise they will be considered "credential only" students. Thirty-nine (39) eligible units are required for the M.S. degree. Consultation with a faculty advisor is required to determine which courses from the credential program may be applied to the master's degree.

- All courses must be completed within seven years of admission to the program with a GPA of **3.0 or higher**. For further information see the Graduate Catalog, Academic Policies section. Degree requirements are listed in the university's graduate catalog.
- Although certain coursework taken as an undergraduate may be applied toward completion of the credential program, units completed to earn an undergraduate degree may not be counted a second time toward the master's degree units. Courses at the **500-level** are eligible for acceptance toward the master's degree **provided they were not applied toward the bachelor's degree**. Credit earned for clinical fieldwork also is NOT eligible to be applied towards the master's degree.
- Continuous enrollment in the program is required. A candidate missing two consecutive semesters is considered inactive and required to reapply for admission to the program.
- Applications for the master's programs are processed, and degree requirements are verified through the CLU Registrar's Office. For admission inquiries, a counselor in the Graduate Admissions Office should be contacted. For program advisement, the faculty advisor should be contacted.
- The final three courses for the master's degree programs may not be taken concurrently as each is a pre-requisite for the next. The correct order to take the final three courses is EDGN 509, 510, 599.
- Prior to enrollment in EDGN 509, candidates must meet with the Director of the Master's Program to determine eligibility for advancement to complete the master's degree. Because a research project is required for the thesis, it is preferable that candidates should be employed in an educational setting. If not presently employed in a K-12 school, candidates may still complete the degree by working with the instructor to arrange a research project in an educational setting.

**NOTE:** Course content and titles may change but total credits will remain the same.

## Getting Started

**Upon admission, it is important to do the following:**

- Become familiar with the use of the assigned *callutheran.edu* e-mail address.
- The Cal Lutheran e-mail address should be checked on a regular basis. All correspondence and information initiated by the University is sent to this address.
- For e-mail issues, contact the Information Technology Services (ITS) Help Desk at 805-493-3698.
- *Refer to the admission letter for the name of the assigned academic adviser.*
- You should contact the university's office of campus safety to obtain a photo ID and a parking permit. <https://www.callutheran.edu/offices/campus-safety>
- *Admitted candidates will be directed to meet with Christina Soria, Credential Analyst, within two weeks of acceptance.*

## **Credential Requirements**

The Graduate School of Education (GSOE) is accredited by the Commission on Teacher Credentialing (CTC). This state agency establishes and maintains all standards, guidelines and policies related to becoming a teacher in the state of California ([www.ctc.ca.gov](http://www.ctc.ca.gov)). The GSOE must comply with CTC requirements that are subject to change in order to meet the needs of schools and students in the state.

The CLU website lists all requirements, forms, information, etc. There are numerous links to all aspects of the credential process. To learn more about the site, review the following webpage:

[http://www.callutheran.edu/education/student\\_services/credentials](http://www.callutheran.edu/education/student_services/credentials)

State-mandated testing for teachers is required by CTC. To find out what tests are needed, candidates should contact our credential analyst. The Credential Analyst office information is as follows:

Hours of business: 8:00 AM to 5:00 PM  
Phone number: (805) 493-3425  
Email: [csoria@callutheran.edu](mailto:csoria@callutheran.edu)  
Website: [http://www.callutheran.edu/education/student\\_services/credentials/](http://www.callutheran.edu/education/student_services/credentials/)

The candidate is responsible for completing all CTC requirements and submitting the appropriate documents to the credential analyst by the due date indicated.

The GSOE uses the Academic Planner. The instructions for using the Academic Planner may be found on the following website under the “Academic Planning – Students” link:

<http://www.callutheran.edu/registrar/>.

It is the candidate’s responsibility to ensure that all credential requirements are fulfilled by the required date. If the candidate has not passed exams or not fulfilled any credential requirement by the date required, s/he will not be able to register for any coursework for the following semester.

### **PRELIMINARY MILD TO MODERATE CREDENTIAL**

The [CTC requirements for the Preliminary Education Specialist Teaching Credential](#) are:

- Bachelor’s or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- Adult, Infant and Child CPR certification (needs to be valid at time of credential recommendation)
- RICA Exam (multiple subject candidates only)
- Successful completion of all coursework in the Teacher preparation program with a GPA of 3.0 or better, including passing all fieldwork assessments

- Completed Individual Development Plan
- CTC-approved Health Education course (candidates may contact CLU Credential Analyst for more course information)

### **PRELIMINARY MODERATE TO SEVERE CREDENTIAL**

The [CTC requirements for the Preliminary Education Specialist Teaching Credential](#) are:

- Bachelor's or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- Adult, Infant and Child CPR certification (needs to be valid at time of credential recommendation)
- RICA Exam (multiple subject candidates only)
- Successful completion of all coursework in the Teacher preparation program with a GPA of 3.0 or better, including passing all fieldwork assessments
- Completed Individual Development Plan
- CTC-approved Health Education course (candidates may contact CLU Credential Analyst for more course information)

### **CLEAR CREDENTIAL**

The CTC requires all candidates to obtain a CLEAR CREDENTIAL prior to the expiration of the initial preliminary credential. ***CLU does not offer an Educational Specialist Clear Credential program.***

- Most candidates will obtain their CLEAR CREDENTIAL through a two-year induction program sponsored by their employing district.
- Candidates may obtain their CLEAR CREDENTIAL through a university program that is authorized by the CTC.
- Once earned, the CLEAR CREDENTIAL must be renewed in accordance with CTC guidelines.



## Foundations Coursework

Once a candidate is admitted to the program they must take the following four foundations courses. These four courses, combined with the CTC credential requirements, are all considered pre-requisites and must all be completed before the student can advance to Methods.

### Courses

#### **EDLT 500 Foundations of Education (3)**

This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education, which have informed American education and how they affect schooling in a society of multiple cultures, will be explored. **10 hours of fieldwork is required.**

#### **EDLT 501 Theories of Teaching, Learning, and Development (3)**

This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. **15 hours of Fieldwork required.**

#### **EDLT 502 Teaching English Learners and Diverse Populations (3)**

This course in teaching English Language Learners and diverse populations examines first and second language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction (including technologies), school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. **10 hours of fieldwork is required**

#### **EDLT 503 Teaching Exceptional Learners in Inclusive Environments (3)**

This course examines supports for exceptional learners in inclusive environments. This course will explore the learning and behavioral characteristics of individuals with exceptionalities; the theory and practices of special education service delivery models; current state and federal special education laws, with an emphasis on the Individualized Educational Program and partnerships with families; the definitions of each exceptionality; the history of special education services to individuals in the US; the theory and practices of Evidence Based Practice for individuals with exceptionalities and assessment practices guiding such practices; assistive technologies; and current philosophical positions and challenges in special education. **5 hours of fieldwork is required.**

### Foundations Fieldwork

The CTC requires work in the field as part of the foundations coursework requirements. In order to comply with this requirement, **each** of the foundations courses listed above will **require fieldwork**.

The instructors of these courses will provide candidates with guidelines for their observations. Candidates may make arrangements for fieldwork at schools or receive pre-approval from the instructor to work with specific teachers. Instructors will also have a list of teachers who have agreed to make their rooms available for observational requirements. Candidates are to contact these teachers directly to arrange times for their fieldwork.

# Advancement to Methods Block

## IMPORTANT DEADLINE DATES:

### Education Specialist Candidates

- For Fall Entry: All requirements to ADVANCE TO METHODS must be met by **end of MAY**. CSET and CBEST exams are given online and you must have evidence of passing by the deadline date.
- For Spring Entry: All requirements to ADVANCE TO METHODS must be met by **the first week of DECEMBER**. CSET and CBEST exams are given online and you must have evidence of passing by the deadline date.

*It is imperative that candidates plan to take the CSET and CBEST exams early so that official scores are available prior to these deadline dates. Many students are disappointed to find out that they have not passed a section of the exam and do not leave themselves ample time to retake the test prior to the deadline date. Good planning is the key to successfully complying with these deadline dates.*

**To advance to Methods you must meet all of the pre-requisite requirements below by the deadline dates listed above:**

- Complete the ADVANCEMENT TO METHODS application
  - This form was included in your initial acceptance packet but may also be obtained from the credentials office.
- Complete a Professional Dispositions Self-Assessment Form
- Provide evidence that you satisfactorily completed the CTC US Constitution Requirement (see description below)
- Submit a Mandated Reporter Certificate
- Must have completed coursework and maintained a 3.0 GPA or higher
  - EDLT 500
  - EDLT 501 (Or LIBA 402)
  - EDLT 502
  - EDTP 503
- Earn positive Dispositional Evaluations from all Foundations Faculty
- Evidence that you passed CBEST (see description below)
- Passed all sections of CSET (within 5 years) or provided documentation of subject matter competency through a CTC approved program (see description below)
- Evidence of Certificate of Clearance (see description below)
- Verify TB Test is still current (within three years; see description below)
- Make an appointment with the Credential Analyst to verify all of the above. Credential analyst will then recommend you for Methods At this point you will meet with a faculty advisor in either a one-on-one or group setting to be oriented to the remainder of the program.
- *Until all of these requirements are met, you will not be able to register for any further coursework.*

Link to the Credential Office information: <https://www.callutheran.edu/education/credential-office/>

## **CA Teaching Commission (CTC) Requirements**

### **Basic Skills Proficiency (CBEST Exam)**

There are multiple routes to fulfill Basic Skills Proficiency. The Credential Analyst will discuss the options with you at your initial meeting. The CBEST (California Basic Education Skills Test) is an exam that is one option for candidates prior to advancing to Methods. Verification is obtained upon admission of an original score report during provided to the CLU Credential Office.

Education Specialist candidates who plan to teach in a multiple subject setting may also fulfill this requirement by passage of the CSET, Writing Skills (subtest) 142. It is recommended, however, that all candidates take the CBEST exam instead of this option as taking the CBEST will also allow the candidate eligibility to act as a substitute teacher if the district is willing to hire the candidate in that capacity. The CSET writing skills test does not offer that option.

The CBEST exam is offered six days per week and registration is online at the CBEST website <http://www.cbest.nesinc.com/>

### **Subject Matter Competence**

For Education Specialist candidates who plan to teach in a multiple subject setting, this requirement is fulfilled by passage of all three subtests of the California Subject Examination for Teachers (CSET) Multiple Subjects.

For Education Specialist candidates who plan to teach in a single subject setting, this requirement is fulfilled by completion of a CTC-approved subject matter program in the credential subject sought, OR by passage of all subtests of the CSET in the credential subject sought.

For the exams, the same guidelines for documentation apply as for the CBEST. Original score reports must be provided to the CLU Credential Office. If the candidate completed a CTC subject matter approved program and is waived from the CSET exam, a signed subject matter verification form from the university of issuance to the Credential Office in the GSOE must be provided.

CSET exams for multiple subject tests are offered six days per week. Single subject exams are only offered on specific dates. Register online well in advance of CLU deadline dates at the CSET website <http://www.cset.nesinc.com/>

### **U.S. Constitution**

If fulfillment of this requirement was not confirmed during the admissions process, status will be determined by the Credential Analyst during the credential review. If this requirement has not been met, a one-day course/exam is offered periodically through the California Lutheran Continuing Education Department. Other online options are also available; please contact the Credential Analyst to verify what alternatives are approved by the CTC.

## **Mandated Reporter Training**

This requirement should be met as part of Foundations coursework and a certificate of completion will be submitted with the Advancement to Methods application.

## **Confirmation of Negative TB test within the past three years**

## **Certificate of Clearance**

Education Code Section 44320(d) and Title 5 Regulations Section 80028 require an individual to obtain a Certificate of Clearance prior to participate with students. The Certificate of Clearance verifies that an individual has completed the fingerprint and character and identification process and has been cleared by the Commission on Teacher Credentialing (CTC). *This is required before entry to the program (prior to foundations coursework).* Procedures to obtain this may be found at the following link:

[http://www.callutheran.edu/education/student\\_services/credentials/clearance.php](http://www.callutheran.edu/education/student_services/credentials/clearance.php)

# **METHODS COURSEWORK**

Once advancement to Methods has been approved, both the Mild to Moderate and Moderate to Severe credential candidates take the following classes (12 units) during the first semester of methods coursework:

### **EDSP 521: Literacy and Language in Diverse Classrooms (3)**

This course investigates theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

### **EDSP 515: Educating Students with Autism (3)**

This course will examine the full range of Autism Spectrum Disorders (ASD), with an emphasis on contemporary assessment strategies and tools; service delivery models and programs; best educational practices in teaching strategies and interventions; Positive Behavior Intervention and Supports for creating a positive classroom/program and for assisting those with behavior challenges; social/communicative development; comprehensive sensory supports; accommodations and modifications to support students in least restrictive environments and to access core curriculum; and communication strategies for effective partnerships with families, related service professionals, public and non-public agencies and other service providers. Fieldwork is required that documents experiences with students identified with ASD.

### **EDSP 519: Assessment, Instruction, and Development of the Individualized Education Program (3)**

Formal and informal assessment procedures for linking assessment to instruction, determining the need and eligibility for services, designing instructional programs, and developing IEP goals; legal and ethical considerations for assessment, issues of reliability and validity, and information regarding test design and statistics. Includes fieldwork that documents experiences across programs, disability, and school ages.

### **EDSP 534/542A: Clinical Field Practicum (3)**

Student Teaching Seminars are designed to coordinate and augment your experiences in the classroom over each semester. The seminars will provide support, direction, and enrichment to the field experiences of the Education Specialist Credential candidate. In addition, the seminars will provide the candidate with developmental support in their increased understanding and awareness of education theory and best practice methods. Through guided class discussions and activities, candidates will extend their understanding of the history, legal requirements, philosophies, issues and trends in education. They will also increase their awareness of and experience with the day-to-day instruction, procedures, and policies present in local school sites. In addition, each candidate will have an opportunity to enhance personal and professional growth and development as a teacher. Individual seminar sessions will have a particular topic or focus. Candidates are encouraged to discuss progress in their field placement/student teaching assignments and bring any concerns, difficulties or successes to the seminar for group problem-solving activities. Individual time may be scheduled with the instructor and/or supervisor to discuss challenges and/or successes as well. This course is dynamic in nature and will respond to your needs as a developing candidate.

*The **EDSP 534/542A: Clinical Field Practicum** is placement that serves students who have been designated the categories of Mild to Moderate (M/M) or Moderate to Severe (M/S). Under the supervision of the classroom teacher, the candidate works with individuals, small groups, and the entire class. Candidates are expected to complete 150 hours in the fieldwork setting during the semester. All assignments will be made by the Field Placement Coordinator.*

## **Requirements to Advancement to Full-time Clinical**

### **Fieldwork (Completion of Methods)**

During the methods fieldwork placement, the cooperating teacher will be required to provide each candidate with a midterm evaluation. The purpose of the midterm evaluation is to provide a picture of performance and to establish specific goals for the remainder of the semester. A final evaluation of the candidate's performance will be completed by both the cooperating teacher and the university supervisor.

Passage of methods block includes:

- Successful completion of all coursework with a **GPA of 3.0 or better** for education specialist candidates
- Successful completion of Introduction to Clinical Fieldwork with a score of **18** points or better on the final evaluation.
- Satisfactory evaluation of professional dispositions

## **FULL-TIME CLINICAL PRACTICE**

Fieldwork assignments for full-time candidates are arranged by the University. **Students MAY NOT arrange their own placements.** Specific schools and school districts have entered contractual agreements with CLU for the purposes of providing an environment for Student Teaching placements.

Full-time fieldwork at Cal Lutheran follows a “shadowing” model. The candidate is expected to:

- Coordinate arrival and departure with the cooperating teacher
- Actively participate in planning, assessment and all other tasks of the classroom
- Attend any grade level or department staff meetings
- Attend any whole school faculty meetings
- Attend any conferences or in-service days
- Attend any IEPs
- Attend any parent conferences

### **Education Specialist Candidates;**

- Candidates will be assigned to a cooperating teacher for the entire semester
- A university supervisor will visit at least 8 times during the semester to observe the teaching of small group and whole class lessons while providing additional coaching and resources.
- Candidates must earn a score of 21 points on their final evaluations from both the university supervisor and cooperating teacher in order to advance to the full-time Clinical Practice block
- Candidates must be satisfactorily evaluated for professional dispositions
- Candidates will make an entry each week of the placement in a reflection journal which will be reviewed by the university supervisor
- Take-over of class instruction or case management for a period of time agreed upon with the cooperating teacher and university supervisor

*Candidates are expected to complete a minimum of 450 hours in the fieldwork setting.*

## **Coursework**

### **Mild/Moderate Candidates**

#### **EDSP 525: Positive Behavior Supports and Collaboration (3)**

This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork assignments in which students complete a PBS program plan. Students become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

### **EDSP 523: Planning and Instruction for Content Standards (3)**

This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that *all* children can learn from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals from the CA. Common Core Content Standards.

### **EDSP 532 Supporting Students with Mild to Moderate Support Needs in the Classroom (3)**

This 3-unit course is intended to provide the knowledge and skills required to educate students with Mild/Moderate Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices. Students will complete a comprehensive Case Study Project including assessment, curriculum and program development of demonstrating a variety of instructional strategies and ongoing evaluation to assess student performance and respond accordingly. The project will be field-based with skill development activities in the course.

### **EDSP 534B Clinical Field Practicum (6)**

Student Teaching Seminars are designed to coordinate and augment your experiences in the classroom over each semester. The seminars will provide support, direction, and enrichment to the field experiences of the Education Specialist Credential candidate. In addition, the seminars will provide the candidate with developmental support in their increased understanding and awareness of education theory and best practice. Through a series of text and supplemental readings and guided class discussions and activities, candidates will extend their understanding of the history, legal requirements, philosophies, issues and trends in education. They will also increase their awareness of and experience with the day-to-day instruction, procedures, and policies present in local school sites. In addition, each candidate will have an opportunity to enhance personal and professional growth and development as a teacher. Individual seminar sessions will have a particular topic or focus. Students are encouraged to discuss progress in their field placement/student teaching assignments and bring any concerns, difficulties or successes to the seminar for group problem-solving activities. Individual time may be scheduled with the instructor to discuss challenges and/or successes as well. This course is dynamic in nature and will respond to your needs as a developing candidate.

## **Moderate/Severe Candidates**

### **EDSP 525: Positive Behavior Supports and Collaboration (3)**

This course examines Positive Behavior Support and School-wide PBS strategies for general and special educational settings and addresses issues related to inclusion, itinerant teaching, and collaboration with all members of the school community and families for the benefit of students with special needs. The candidate will examine information regarding individual behavior support strategies, specifically with respect to students with special needs. This course includes fieldwork assignments in which students complete a PBS program plan. Students become acquainted with the foundations for professional team members to make decisions on goals, placement, and transitions across the lifespan. Within a wide range of service delivery options, candidates will explore their roles as itinerant support teachers, co-teachers, consultation teacher, and student supporters within inclusive settings.

### **EDSP 523: Planning and Instruction for Content Standards (3)**

This course will provide an introduction to current methodologies and instructional strategies appropriate for concept development as well as attainment and the meaningful application of California Common Core Content Standards. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. We assume that *all* children can learn from well-prepared and encouraging teachers. Technology enhanced methods will also be introduced when appropriate. This course will include a study of the content as well as the goals from the CA. Common Core Content Standards.

### **EDSP 537 Supporting Students with Moderate to Severe Support Needs in the Classroom (3)**

This 3-unit course is intended to provide the knowledge and skills required to educate students with Moderate/Severe Disabilities. The emphasis will be on the design and implementation of scientifically based best practices. Content will cover application of these principals within the context of meaningful and culturally sensitive family partnerships, professional collaboration, and promotion of inclusive educational practices. Students will complete a comprehensive Case Study Project including assessment, curriculum and program development of demonstrating a variety of instructional strategies and ongoing evaluation to assess student performance and respond accordingly. The project will be field-based with skill development activities in the course.

### **EDSP 542B Clinical Field Practicum (6)**

Student Teaching Seminars are designed to coordinate and augment your experiences in the classroom over each semester. The seminars will provide support, direction, and enrichment to the field experiences of the Education Specialist Credential candidate. In addition, the seminars will provide the candidate with developmental support in their increased understanding and awareness of education theory and best practice. Through a series of text and supplemental readings and guided class discussions and activities, candidates will extend their understanding of the history, legal requirements, philosophies, issues and trends in education. They will also increase their awareness of and experience with the day to day instruction, procedures, and policies present in local school sites. In addition, each candidate will have an opportunity to enhance personal and professional growth and development as a teacher. Individual seminar sessions will have a particular topic or focus. Candidates are encouraged to discuss progress in their field placement/student teaching assignments and bring any concerns, difficulties or successes to the seminar for group problem-solving activities. Individual time may be scheduled with the instructor to discuss challenges and/or successes as well. This course is dynamic in nature and will respond to your needs as a developing candidate.

*The **EDSP 534/542B**: Clinical Field Practicum is placement that serves students who have been designated the categories of Mild to Moderate (M/M) or Moderate to Severe (M/S). Under the supervision of the classroom teacher, the candidate works with individuals, small groups, and the entire class. **Candidates are expected to complete 450 hours in the fieldwork setting during the semester. All assignments will be made by the Coordinator of Field Placement.***

## **Intern Option**

California Lutheran University has a Commission-approved intern program for Education Specialist candidates. The intern program is jointly administered by California Lutheran University and the local district that is hiring the candidate. The program is designed to provide the candidates with on the job classroom experience while they complete course work requirements for the preliminary credential. The hiring district must enter into an intern contract agreement with the university.



Typically, candidates are offered intern options in credential areas of shortage such as specialist education, languages other than English, sciences and mathematics. Candidates who are offered an internship must make an appointment with the Chair of the Department of Learning and Teaching or the Field Placement Coordinator to insure eligibility.

To be eligible for hiring as an intern the candidate must have:

1. Completed all initial credential requirements
2. Completed all Foundations and Methods Coursework (EDLT 500, EDLT 501, EDLT 502, EDLT 503, EDSP 515, EDSP 519, EDSP 521, and EDSP 534/542a)
3. Be recommended by the Chair of the Department of Learning & Teaching based on previous performance in the program.

### **PROVISIONAL INTERNSHIP PERMIT**

The PIP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the PIP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The PIP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer emergency permits may be issued two PIPs as long as the employer requirements have been met. Individuals who were issued five emergency permits do not qualify for the PIP.

**Cal Lutheran does not support PIP Internships nor can the PIP internship count towards fieldwork or clinical practice.**

### **SHORT-TERM STAFF PERMIT**

The STSP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the STSP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The STSP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer emergency permits may be issued a STSP. Individuals who were issued five emergency permits do not qualify for the STSP.

**Cal Lutheran does not support STSP Internships nor can the STSP internship count towards fieldwork or clinical practice.**

## **Program Completion**

During the full-time Clinical Fieldwork placement, the cooperating teacher and university supervisor will both be required to provide each candidate with a midterm evaluation. The purpose of the midterm Evaluation is to provide candidates with a picture of their performance and to establish specific goals for the remainder of the semester. A final evaluation will be completed by both the cooperating teacher and the university supervisor.

Passage for consideration for credential requires:

- Development and implementation of lesson plans to cover a take-over of instruction.
- Successful completion of all coursework with a **GPA of 3.0 or better**.
- Successful completion of student teaching with a score of 21 points or better on the final evaluation.
- Satisfactory evaluation of professional dispositions.

### **Final Checklist for PRELIMINARY CREDENTIAL**

*NOTE: These Requirements have been fulfilled along the way and may not necessarily have been done in the order listed.*

- Bachelor's or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- CPR Certification
- RICA Exam (multiple subject candidates only)
- Successful completion of all coursework in the Teacher preparation program with a GPA or 3.0 or better, including passing all fieldwork assessments
- Academic exit
- Submission of completed credential packet to Credential Analyst
- Completed Individual Development Plan

Credential applications will be accepted after all requirements have been met. For detailed information regarding the credential application process, go to the website and follow the links to your specific program. [http://www.callutheran.edu/education/student\\_services/credentials/](http://www.callutheran.edu/education/student_services/credentials/)

### **RICA**

Multiple subject candidates are required to take and pass the RICA exam prior to being recommended for credential. The RICA exam measures the candidates' skill level in teaching children how to read. Single subject candidates are not required to take this exam. The RICA standards require that each multiple subject candidate in addition to the exam, demonstrate practice in the field for each of the RICA domains. The form below needs to be completed by the end of the program in order for the candidate to be recommended for credential. As you demonstrate each domain in practice in a classroom environment, your university supervisor or cooperating teacher should indicate such by initialing and dating in the corresponding column.

## Section Two – Clinical Fieldwork Policies

***NOTE: Fieldwork Policies apply to both Methods and Full-time Clinical as indicated below.***

### **School Placements**

California Lutheran University has contractual relationships with several schools throughout Ventura County. Schools that are partnered with CLU for the purpose of providing candidates with a clinical field experience have been chosen with great care and meet a variety of criteria. These criteria include guidelines provided by the Commission on Teacher Credentialing (CTC) and the Department of Learning and Teaching of CLU. California Lutheran University selects all of its partner schools using a variety of criteria including, but not limited to, the following:

- Schools that employ exemplary teachers and supportive school site leadership. This is determined by review of school data, APY report cards and interviews with site and district administrators.
- Schools that express an interest in working with candidates using the PDS model or the co-teaching model. This is determined by discussion with teachers and presentations at staff meetings.
- Schools that are demographically diverse and include English learners, special needs students and those who are economically disadvantaged. This is done to comply with CCTC guidelines and to provide our candidates experience in working with a variety of subpopulations. This is determined by evaluating annual demographic reports published by the CA Department of Education.

***Candidates may not arrange their own placements.*** Candidates may not be assigned to a school where they have family members working as teachers, administrators or staff. CLU does not partner with every school within a school district. Our arrangements with individual districts may differ. Specific schools within a district may not be available for field placements each semester. Cooperating teacher availability may also vary by the semester.

### **Substituting During Clinical fieldwork**

The intention of clinical fieldwork is to work under the direction of a cooperating teacher and a university supervisor who will serve as a guide and mentor. Our credential program fulfills *CCTC* requirements. Substitute teaching is only permitted when approved by a CLU Field Placement Coordinator or Chair of the Department of Learning & Teaching. If approved, a candidate may only substitute for his/her own cooperating teacher, and substituting may be for occasional and isolated days only.

Substituting for other teachers disrupts the intention of the field placement and is not permitted. Substituting is not permitted if it will cause the candidate to miss or be tardy for any course or seminar.

Long term substituting is not permitted under any circumstances, whether it is for the candidate's cooperating teacher or another teacher. Long term substituting does not comply with *CCTC* fieldwork policy.

If approval has been granted to substitute, candidates must follow school district requirements for application and obtain the appropriate *CCTC*-issued Substitute Permit.

## Attendance

<b>Methods</b>	<b>Full Time Clinical</b>
Candidates in the <b>method's semester</b> are in the field for a variable schedule to be arranged with the CT and Supervisor. Total required documented hours is 150.	Candidates in the <b>full-time clinical</b> practice semester are typically in the field for five days per week to equal 450 hours. This semester's experience is a "shadowing" model which means the candidate is expected to keep the same hours as the cooperating teacher they are assigned to. In a shadowing model, the candidates are expected to arrive and leave with the cooperating teacher as well as participate in all after school meetings and activities. This includes staff meetings, grade level meetings, department meetings, IEP meetings, parent conferences etc. Candidates are permitted to leave the site at an appropriate time to allow them to be to afternoon and evening classes on time.

In the event of personal illness or extreme emergency, the cooperating teacher and university supervisor must be notified prior to the beginning of the day. The candidate must call each day they are absent prior to the beginning of the day. The principal of the school or the Field Placement Coordinator may be notified if the cooperating teacher and/or university supervisor cannot be reached. The first responsibility of the candidate is to obtain these phone numbers. The candidate must make up any absence beyond two-days.

The candidate must be punctual in attendance and reliable in carrying out assigned or assumed responsibilities. He/she must log attendance in the Cal Lutheran attendance book located at each partner school.

## Dress Code

While working at a school site as a candidate, it is important to maintain a level of professionalism in appearance and attire. Dressing appropriately as a teacher is an important professional disposition that must be demonstrated while working in the K-12 environment. It is also important to keep in mind that extremes in personal appearance and attire can result in a distraction to K-12 students and hinder the learning process.

Acceptable attire for male candidates:

- Business casual or "Dockers" style slacks
- Long/short sleeved, collared dress shirt or collared "Polo" style shirt
- Jacket or tie optional
- Closed-toe shoes
- Hairstyles should be businesslike and neat. Facial hair must be neatly trimmed, of reasonable length, and clean

Acceptable attire for female candidates:

- Business casual dress

- Long/short-sleeved dress shirts / blouse with dress-casual skirt / pants
- Conservative hemline (not greater than four inches above the knee)
- Make-up, jewelry, hosiery, and accessories appropriate and in moderation
- Hairstyles businesslike and neat
- Closed-toe shoes

Unacceptable attire:

- Casual clothing such as short pants, sweat suits.
- Denim clothing that is faded, ripped, too tight or too loose
- Dresses or skirts with high slits
- Blouses or dresses with plunging necklines
- Dresses with spaghetti straps or sleeveless tops or see-through materials
- Extremes in makeup usage, jewelry or other accessories
- Hats or Headgear unless a job requirement or have religious significance to the wearer
- Flip-flops, open shoes, plastic foot wear, bedroom shoes and slippers

### **Classroom Involvement**

It is the responsibility of the candidate to become actively involved in the classroom. There should be no reluctance to ask the cooperating teacher to be put to work. Experience has demonstrated that candidates who become actively involved in the classroom have more successful clinical fieldwork experiences. Enthusiasm and interest in the operation of the classroom provides a clear indication of commitment to the profession.

### **Lesson Planning**

It is the candidate's responsibility to present his/her formal lesson plan to his/her cooperating teacher and university supervisor at least two days prior to each day's lesson. Lesson plans must also be uploaded into Taskstream. The Cal Lutheran Lesson Plan Template is available for electronic download on the Student Services section of the Graduate School of Education's website.

### **Evaluation**

Evaluation for professional growth during clinical fieldwork:

- Is a continuous, ongoing process.
- Is a team effort in which the candidate, cooperating teacher, and university supervisor contribute in an atmosphere of open, constructive communication and reflection.
- Is directed toward self-evaluation by the candidate. The cooperating teacher and university supervisor contribute by helping the candidate become consciously aware of instructional behavior and by discussing alternatives to that behavior.
- Includes an evaluation of your professional dispositions at the midterm and end of term in collaboration with the cooperating teacher. Professional behaviors have equal weight in the overall grading process.
- Includes an evaluation of your proficiency in the 6 Teaching Performance Expectations. The cooperating teacher and university supervisor are responsible to complete a midterm and final evaluation of the candidate. Collaboration with the university supervisor is expected. The final evaluation is expected to be done as a conference with all three parties present (candidate,

cooperating teacher and supervisor).

### **Reflective Journal**

The candidate will keep a journal of his/her experiences in the field that will be emailed weekly to the supervisor. The purpose of the journal is to provide the candidate with an opportunity to respond to the activities and situations that occur during the fieldwork experience. These journals are reviewed by the university supervisor. Writing in the journal should be a catalyst for growth and focus on connections between theory and practice. The journal should not be a critique of the classroom or a chronological account of the day. Instead, it should be a recording of thoughts and feelings on specific classroom observations, teaching and other interactions. The journal may be used as a method of recording new insights gained and to ask new questions.

### **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge
- using your work from previous writing/assignments without citation

### **Individual Development Plan (IDP)**

In the final clinical experience, candidates will collaborate with their Supervisors and Cooperating Teachers to determine professional growth goals and create an Individual Development Plan for candidates to take with them into their induction planning.

## Grading

Methods	Full-time Clinical
<p><b><i>Introduction to Clinical Practice,</i></b> EDSP 532/542A are Pass/No Credit courses. The grade will be based on performance in the field which includes proficiency in the 6 TPEs and demonstration of appropriate professional dispositions. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or nonprofessional behavior and absence of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family). In addition to successful completion of EDSP 532/542A. You must also maintain a GPA of 3.0 or better in EDSP 515, 519, and 521 to qualify to advance to full-time Clinical Practice.</p> <p>Methods candidates are expected to attain the level of Developing Beginning Practice by their final evaluation. A score of <b>18</b> points or higher will be required to achieve a passing grade in EDSP 534/542a. Both the cooperating teacher and university supervisor must complete a final evaluation at a score of <b>18</b> or higher. If there is a disagreement between the university supervisor and the cooperating teacher, the case will be reviewed by a committee that will consist of the Department of Learning &amp; Teaching Chairperson, Field Placement Coordinator, and a member of the faculty. This committee will make the final determination for the candidate's grade. Options offered may include extending fieldwork, repeating certain activities or repeating the entire semester.</p>	<p><b><i>Clinical Practice,</i></b> EDSP 534/542B are Pass/No Credit courses. The grade will be based on performance in the field, which includes proficiency in the 6 TPEs and demonstration of appropriate professional dispositions. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or nonprofessional behavior and absence of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family).</p> <p>Candidates are expected to attain the level of Beginning Practice by their final evaluation. A score of <b>21</b> points or higher will be required to achieve a passing grade in EDSP 534/542b. Both the cooperating teacher and university supervisor will complete a final evaluation at a score of <b>21</b> or higher. If there is a disagreement between the university supervisor and the cooperating teacher, the case will be reviewed by a committee that will consist of the Department of Learning &amp; Teaching Chairperson, Field Placement Coordinator, and a member of the faculty. This committee will make the final determination for the candidate's grade. Options offered may include extending fieldwork, repeating certain activities or repeating the entire semester.</p>

## Removal from Clinical Practice

Clinical Practice will be terminated by the Field Placement Coordinator or the Chair of the Department of Learning & Teaching if it is determined that the situation in a particular placement is not in the best interest of the K-12 students, cooperating teacher, or the candidate. Candidates who are not prepared, continually tardy, unfamiliar with subject matter, or behaving in any manner that is deemed to be unprofessional demonstrate possible grounds for removal and/or exit from the program. It is the desire of the Credential Program to create the opportunity for success during fieldwork; however, the candidate must accept responsibility for his/her own professional conduct. The professional behaviors listed on the

professional dispositions evaluation should be used as the primary guide. The K-12 students at the site are the primary constituents and it is the policy of the Department of Learning & Teaching to ensure that their safety and learning is never compromised.

### **The Role of the Candidate**

Candidates operate in at least two major roles during the methods semester. First, *they* are students because *they* are acquiring professional dispositions and pedagogical skills that are generally accepted as a contribution to a teacher's success in the classroom. Second, they are co-teachers because they are planning experiences for and directing the learning activities of others.

Candidates are expected to:

1. **Adhere** to the policies and procedures of the school and district where the candidate is assigned.
2. **Recognize and Respect** and make a serious effort to implement the feedback and suggestions of the cooperating teacher and the school administration.
3. **Maintain** a neat, clean, and appropriate professional appearance. Follow district guidelines for dressing appropriately.
4. **Locate** their own reliable source of transportation to and from their assigned school and arrive on time.
5. **Conduct** themselves in a professional manner at all times. Candidates will keep confidences and respect the rights of others at all times.
6. **Maintain** a positive attitude and develop a positive learning environment for the students within the classroom and school setting.
7. **Follow** the calendar of the assigned school and comply with all school system and building regulations. This includes before and after school hours.
8. **Develop** detailed lesson plans approved by the cooperating teacher and reviewed regularly by the university supervisor.
9. **Bring** to the teaching experience competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.
10. **Take** initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Recognize that the cooperating teacher is the final authority in the classroom.

#### **Full-time Clinical**

11. **Attend** and participate in all school site activities including meetings
12. **Be responsible**, courteous, and dependable.
13. **Work** with the cooperating teacher and university supervisor as a team in setting expectations and goals utilizing the “*Timeline for Clinical Practice Responsibilities*”.



## **Role of the Cooperating Teacher**

The cooperating teacher can be a powerful force in encouraging self-evaluation and reflection by the candidate. Cooperating teachers are specifically encouraged to:

1. **Provide ongoing evaluation of the candidate's performance.**
  - a. Clearly define the management and instructional requirements and expectations of the candidate.
  - b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
  - c. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
  - d. Offer and/or demonstrate specific alternatives or additional suggestions for the candidate to implement.
  
2. **Communicate the value of continuous self-evaluation.**
  - a. Set an example by analyzing one's own instruction in relation to the elements of effective teaching.
  - b. Show willingness to accept comments or suggestions about one's performance from building administrator and/or district supervisor.
  - c. Acquaint the candidate with district teacher evaluation procedures
  
3. **Clinical Practice**
  - a. Through the co-teaching model, develop and implement lessons and assessment collaboratively
  - b. Permit the candidate to plan and implement lessons for observation by university supervisor
  - c. Permit the candidate to plan and takeover class for four-week period during the semester

## **Role of the University Supervisor**

A university supervisor is an additional provider of mentorship and support during the candidates clinical practice placements in the field. The university supervisor will assist with reflective practice and provide evaluations of performance and professional dispositions.

The university supervisor will visit the candidate's classroom at least eight (8) times during the semester. Six of these visits are formal observations of teaching. The cooperating teacher may choose to visit with the university supervisor at that time. The main purpose for the visit is to observe the candidate and to consult with the cooperating teacher.

The university supervisor is responsible for observing the candidate in the classroom, conferencing with the candidate, helping the candidate reflect and establish goals for improvement, and for evaluating clinical fieldwork performance. The length of each visit will vary depending upon the needs of the candidate. The university supervisor will complete observation forms each semester which provide feedback to the candidate on their performance.

## **Problem Resolving Protocol**

### **Candidate – Cooperating Teacher**

Step 1	An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.
Step 2	<b>Cooperating Teacher</b> – Should contact the university supervisor, and the SPED Field Placement Coordinator to express their concerns regarding the candidate. <b>Candidate</b> – Should contact their supervisor, the SPED Field Placement Coordinator to express their concerns regarding the cooperating teacher.
Step 3	If the issue cannot be resolved at Step 2 then: <b>Partner School:</b> Supervisor will meet with the SPED Field Placement Coordinator to discuss the conflict and develop a plan of action
Step 4	Appropriate meetings will take place with stakeholders to implement an action plan for resolution

### **Candidate – University Supervisor**

Step 1	An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.
Step 2	<b>University Supervisor .</b> <b>Partner School:</b> Should contact the SPED Field Placement Coordinator regarding candidate <b>Candidate</b> – <b>Partner School:</b> Should contact the SPED Field Placement Coordinator to express their concerns regarding the university supervisor.
Step 3	Field Placement Coordinator will meet to discuss the issues and develop a plan of action.
Step 4	Appropriate meetings will take place with stakeholders to implement an action plan for resolution.

### **University Supervisor - Cooperating Teacher**

Step 1	An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.
Step 2	<b>Cooperating Teacher</b> – <b>Partner School:</b> Should contact the SPED Field Placement Coordinator regarding the university supervisor. <b>University Supervisor</b> – . <b>Partner School:</b> Should Contact the SPED Field Placement Coordinator to express their concerns regarding the cooperating teacher.
Step 3	SPED Field Placement Coordinator will meet to discuss the issues and develop a plan of action.
Step 4	Appropriate meetings will take place with stakeholders to implement an action plan for resolution.