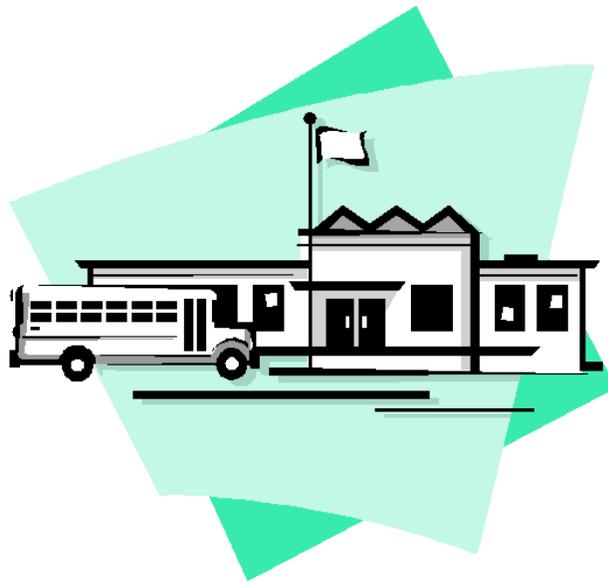


California State University
Northridge

**Michael D. Eisner College Of Education
DEPARTMENT OF SPECIAL EDUCATION**

STUDENT TEACHING HANDBOOK



A handbook for traditional and on-the-job student teachers

Spring 2017
Teacher Education Committee
Department of Special Education

WELCOME TO STUDENT TEACHING!

Dear Student Teacher:

Welcome to a significant transition point in your professional development! You are entering one of the most challenging yet extremely satisfying professions in our society.

Student teaching is the capstone experience and culmination of the Educational Specialist Preliminary credential program. Through this experience you will demonstrate your professional competence in the California Teaching Performance Expectations (TPEs) and your ability to assume the multiple roles and complex responsibilities of a highly qualified special educator.

During this semester you will be mentored by experienced practitioners. Your university supervisor will provide reflective supervision through onsite observations and discussions. If you are a traditional student teacher, your cooperating teacher will serve as a role model and guide your practice in his or her class or teaching situation. If you are student teaching on-the-job, your onsite supervisor has agreed to conduct regular observations and provide consistent feedback. Student teaching is your opportunity to evaluate your practice, problem-solve concerns, and refine your instructional and other professional skills.

The Department of Special Education at California State University, Northridge is committed to preparing you for the teaching profession. If you have any questions about your student teaching assignment or experience, please do not hesitate to contact your university supervisor or the Special Education Teacher Education Coordinator.

Our best wishes for a successful and enjoyable beginning to your chosen profession as a special educator.

The Teacher Education Committee
Department of Special Education

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Overview of Special Education Student Teaching



- What is student teaching?
- The student teaching team
- Site selection and length of time for student teaching
- How will I be evaluated?

What is Student Teaching?



(Please note: the terms “student teaching” and “student teacher” in this handbook apply to the culminating fieldwork experiences in both traditional & on-the-job placements.)

Student teaching is both a learning experience and a time when your professional competencies will be evaluated. During this supervised fieldwork assignment, you will be expected to develop and showcase your skills as a teacher until you are able to successfully plan and implement all the learning experiences for the students in your classroom or on your caseload.

It is important that you have a solid understanding of the expectations as you begin your student teaching assignment. The purpose of this handbook is to clarify the requirements for student teaching, and to delineate the roles and responsibilities of the student teaching team.

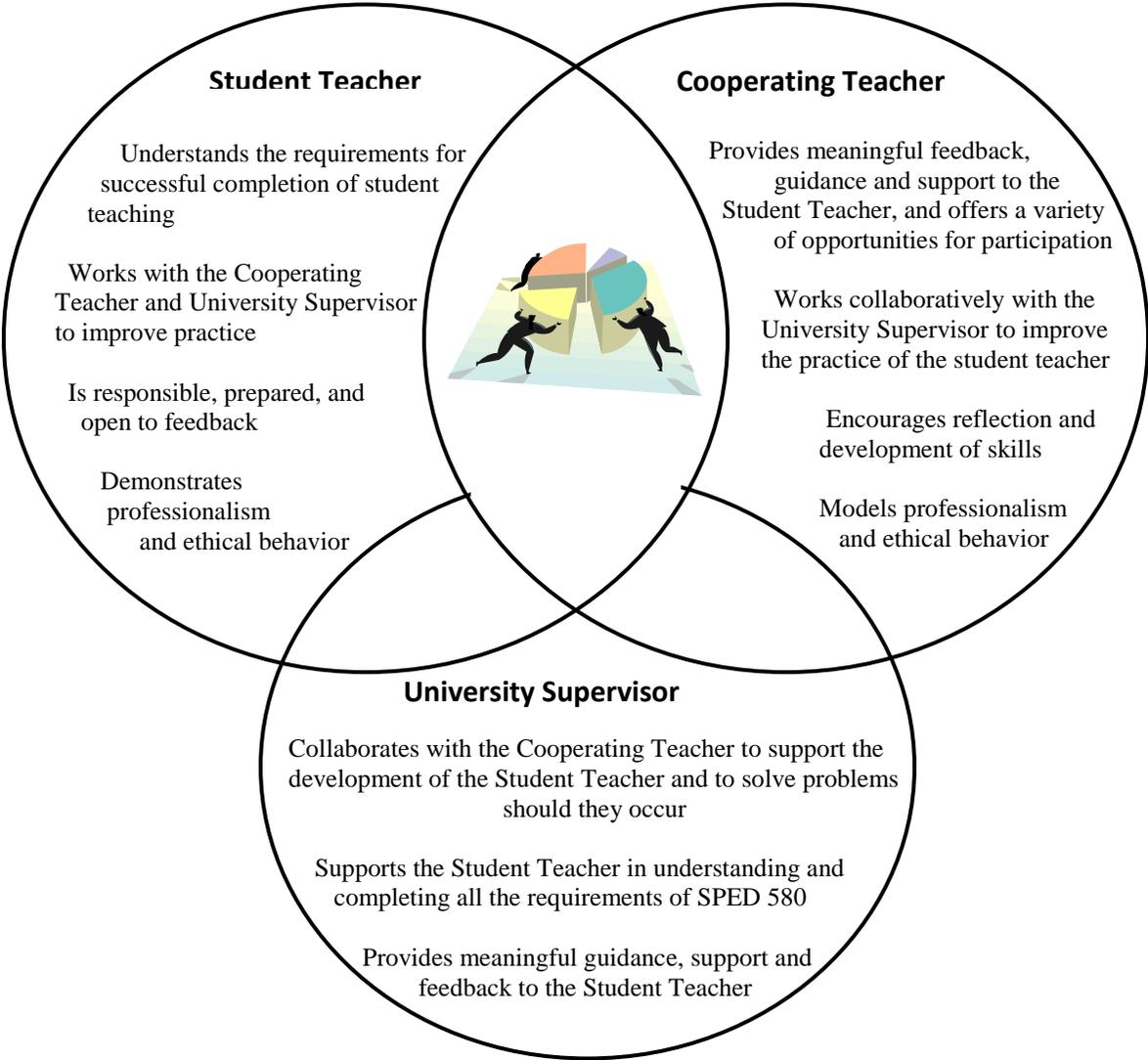
Please take the time to familiarize yourself with the guidelines and policies in this handbook.

Understanding these guidelines will help make your student teaching a positive and successful experience.

The Student Teaching Team

The student teaching team is typically made up of three members, each with a critical role to play in the success of the student teaching experience.

1. **The student teacher:**
a special education credential candidate who has been cleared to student teach by the Credential Office; may be traditional or on-the-job.
2. **The cooperating teacher (traditional) or on-site support provider (on-the-job):**
a credentialed teacher who provides guidance, support, and reflective supervision to the student teacher.
3. **The university supervisor:**
a university faculty member who collaborates with the cooperating teacher (or support provider) and the student teacher to provide feedback, reflective supervision, and guidance to the student teacher.



Criteria for Selection of Placements for Student Teaching

The choice of an appropriate placement for student teaching is critical to your success. Every student teaching placement must be recommended or approved by a full-time faculty member in the Department of Special Education, and must meet department criteria according to specialization. For specific criteria, please see the Policy statement related to Criteria for Selection of Sites for Student Teaching (Section V).



Length and Time of Student Teaching

- DHH, M/M and M/S students:

Student teaching for DHH, M/M and M/S students is a minimum of one semester in length. A student who has not reached acceptable levels of competency by the end of one semester may be offered one of the following options:

- extending the student teaching (length of extension to be determined by the university supervisor), or
- withdrawing from student teaching and reenrolling in a subsequent semester (may be done only once).

For more specific policies regarding these options, see the Policy statement related to Length and Time of Student Teaching (Section V).

- ECSE:

ECSE has two student teaching assignments, one in preschool-preK and one in early intervention. Students are required to complete a minimum of one semester in a preschool or preK program in the role of the early childhood special educator teaching young children with IEPs. Students are also required to complete a minimum of 100 hours of supervised fieldwork in an early intervention program (birth to 36 months) serving families and their infants and toddlers who have IFSPs. A student who has not reached acceptable levels of competency by the end of each assignment may be offered one of the following options:

- extending the student teaching (length of extension to be determined by the university supervisor), or
- withdrawing from student teaching and reenrolling at a subsequent period (may be done only once for each required ECSE assignment).

Evaluation of Student Teaching

Student Teaching Competencies

The competencies for all California educators are based upon the California Teaching Performance Expectations (TPEs), and during the supervised student teaching assignment you will be evaluated on those competencies as outlined by your specialization. By the end of the assignment you will be expected to demonstrate effective knowledge and skills in planning instruction, creating meaningful learning experiences, using assessment, managing learning environments, and collaborating to meet the needs of diverse students with special needs.

Each specialization area has different forms that detail the specific way they use these competencies to evaluate their student teachers. Please refer to the student teaching forms (Section IV) to see the evaluation competencies for your specialization.

Video Capstone Assignment: Teaching Event

Every special education teaching candidate will be asked to complete an extensive video assessment documenting and reflecting on his or her proficiency in the California Teaching Performance Expectations. In order to successfully complete student teaching, you must meet expectations on all sections of the video assignment.



Preparing for Special Education Student Teaching



- **A checklist for getting started**
- **Professionalism**
- **Responsibilities and expectations for student teaching**

A Checklist for Getting Started

The following steps are designed to help you get ready for student teaching. Please meet with an advisor in your area of specialization to see if there are additional steps needed for your particular program.



Meet with your advisor at the **beginning of the semester prior to** student teaching to:

- review your program plan to ensure pre-requisites have been met;
- discuss placement options/approval of student teaching assignments;
- provide an overview of general expectations/requirements of student teaching;
- discuss the student teaching application process.



Apply for student teaching by submitting the application to the Credential Office. *Applications must be downloaded from the Credential Office website and delivered in person to the Credential Office when completed.*

- Priority deadline for fall or summer*: March 20th
- Priority deadline for spring: October 20th

* If you are an ECSE candidate who plans to student teach in the summer and fall of the same year, you must submit two separate student teaching applications before March 20th. **No summer student teaching is available for M/M, M/S or DHH specializations.**



Review student teaching handbook

- Review expectations
- Review competencies
- Review policies

- Review roles of student teaching team members

Professionalism

For most people, student teaching is a time of transition to a new role as an education professional. The following guidelines will help you conduct yourself in a manner befitting a teacher and a CSUN representative. *Remember, first impressions can last a long time!*



Appearance and Attire

- Avoid wearing jeans or very casual clothing unless the activities of the day specifically call for it.
- Wear shoes appropriate to the workplace. Rubber flip-flops are not appropriate or safe.
- Do not wear clothing that exposes the midriff or lower back. Avoid halter-tops, spaghetti straps and shorts or short dresses. Avoid t-shirts with inappropriate logos. If you present yourself like a professional educator, people are likely to treat you that way!
- Always keep in mind that teachers are role models for the students they teach.



School Culture

- Learn about the rules for school routines such as parking, leaving campus during the school day, signing in and out, and use of the teacher workroom.
- Always be aware of the safety of the children *first*.
- Inform your Cooperating Teacher as well as the front desk whenever you are forced to be absent.
- Always ask before borrowing materials or copying ideas you see in the classroom.
- Respect the teacher's private belongings and space.



Ethics

- Everything you see and hear in your classroom is protected by rules of confidentiality. It is unethical to reveal the names of students in your program, or to talk about their needs in a public setting. *Avoid lunchroom gossip!!*
- If you are using documents like IEPs or student work samples for student teaching assignments **always first remove all identifying information** such as last names, addresses, dates of birth, etc. Students must have permission before accessing IEPs or using them in an assignment.
- Confidentiality applies to the adults as well as the students. It is unethical to talk about the practices of a specific teacher or school by name. Please confine discussions of problems or issues to the student teaching seminar or to private conversations with your university supervisor.
- Cell phone use and texting in classrooms is prohibited except in case of emergency.

Responsibilities and Expectations for Student Teaching: Traditional & ITEP Candidates

<p>Day 1:</p>  <p><i>On your mark, Get set, Go!</i></p>	<ul style="list-style-type: none"> • Introduce yourself to faculty, school staff, and students. Make sure these people understand your role as a student teacher. • Become familiar with the school layout and resources. • Learn procedures for notifying school staff if you will be absent.
<p>Weeks 1-2:</p>  <p><i>You're off and running!</i></p>	<ul style="list-style-type: none"> • Familiarize yourself with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines. • Give Cooperating Teacher the observation forms. • Observe and become familiar with the classroom routines, students, and instructional materials. • Learn procedures for using school resources and obtaining supplies. • Review IEPs and become familiar with students' needs. • Observe and become familiar with classroom behavior support systems. • Become familiar with teacher's instructional planning and delivery methods. • Obtain texts and teaching materials. • Keep notes throughout the day and conference with teacher regarding observed lessons on a daily basis. • Assist with activities in all instructional groupings (e.g. 1:1, small groups, and whole group). • Develop a schedule with Cooperating Teaching for gradually assuming teaching responsibility during the semester. • Clarify your role as a student teacher and your responsibilities towards paraprofessionals.
<p>Weeks 3 - 8 (or midpoint):</p>  <p><i>You've hit your stride now!</i></p>	<ul style="list-style-type: none"> • Plan, develop and teach lessons, including modifications as needed, and reflect on them with the Cooperating Teacher on a daily basis. • Schedule observations with University Supervisor and Cooperating Teacher. • Gradually increase responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons. • Take initiative to assist the Cooperating Teacher with teaching and classroom routines. • Begin to work with and direct the activities of paraprofessionals (if relevant).

	<ul style="list-style-type: none"> • Establish relationships/communication with family members. • Participate in data collection/monitoring of students' progress in curricular areas and toward IEP goals. • At the end of the midterm period, arrange for your midterm evaluation, conferencing with Cooperating Teacher and University Supervisor. • Submit paperwork for Preliminary Credential to the Credential Office.
<p>Weeks 9 – 14 (or two weeks prior to end date):</p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> • Assume primary responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons as well as several classroom routines. • Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with the cooperating teacher. • Schedule remaining observations with University Supervisor and Cooperating Teacher. • Continue to work with and direct the activities of paraprofessionals (if relevant). • Continue to establish relationships/communication with family members. • Create and implement data collection systems. • Observe and participate in assessment and writing of IEPs. Observe/participate in at least one IEP meeting. • Participate in the development and adjustment of behavior support systems.
<p>Weeks 15-16 (or final 2 weeks):</p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> • Assume primary responsibility for all teaching, planning and management. • Continue to conference with Cooperating Teacher regarding lessons taught on a daily basis. • Schedule final visits/formal observations with University Supervisor and Cooperating Teacher. • Use collected data to adjust/modify teaching. • Participate in assessment and writing of IEPs. • At the end of the assignment, arrange for your final evaluation, conferencing with Cooperating Teacher and University Supervisor. • Gather information related to Clear Credential Program.

Throughout your assignment:

- Discuss concerns as they arise with your Cooperating Teacher and/or University Supervisor.
- Attend all student teaching seminars as scheduled.
- Complete all assignments as indicated on course syllabus.

**Responsibilities and Expectations for Student Teaching:
On-the-Job Candidates**

<p>Weeks 1 – 2:</p>  <p><i>You're off and running!</i></p>	<ul style="list-style-type: none">▪ Familiarize yourself with the expectations for the semester, including those outlined in the syllabus, Student Teaching Handbook, and assignment guidelines.▪ Give On-Site Support Provider the observation forms, and discuss the schedule for observation.▪ Keep notes about concerns and questions, and conference with On-Site Support Provider as needed.▪ Continue to assume all regular responsibilities and planning inherent in your teaching assignment.
<p>Weeks 3 – 8 (or midpoint):</p>  <p><i>You've hit your stride now</i></p>	<ul style="list-style-type: none">▪ Schedule visits/observations with University Supervisor and On-Site Support Provider.▪ Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with the On-Site Support Provider.▪ Continue to assume all regular responsibilities for teaching and planning in your teaching assignment, including:<ul style="list-style-type: none">○ Establishing leadership with paraprofessionals (if relevant);○ Establishing relationships/communications with family members;○ Collecting data and monitoring student progress in curricular areas and IEP goals;○ Collaborating with colleagues in general and special education as applicable;○ Developing, implementing and adjusting behavior support plans when relevant.▪ At the end of the mid-term period, arrange for your mid-term evaluation, conferencing with On-Site

	<p>Support Provider and University Supervisor.</p> <ul style="list-style-type: none"> ▪ Submit paperwork for Preliminary Credential to the Credential Office.
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<p>Weeks 9 – 14 (or two weeks prior to end date):</p>  <p><i>Time to pick up the pace!</i></p>	<ul style="list-style-type: none"> ▪ Schedule remaining visits/formal observations with University Supervisor and On-Site Support Provider. ▪ Continue to plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with On-Site Support Provider. ▪ Continue to assume all regular responsibilities for teaching and planning in your teaching assignment. ▪ Reflect on feedback from On-Site Support Provider and University Supervisor, and integrate that feedback into your daily teaching responsibilities.
<p>Weeks 15-16 (or final 2 weeks):</p>  <p><i>The finish line is in sight!</i></p>	<ul style="list-style-type: none"> ▪ Continue to conference with On-Site Support Provider and University Supervisor, and to integrate their feedback into teaching. ▪ Use collected data to adjust/modify teaching. ▪ Schedule final visits/observations with On-Site Support Provider and University Supervisor. ▪ Continue to assume all regular responsibilities for teaching and planning in your teaching assignment. ▪ At the end of the assignment, arrange for your final evaluations, conferencing with On-Site Support Provider and University Supervisor. ▪ Gather information related to Clear Credential Program.

<p>Throughout your assignment:</p> <ul style="list-style-type: none"> • Discuss concerns as they arise with your On-Site Support Provider and/or University Supervisor. • Attend all student teaching seminars as scheduled. • Complete all assignments as indicated in course syllabus.
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