SPECIAL EDUCATION DEPARTMENT

Clinical Practice Handbook

Mild to Moderate Credential Program
Moderate to Severe Credential Program

Azusa Pacific University
School of Education
Department of Special Education
701 E. Foothill Blvd, Azusa CA 91702-7000

“Our belief is that education enlightens the mind and inspires the heart so that the hands can serve.”

—Dr. Richard E. Felix, Former President—
Azusa Pacific University
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Vision Statement of the School of Education

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service. The School of Education desires to take students to a new level of knowledge and interaction within a community of practice. Through student-to-student and student-to-faculty interaction, distributed learning tools, and hands-on opportunities, we strive to develop teachers who can meet the needs of California K-12 students in public and private schools.

Christ
Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God’s love that informs all our pursuits: academic, service, and community.

Scholarship
We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts are central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers.

Community
We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

Service
Service is at the heart of our local and international outreach, missions, and service-learning endeavors. Our students often find these experiences to be among the greatest of their lives.
Mission Statement of the School of Education

Professional education programs at Azusa Pacific University have been designed to support and fulfill the university’s mission of integrating Christian faith with scholarship, community, and service.

This mission of the university’s academic programs involves preparing students with a commitment to become highly effective, innovative, visionary, and responsive professionals who work collaboratively with strong moral and ethical sensitivity.

Prepared professionals will be committed to engaging in reflective scholarly practices, integrating sound, theoretical knowledge with Christian faith perspectives, and improving decision-making strategies to serve diverse communities of learners.

Learner Goals

We prepare:

1. Ethical professionals who are able to understand and articulate the integration of a Christian worldviews with their discipline in their communities of practice.

2. Responsive professionals who practice reflective critical thinking in their engagements with diverse communities of learners.

3. Informed scholarly professionals who are dedicated to collaboration and lifelong learning.
Message from the Dean

Welcome to the Azusa Pacific University (APU) School of Education. We are delighted to have you as a student in our Special Education Department where innovative “best practices” will prepare you for 21st century teaching and learning. We are part of a University whose four cornerstones of Christ, Scholarship, Community, and Service define our balance between academic excellence and spiritual values, as well as our commitment to community and service.

The APU School of Education is uniquely designed to meet your needs, offering courses and programs at the main campus in Azusa, online, and at seven regional centers throughout Southern California. Through the traditional semester system, accelerated programs in nine-week sessions, and convenient online courses, APU offers bachelors, masters, and doctoral degrees. The School of Education also offers numerous credential programs.

Highly qualified faculty, service-oriented staff, and an experience leadership team are working diligently to serve you and your colleagues in other programs. Join us as we explore and develop innovative strategies that empower us to meet the needs of today and prepare for the opportunities of the future.

Blessings,

Anita Fitzgerald Henck, PhD
Dean
School of Education
Message from the Chair of the
Department of Special Education

Thank you for your interest in APU’s Department of Special Education Programs. All of us in our department look forward to the chance to meet and share with you about the excellent special education credential and Masters degree program we offer. One of the areas that set us apart from other credential and Masters programs is our commitment and vision articulated as: God First. We invite you to experience a credential program that offers the opportunity of faith integration and lifelong fellowships.

The Special Education Department is committed to preparing K-12 classroom teachers who are competent – able to effectively educate and lead in the cultural, socioeconomic, and linguistic diversity of today’s educational environment; who are compassionate – committed to the care and enhancement of the individuals they teach and lead; and who are people of character – able to contribute to the moral and ethical development of the students and families whom they serve.

The current shortage of special education teachers creates a growing demand for educators with an intern credential. Studies indicate that employment opportunities in teaching will continue to increase for both elementary and secondary teachers, particularly in the area of special education. APU offers an intern program approved by the California Commission on Teacher Credentialing (CTC), which authorizes service for special education classrooms. Additionally, in 2007, APU received accreditation from the National Council for the Accreditation of Teacher Education (NCATE) for all of the programs offered in the Department of Special Education. As one of the largest credential-granting private institutions in California, APU produces credentialed teachers who are professionally prepared to provide quality educational programs that effectively meet the needs of the students in public and private schools. APU special education credentialed teachers are heavily recruited by school districts throughout California and other states.

Nilsa J. Thorsos, Ph.D.
Chairperson
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Greetings

Welcome to the clinical practice experience of your special education credential/masters degree program. We trust this handbook will provide you with valuable information to make your student teaching experience successful. If you are a school site administrator, master teacher, or mentor, we thank you for your willingness to invest in the lives of our special education teacher candidates here at Azusa Pacific University. We ask that each of you peruse the handbook carefully. Please feel free to contact the Director of the Moderate/Severe program, Litzy Z. Ruiz, M.A. at lruiz@apu.edu or the Coordinator of the Mild/Moderate Clinical Practice Experience, Craig W. Bartholio, Ed.D., at bartholio@apu.edu if you have any questions.

Introduction

The purpose of this handbook is to assist all stakeholders in developing a comprehensive understanding of the clinical practice experience our special education credential candidates must complete as the culminating event in their teacher preparation program here at Azusa Pacific University. The California Commission on Teacher Credentialing (CTC) as well as the National Council for the Accreditation of Teacher Education (NCATE) accredits all of the Azusa Pacific University’s teacher preparation programs offered through the Department of Special Education. It is the goal of the Department of Special Education to prepare teachers who are dedicated to the academic achievement of all students, who demonstrate a commitment to lifelong, professional growth, and school leadership. All coursework and instruction are delivered from a Christian worldview perspective, instilling in each student a strong foundation for becoming an ethical, informed, and responsive educator. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education. As our candidates prepare to work in schools, they must know and demonstrate the content, pedagogy, professional knowledge, skills and dispositions necessary to help all students learn. As a result, our candidates are highly sought after because of their fulfillment of these goals.

Clinical Practice.

Clinical Practice (Student or Contract [Intern] Teaching) is the final preparatory experience toward which the candidate’s entire special education program. The overall purpose of this practicum is to develop and verify a candidate’s beginning level teaching competency by the end of the supervised period according to standards set by the Commission on Teacher Credentialing (CTC) and by the National Council for the Accreditation of Teacher Education (NCATE). Typically, many of our teacher candidates far exceed these standards. As
participants in an experience-based program, beginning teacher candidates have the unique opportunity to participate as classroom teachers in schools. This aspect of the teacher preparation program brings into focus many areas of learning, and coordinates those areas into a meaningful set of experiences. The Clinical Practice also affords an opportunity for students to evaluate themselves with respect to their potential for teaching as a long-term career.

The Clinical practice program is kept flexible, purposely, so that it can be adapted to local school district policies and conditions, in addition to meeting the needs of our individual credential candidates and the requirements set forth by the State of California's Commission on Teacher Credentialing. As a result of completing Azusa Pacific University's Special Education teacher preparation credential program, all candidates will possess the foundational skills needed to be successful in their clinical practice experience. Due to individual variance in educational training, prior work experience, and developed pedagogical skills, it is expected that each credential candidate will commence their clinical practice experience at different levels of proficiency. A major emphasis of the clinical practice experience is to help each teacher candidate refine their knowledge and skills in reaching their individual maximum beginning teacher potential. Master teacher(s), school administrator(s) (or site-designated mentor), the university mentors, and university instructors will do everything possible to help the teacher candidate overcome any difficulties. However, the burden of success or failure still rests on each the teacher candidate implementing the knowledge and skills delivered in their teacher preparation program into the art of teaching students with disabilities in an effective fashion.

**SELECTION AND QUALIFICATIONS OF MASTER TEACHERS**

The *master teacher* is of primary importance to the teacher candidate during the clinical practice experience. Since the master teacher observes the teacher candidate’s performance on a daily basis and under varying conditions, s/he is best able to provide the continuing on-the-job development that is essential to readiness for handling a classroom alone. In addition, the master teacher is best able to assess the overall effectiveness of the teacher candidate in the full range of classroom responsibilities.

The NEA Publication The Classroom Teacher and the Teacher candidate states, "Master teachers serve as role models and can make or break the student's teaching experience and his/her career. Equally important is the interpersonal relationship between these two educators. The basic relationship calls for the cooperating teacher to serve as a leader—suggesting, demonstrating, guiding, conferring, counseling and evaluating."

The Department of Special Education at Azusa Pacific University works jointly with school districts to secure the **placement of teacher candidates** with master teachers in accordance with district policies. Each participating school district has a “Clinical
practice Agreement,” which has been approved by both APU and the district, to allow placed candidates to proceed. The school administrator may match master teachers with teacher candidates based on needs, interests, and qualifications of both. The master teacher will have the greatest opportunity to observe the teacher candidate. S/he should make certain that s/he sees the candidate work under varying circumstances. All instructional plans should be discussed with the master teacher before they are taught.

**Master Teachers’ qualifications include:**

1. A California Education Specialist Mild/Moderate or Moderate/Severe teaching credential appropriate to the clinical practice placement
2. Tenure, or at least three years of successful teaching experience of students with disabilities under the appropriate credential for the clinical practice placement.
3. Teaching the current grade level for at least one year.
4. A passion for, and ability to, mentor new teachers in a constructive and supportive manner.
5. A recommendation by the principal for teaching expertise.
6. Being acceptable to the university.
7. Using methodology in keeping with the California State Frameworks and the State Content Standards.
8. A high degree of organization, planning, and willingness to monitor and mentor new credential candidates in their development of these skills.
9. Ability to objectively analyze the teacher candidate's work and provide helpful feedback in their pedagogical skill development.
10. **Willingness and ability to develop the credential candidate’s independence in lesson planning and instructional implementation to small and whole group design, as appropriate.**
11. A demonstration of the ability to provide leadership to, interacts positively with, and instructs adults.
12. A positive demonstration in appropriate dispositions regarding a professional attitude toward teaching and education.

**The Master Teacher's responsibilities include:**

1. Preparing the classroom students for the arrival of the teacher candidate and introducing the teacher candidate as another teacher.
2. Introducing the teacher candidate to faculty and staff and acquainting the teacher candidate with school policy and procedures.
3. Providing the teacher candidate with an assigned, professional place to work.
4. Involving the teacher candidate in all aspects of the school (e.g., faculty meetings, school activities, parent conferences, in-service opportunities, etc.).
5. Arranging time for regular (daily is best) conferences for reviewing lesson plans, providing feedback, discussing problems, and planning.
6. Reviewing instructional plans written in an acceptable form (and submitted in advance) by the teacher candidate before the lessons are taught.
7. Planning cooperative procedures for approving and evaluating instructional plans.
The plans could be initialed as approved for teaching, and then comments, suggestions, and praise might be written during and after the lesson.

8. Giving constructive feedback, **as well as deserved praise**, to the teacher candidate on all beginning lessons, and continuing throughout the assignment. **Realize that teacher candidates are beginners who are learning—mistakes are okay, especially if these mistakes become the basis for making positive changes in the future.**

9. Relinquishing control of the class progressively. Do not immediately "turn over" the class to the teacher candidate (however, maintain communication with the teacher candidate about planning and classroom management decisions during the "observation phase"). **Please note that throughout the early weeks, the master teacher should continue to model effective classroom management, lessons and teaching strategies. This is essential to the teacher candidate’s growth.** Following is a **suggested schedule** for increasing a teacher candidate’s tasks and, at the same time, guiding her/him toward confidence in assuming responsibility for the entire class:

**Suggested sequence for the 18-week Clinical Practice Experience:**

**Week 1**

The special education teacher candidate is gaining familiarity with curriculum and planning through observing the master teacher’s classroom management, curriculum design, day/period pedagogical schedule, and school procedures. Some activities for the Education Specialist credential candidate to complete during the first weeks (in conjunction with approval from the Master Teacher (student teaching experience)) could include: the creation of a Bulletin Board; inputting student scores into the grade-book, working with students on their IEP goal benchmarks and recording their progress, and working in small groups as a follow-up to whole group instruction. **Discussion should focus specifically on Classroom Management.**

**Weeks 2-3**

Start planning together and teaching specific lessons (or portions of them) to the entire class. During this period, work collaboratively with your Master Teacher and Team-teach a few lessons. It is recommended to begin team-teaching within a specific academic domain (i.e. math). **Discuss curriculum issues of state and district standards, adaptations to this curriculum, adopted text materials, and available resources, as related to instruction.**

**Weeks 4-5**

Once you have team-taught a few lessons within a specific domain, and possibly other academic domains, it is recommended that you begin “taking over” the planning and providing solo instruction of one academic subject matter (i.e. math) at a time. As you progress through the next few weeks of your clinical practice experience, you are to add additional academic subjects to your planning and solo teaching repertoire. The process of adding the different academic domains to your
responsibility should be negotiated between the teacher candidate and the master teacher. **Discuss issues of diversity and student learning needs in the class. Discuss how the curriculum is adapted and modified.**

**Weeks 6-8**  
During this period, the special education teacher candidate needs to be incorporating more opportunities for “solo” teaching into the academic schedule. Abilities, comfort levels, and experiences will vary with individual teacher candidates and Master Teachers. Placed teacher candidates must teach a minimum of four weeks, which may be broken in two-week increments, one during each nine-week block of clinical practice, to demonstrate teaching competence. If the teacher candidate, master teacher, and university mentor agree, the teacher candidate may spend more time than the minimum in solo teaching. During a portion of this time, the teacher candidate will assume full responsibility of the classroom, including planning and implementation of the curriculum specific to the classroom placement. **Discuss assessment, both formal and informal, and the relationship to classroom management, curriculum and instruction, and diverse clinical practice needs.**

**Week 9**  
The Education Specialist credential candidate is encouraged to conference with the Master Teacher and University Mentor about the progress made and set goals for the next nine weeks. If appropriate, the University Mentor and Master Teacher can complete a Mid-Term quantitative and qualitative evaluation forms to facilitate a discussion regarding the credential candidate’s progress during the first 9 weeks.

**Weeks 10-17**  
During these weeks, the Education Specialist credential candidate is encouraged to continually increase their “solo teaching” experience. The credential candidate, with support from the master teacher, should continue to develop their knowledge and skills in lesson planning and utilizing a variety of different instructional methodologies. The teacher candidate is encouraged to utilize student progress data in developing instructional planning, utilize technology during instruction, participating in assessment of students for IEP planning, facilitation of inclusion of students in the general education setting, and integration into the school site community.

**Week 17**  
**Master teachers for placed teacher candidates and university mentors turn in the completed final quantitative and qualitative evaluation forms indicating the candidates overall levels of teaching competency.** If possible, the teacher candidate, master teacher and university mentor can meet to review the quantitative and qualitative evaluations of the progress achieved during his/her overall clinical practice experience.
Items for the Master Teacher to provide to the Special Education Credential Candidate

Continued:

10. Model lessons for the teacher candidate to observe that demonstrate a variety of instructional methods, utilizing technology, realia, and developed as a result of analyzing student progress data.

11. The special education candidate may want to implement instructional strategies, student groupings, technology, and/or reinforcement strategies that may be different than those presently evident in the placement setting. These strategies may derived from their credential coursework and the clinical practice placement would be an appropriate setting to gain experience implementing techniques discussed in their teacher preparation program. The teacher candidate will need to consult with the Master Teacher about the appropriateness and implementation of the aforementioned instructional strategies and techniques.

12. Sharing concerns immediately with both the teacher candidate and the university mentor, and giving ample opportunity for awareness and correction of problems. Occasionally, teacher credential candidates and their master teachers experience pedagogical differences, which may, or may not, be resolved between them in a satisfactory conclusion. If this happens, please contact the university mentor ASAP.

13. Assessing the teacher candidate for the end of the candidate’s Clinical practice Evaluations. If, during the first 9-week session, there is a concern on your part that a teacher candidate may not be indicating appropriate progress towards beginning teacher competency standards, please alert the University Mentor by week 8. Both the Master Teacher and the University Mentor need to complete a Mid-term quantitative and qualitative evaluation of the candidate. If necessary, an assistant plan with specific goals addressing the presenting areas of pedagogical needs can be developed in helping the education specialist candidate reach their potential.

14. Discuss the mid-term (if created) and end of clinical practice evaluation with the teacher candidate, giving the teacher candidate an opportunity to discuss, respond to, and make comments on the evaluation. Communication throughout the assignment should allow for “no surprises.”

15. Remembering that the teacher candidate is still a student who is learning daily, and that the master teacher is his/her “teacher” in the truest sense of the word.

16. Giving feedback, as requested, to the university on its teacher preparation program.

You are an integral part of our program, and we appreciate your willingness to participate in the growth and development of our new teachers!

THE SPECIAL EDUCATION TEACHER CANDIDATE

The clinical practice experience is commonly considered to be the single most important aspect of a teacher preparation program. Obviously, the person who has the most to gain from the clinical practice experience is you, the teacher candidate, and since you stand to profit the most, you must contribute the most. If you are in a "placed" assignment, you
are responsible to your master teacher. Clinical practice is not only a very important part of how to teach, it is also important because your performance in clinical practice is the first indication of your potential performance as a teacher to prospective employers. In addition to being observed by your master teacher, you will also be observed by your university mentor.

If your “clinical practice assignment” is being completed under "contract" (or on an internship), then you are an employee of the school district and must follow all procedures set forth by the school. In addition to being evaluated by your school site administrator, you will also be observed regularly by a university mentor who can be a rich source of reflection, resources, and moral support for you wherever you are in the teaching continuum. Furthermore, a school-site colleague/mentor often supports intern credential candidates during their clinical practice experience. This additional support professional could be a department chair or experienced teacher within the school. As you complete your “apprenticeship” into the world of the teaching profession, it is important to capture all of the available expertise and incorporate your new knowledge into your pedagogical repertoire.

All Teacher candidates:

To maximize learning and growth and enjoy a truly successful clinical practice experience, you, as either a “placed” or contract teacher candidate/intern, should:

1. Acquaint yourself with the rules, regulations, policies, curriculum, and facilities of the school to which you are assigned, or the district by which you are employed.
2. Fulfill all obligations with regard to promptness, putting in a full day at the school every day for eighteen weeks, being prepared to teach as planned, showing genuine, active interest in the students' and teacher's activities, using and taking care of teacher guides, courses of study, textbooks, and other pertinent materials entrusted to you.
3. Notify the master teacher, or principal, and University Mentor immediately if you are going to be absent from your clinical practice assignment. If you know you will be absent in advance, and you are in charge of classroom teaching duties at that time, please leave detailed substitute plans for your master teacher or substitute teacher. If you are absent for any reason other than illness, please put your request in writing for your University Mentor. Vacations are not a reason to miss teaching. Your assignment is for the entire day for the entire eighteen-week period of time (year-round schedules may necessitate additional teaching weeks to provide for this). Part of your evaluation is based on maintaining regular attendance and promptness in your assignment, and is directly related to your professionalism.
4. Participate in all aspects of the school program—(i.e., department and staff meetings, Open House or Back-to-School nights, parent conferences, in-service meetings, an identified extracurricular activity, and so on). This participation will enable you to be better prepared for these activities when you begin your own teaching career. In addition, these activities allow you to enlarge your views beyond the walls of your classrooms and students.
5. Provide all students with "equal access to education" and treat them as equal in worth.
6. Keep the University Mentor informed of schedule, type of teaching activity, and any problem that may arise. The University Mentor is an ally and important resource in helping to make the beginning teaching experience as successful as possible.

7. Participate in mid-point (if needed) and final evaluations with your master teachers and/or administrator, and with your University Mentor. (Refer to “Evaluation Process” and “Evaluation Concerns.”)

8. Adhere strictly to a policy of not discussing school personnel, students or A.P.U. personnel with other teachers, students, friends, relatives, or strangers in an unprofessional, derogatory way. MAINTAIN PROFESSIONALISM AT ALL TIMES (in teaching, in attitude, in dress, and in intent). The appropriate person to whom concerns should be expressed is the University Mentor.

9. Maintain your Clinical practice Notebook/Portfolio, including weekly journaling of at least one page per week. Providing a reflective journal will give your university mentor the ability to understand the issues and successes you experienced in the days in-between observational visits. Additionally, the university mentor will be able to provide comments back to you in relation to your journal within the student teaching observation form or directly into your reflection journal. This journal is a communication device between you and your University Mentor; you do not need to share it with anyone else, including your master teacher or administrator. We hope that you will use it for self-reflection, as well as for recording events of the week (and this becomes a portion of the “Credit” grade you will receive at the successful conclusion of your clinical practice).

10. Most importantly, provide genuine expressions of appreciation to master teachers and/or administrators and mentors for the help being given to you. These are relationships that may possibly last long into your professional teaching career.

For placed teacher candidates:

11. Realize that master teachers are selected because they are good teachers, but that they are also human beings with "human" moments. Treat them with respect and understanding.

12. Realize that the master teacher is trying to help you, and take responsibility and accept suggestions graciously.

13. Prepare written instructional plans in a manner acceptable to both the master teacher and university mentor.

14. Submit the instructional plan to the master teacher in advance for comment and approval.

15. Arrange for regular (daily is best) conferences with the master teacher to go over lesson plans, receive feedback, discuss problems, and do longer-range or unit planning.

16. Be open in communication with the master teacher. Ask questions, voice concerns, and generally give the master teacher an opportunity to help in your learning process.

For contract teacher candidates/interns:

In addition to the general clinical practice guidelines stated earlier, you are a paid
employee of your school district. You must do everything possible to follow the guidelines of your district and school. This includes participating as a full employee in your teaching and other activities. We know that your responsibilities are heavy. Let us know what we can do to provide support that will make a difference.

**PREPARING FOR THE UNIVERSITY MENTOR’S VISITS**

To make the university mentor’s visits go more smoothly and be more helpful to teacher candidate, master teacher and mentor, there should be an organized notebook marked **APU** on the spine, located in a designated area that includes the following sections (use labeled dividers):

1. A daily schedule including class times, descriptive class titles with grade levels and subjects being taught, district calendars, and other pertinent information
2. If applicable, a current classroom diagram including student seating arrangement and instructional centers if applicable.
3. Past observation forms containing written responses from the university mentor and/or master teacher. As noted earlier, after the visit, the university mentor will leave the teacher candidate and master teacher a copy of his/her notes for further discussion. The university mentor and teacher candidate will want to talk through each classroom observation in person or on the telephone as a follow-up. This is very important and not to be overlooked.
4. A simple “block” lesson plan for each week (this may include photocopies of the lesson plan book, individual sheets, or calendar).
5. Detailed lesson plans: past, current, and future. Any time the teacher candidate does original planning; it should be written down and included in the notebook. Copies of teacher-made materials should also be attached. If the teacher candidate has done something to enhance the room environment (resource tables, bulletin boards, other), please let the university mentor know; including provision of photos of items produced/contributed. Write your self-reflection following your lesson implementation. Discuss preferred lesson plan format with your master teacher and with your mentor.
6. Include any feedback from the master teacher and/or administrator (for example, a *dialogue journal or hand-written notes) for the university mentor to read.

*A clinical practice journal is one of the most important tools for self-reflection. It need not be shared with the master teacher, but the university mentor will read it and respond to it in a dialogue format (in the margins or following the teacher candidate’s written reflection; room should be left for this purpose). The teacher candidate should feel free to write notes directly to the university mentor in the journal, or through email attachment. The following are the themes for the daily reflection journal:

**Week 1:** Discussion should focus specifically on Classroom Management.
**Weeks 2-3:** Discuss curriculum issues of state and district standards, adopted text materials, and available resources, as related to instruction
**Weeks 4-5:** Discuss issues of diversity and student learning needs in the class. Discuss how the curriculum is adapted and modified.
Weeks 6-8: Discuss assessment, both formal and informal, and the relationship to classroom management, curriculum and instruction, and diverse clinical practice needs
Weeks 9-18: Discuss personal growth in relation to the TPE standards.

EVALUATION PROCESS

The entire clinical practice team (master teacher or administrator, University Mentor, and teacher candidate) is involved in the evaluation process. Ongoing observations of the teacher candidate constitute the basis for evaluation. University Mentors will observe lessons a minimum of 30 minutes, eight times during each semester (4 times per 9-week term). On a regular basis, those observing the teacher candidate will arrange conferences (in person or on the phone) to discuss the lessons observed. Although it is appropriate for evaluators to occasionally make suggestions, their more critical role is to help the teacher-candidate find his/her OWN solutions and style. A vital part of any conference is the open and caring communication between the teacher candidate and evaluators.

*The standard for measurement should be what normally would be expected of a teacher candidate who has demonstrated satisfactory mastery of beginning teaching competencies described in the evaluation and who would be ready to assume control of his or her own classroom following this assignment.*

When Do Evaluations Take Place?

The final *Evaluation* is due at the closing of the 18-week clinical practice experience (~ week 17). *The assessments must be submitted on time so grades may be posted by the Graduate Registrar’s Office.*

Who Evaluates the Teacher candidate?

Based on the particular type of clinical practice assignment, teacher candidates participate in the evaluation process with the following persons:

1. All Special Education teacher candidate's, are evaluated by their *University Mentor*.

2. In addition, all teacher candidates receive evaluation feedback from the schools in which they are teaching.
   a. Master teachers evaluate placed credential candidates.
   b. Site Administrator's evaluate Intern credential candidates.

How Is the Teacher candidate Evaluated?

Refer to the sample “*Azusa Pacific University Clinical practice Evaluation*” in the Appendix. The University Mentor, Master Teacher, and/or Site Administrator will receive an e-mail with a link to fill out an online evaluation form that will assess both the
quantitative and qualitative components of the candidates current presenting skill level measured against the Teacher Performance Expectations (TPEs). The teacher candidate who has demonstrated mastery of entry-level competencies certainly will continue to hone and polish his or her teaching skills in the beginning years of teaching on a California Teaching Credential, once this basis for competency has been established.

The basis for competency must meet CTC standards for beginning teachers, and is determined to be a minimum of “2” as an overall score on the Summary Evaluation Scale for each of the two evaluation periods. Teacher-candidates must meet “adequate” or better, beginning teacher competency levels.

1. The Evaluation, assessing beginning levels of teaching competency, is due at the end of the second nine weeks (Week 18):
   Read the description about the Evaluation for details. As you and the teacher candidate evaluate progress, think about where that teacher candidate should be after eighteen weeks of clinical practice in comparison to other beginning teacher candidates. The entire evaluation remains in the teacher candidate’s clinical practice file, and may be used for seeking employment in the future.

2. In the Summary Evaluation, it is expected that Teacher candidates/Contract Teachers will earn a minimum, overall score of “3” – Strongly meets beginning level of teacher competency.

Due Dates:

Portfolios and all other coursework must to be completed by the end of the 17th week. Credential candidate portfolios that do not accurately reflect the clinical practice requirements will be returned to the credential candidate for editing purposes. If your Portfolio was not turned in on time, you have only a day or two to make changes in time for grades to be turned in. Candidates whose work is not completed and turned in by the last day of the second term, e.g., the Friday at the end of the Fall II or Spring II, will not receive credit for Clinical Practice and will not be cleared for their credential or degree. In this event, the candidate must discuss their situation with their regional center’s SPED site coordinator, as the mentor is no longer responsible to track their progress. ***Remember that the signature assignment is due by week 15 of your clinical practice experience.

*** Failure to submit the signature assignment for clinical practice will earn a grade of “No Credit” for your clinical practice experience.

Candidates whose work is not completed and turned in by the last day of the second term, and who have not met the above conditions for an incomplete or a withdrawal, cannot receive credit for Clinical Practice. In this event, candidates must discuss their situation with the Clinical Practice Director, as their mentor is no longer responsible to track their progress.
EVALUATION CONCERNS

1. Open communication between all parties (teacher candidate, master teachers/administrators, and University Mentor) is vital. If concerns arise, this team should speak together first and try to resolve any misconceptions or problems. Remember, learning to teach is a developmental process, and teacher candidates learn much from their mistakes.

2. If concerns persist and there is a strong probability that a teacher candidate may not demonstrate beginning teacher competency by the end of the eighteen week assignment, the University Mentor, master teacher(s) (for placed) and/or administrator (for contract), and teacher candidate must conference together no later than Week 10. At the mid-term conference the university mentor and master teacher, or site administrator, must have a completed Mid-Term evaluation (quantitative and qualitative) as a point of reference to guide the conference discussion in how to provide assistance in improving the teaching credential candidate’s pedagogical knowledge and skills. Following this meeting, the team will want to design and document an assistance plan to give the student all possible support and opportunities to learn and to demonstrate competence. If by Week 15 the teacher candidate is still struggling, please arrange a meeting with the Director of the Credential Program, the University Mentor, and the teacher candidate to discuss the problems and options. Options may include extending the clinical practice assignment (if with master teachers), or having contract teacher candidates extend mentored teaching time with a master teacher (e.g., during summer vacation or off-track time).

3. The teacher candidate in question (above) should turn to the University Mentor for counseling about the process described above. After a decision has been reached, the teacher candidate may address the Special Education department’s chairperson.

NOTE:
For maximum success, lines of communication must stay open between teacher candidate, master teacher, and University Mentor.

EVALUATION OF THE UNIVERSITY MENTOR

The University Mentor evaluation form will be mailed directly to the teacher-candidate's home - along with a stamped, return envelope after your clinical practice experience has been completed. It is important for the teacher candidate/contract teacher to reflect carefully on the support and assistance provided by the University Mentor, and to return the form by the date specified. The return of this evaluation form is required and will be noted in the student's file as part of the "check-off" process to file for the Preliminary Credential. This confidential information will provide invaluable assistance as the Special Education Department continues to evaluate and strengthen its program and its service to students.
Clinical Practice covers an eighteen-week period of time. At the beginning of the semester, a university mentor will be assigned to you and will be contacting you to arrange for the first visit. During the first visit, you and your mentor should go over this packet to understand the objectives and assignments of the Plan. Any coursework questions should be asked at this time. All students must complete all assignments and requirements by the 17th week of Clinical Practice, including the portfolio, in order to give enough time for verification and grading.

The following forms are required to be completed for Clinical Practice:

1. Agreement of Understanding:
   Once you have a location for your Clinical Practice (via contract or placement), review the plan with your site administrator/master teacher. The Agreement of Understanding that is found at the beginning of the packet is to be signed by both the student and the site administrator/master teacher indicating agreement of the conditions of the Student/Contract Teaching.

2. Supervisor Check Sheet:
   The top of this sheet is filled out and returned to the Azusa Pacific University Mentor along with the Documentation of Objectives for Clinical Practice. The map should give you a clear picture for the Mentor to be able to find you when he or she comes out to visit. The next pages are for the supervisor to check off observations and reports as they are completed. It is the candidate’s responsibility to set up observation opportunities to meet the requirements.

3. The Documentation of Objectives for Clinical Practice:
   This section contains the clinical practice objectives established by the state and the university and your method(s) of meeting those objectives. Each of the boxed sections contains an objective, and the criteria used to evaluate your performance. Read each section, identify who your site administrator/master teacher will be and together, plan how you will meet the requirements of each objective. Since clinical practice cannot be implemented nor can mentoring truly begin before the plan is completed, it is your best interest to complete the plan ASAP, or within a week of the beginning of the session, even if you have not been assigned a mentor yet. When you have completed the plan, submit it to your Azusa Pacific University mentor.

4. Evidence of Experience in Diverse Settings:
   Candidates must show evidence that the experience is within at least two of the three settings below. It must be across ages, ethnicities, and disabilities. The candidate must complete the form, with the required signatures, and submit it as evidence at the completion of Clinical Practice. These hours must be done and should be discussed with your site administrator/master teacher and mentor as to how they will be fulfilled.
5. Non-public school setting requirements:
Any candidate who is employed in an (Non-WASC) NPS will not have their Clinical Practice completed until the Office of Student Services places them, for an extra 4-6 weeks in an appropriate setting. During this placement, the candidate is required to document a minimum of at least fifty (50) hours addressing the competencies listed on the Plan. This is in addition to the other minimum of 100 hours in their NPS setting, during the usual 18-week requirement. The following information must be included in your portfolio identifying each location of the public school(s) where you completed any or all of this block hours, the time spent at that school and the teachers with whom you have worked at the public school setting. This information should also be reflected on the Log Sheets within the portfolio.

6. Suggested Layout for documenting your actions in addressing the clinical practice objectives:
This form is to be copied to create a log of your activities:
(a) Use the provided model to document your actions towards each objective.
(b) Place all of the sheets in a three-ring binder.
(c) Each standard objective should have at least one action for a minimum of 15 minutes.
(d) As you log the activities: indicate the date, hours, location, and nature of the activity. These should contain enough information to allow you to reconstruct what transpired several months later. Example: Poor: Counseled George. (This entry does not indicate the problem or the situation nor the resolution, etc.) Better: George wants to attend state college to study. His grades are below state’s standards. I recommended Jr. College.
(e) When you submit your portfolio at the end of the semester, attach the Summary Log Sheet, summarizing the hours spent in the clinical practice experience on each objective in the plan. The total should be no less than 150 hours.

7. Supervisor Evaluations:
At the end of Clinical Practice, your site administrator and/or master teacher will be required to verify completion the enclosed forms, as well as the qualitative and quantitative evaluation forms that your mentor will provide them, and return them to the university mentor. In addition, the university mentor will complete evaluations as well.

NOTE: If you want to keep any or all of the above items, please make copies for yourself, as they will not be returned upon completion of the semester.
8. **The Special Education Credential Candidate's Portfolio:**

All work from Clinical Practice should be placed in a three-ring binder. Please maintain the contents of your portfolio in a binder large enough to contain the contents easily. The portfolio should be organized in the following format:

1) School Site information (Classroom Management Plan; School Calendar; Emergency Substitute Lesson Plan)
2) Signed “Agreement of Understanding” form
3) A completed Objective Log Sheet for Clinical Practice
4) Evidence of Diverse Settings Experience
5) Summary of Hours towards Clinical Practice Objectives
6) Non-Public School Clinical Practice Experience (if needed)
7) Mid-Term Evaluation (if completed)
8) Assistance Plan (If developed based on Mid-term Evaluation)
9) Lesson Plans for each University Supervisor/ Mentor Observation
10) Copy of completed observation from University Mentor/Supervisor visits
11) Weekly Reflection Journal Entries
12) Completed Clinical Practice: Student/Contract Teaching Objective Checklist for University Mentor.
13) Final Evaluation
14) Self-Reflection write up of your clinical practice experience (your highlights and areas of self-improvement ~1-2 pages)

**Supervision:**

There should be a minimum of 4 visits during each term (8 visits for semester) from the university mentor. In certain cases, there may be longer visits at a fewer number, but only with the approval of the Program Director or Department Chair. You are responsible to arrange for the university mentor to meet the on-site administrator or Master teacher on the first visit. You are also responsible to arrange for appropriate observations for the mentor when visits are scheduled. Any cancellation of visits should be made as far in advance as possible to avoid unnecessary travel time. You are to contact your mentor directly, should any of the above occur.

**Incompletes & Withdrawals:**

Please be advised that according to the Graduate Education Faculty Handbook: “An incomplete is given only under special circumstances and is not to be used simply because students [candidates] are not able to complete work in the allotted time.” ‘Incompletes’ are initiated by the student well in advance of the end of the session with the use of the **Official Incomplete Form signed by both the student and instructor**. A Grade Change must be completed by the instructor of record, once a candidate completes the assignments by the agreed to deadline. **The instructor of record is the Clinical Practice Program Director [Litzy Z. Ruiz, M.A. - Moderate/Severe and Craig W. Bartholio, Ed.D. - Mild/Moderate], not your mentor or site coordinator.** The Special Education Credential Candidate must inform their University Mentor and Clinical Practice Director of their impending desire to withdraw from their clinical
practice experience. A conference will be scheduled with the university mentor, clinical practice director, and credential candidate to discuss the presenting issues. Upon the conclusion of the conference and appropriate documentation filed, if the student [candidate] proceeds to withdraw from clinical practice, he/she will receive a “W” grade in the course for which withdrawal is requested.” This written form is in fact a WITHDRAW academic petition form that should be available at each regional center or can be requested to be sent to the candidate from the graduate registrar’s office.

THE ROLE OF SCHOOL ADMINISTRATORS

School administrators set the tone for the school and are most influential in making our teacher candidates, whether “placed” or on “contract”/intern, feel welcome and productive. The school principal, or another identified on-site administrator, usually does not participate in a formal evaluation of the placed teacher candidate. Generally speaking, however, the school principal has an important role to play in assuring that, as far as possible: all aspects of the clinical practice requirements are met. When working with a “contract” beginning teacher, the site administrator fulfills the standard evaluative role.

In general, the school site administrator’s responsibilities include the following:

1. Work with district office, school personnel, and university personnel in selecting qualified master teachers for placed teacher candidates (and, for contract teacher candidates, select appropriate on-site or district mentor teachers) to participate in the ongoing training of teacher candidates. Assure that the requirements outlined in “Clinical practice Assignments” are met for each teacher candidate assigned to his/her school site (see “placed” and “contract” teacher candidates).

2. At the outset of the teacher candidate’s placement, meet with and inform the teacher candidate of the professional expectations regarding school policy, discipline, dress, comportment, and other related issues.

3. Welcome the teacher candidate as an active participant in all aspects of the school program—in other words, as a “fellow” teacher.

4. Inform the school staff of the teacher candidate’s assignment(s).

5. Meet the University Mentor and maintain contact as needed.

6. Feel free to make classroom visitations and/or offer suggestions to the teacher candidate at any time.

7. Give evaluative feedback to the university, as requested, on its teacher preparation program.

The role of the administrator with “placed” teacher candidates:

In addition to the general description detailed above, the site administrator will check informally with the Master Teacher to determine the satisfactory progress of the Teacher candidates at his/her site.
The role of the administrator with contract candidate teachers:

In addition to the general description above, the principal (or assistant principal) must provide other forms of support and evaluation when the teacher candidate is on contract or internship, and has no in-class master teacher. To ensure that this type of teacher candidate has appropriate beginning teacher support, we request that the principal or designee observe the contract teacher candidate several times during each of the two evaluation periods, prior to meeting with and assessing the teacher candidate with both the preliminary and final Clinical practice Evaluation forms provided by APU (see APPENDIX). We also ask that you assign an on-site mentor who will provide non-evaluative support for the teacher candidate (i.e., moral support, orientation to faculty/school climate, etc.).

*If there truly is concern on your part that your contract teacher or intern may not demonstrate beginning teacher competency by the end of the eighteen-week assignment, you must conference with the assigned university mentor by no later than Week 10.* Following this meeting, you and the mentor will want to design an assistance plan to give the student all possible support and opportunities to learn and to demonstrate competence.
AZUSA PACIFIC UNIVERSITY’S SPECIAL EDUCATION DEPARTMENT
MODERATE TO SEVERE CLINICAL PRACTICE
AGREEMENT OF UNDERSTANDING

As a part of our credential programs at Azusa Pacific University, teacher candidates are required to complete Clinical Practice. We appreciate your consideration of allowing our candidate to complete their clinical practice experience in your school district.

Prior to beginning clinical practice coursework, the candidate should review this plan with the Master Teacher and Administrator if student teaching and with the Administrator if contract teaching to be certain that the requirements regarding the objectives, observations, and hours involved are clearly understood by all stakeholders. This will help clarify the scope of clinical practice and the requirements. It is the intention of the clinical practice to be both a learning experience for the candidate and provide service for the school.

In addition to Master Teacher and Administrator’s consultation on site, the University has assigned a Mentor who will conduct a minimum of 8 observational visits during 18-week clinical practice period. It is the responsibility of the teacher candidate to arrange a time for school personnel to meet the University Mentor, generally during the first observation. Should you have any questions regarding clinical practice, please feel free to contact the University Mentor at any time.

The University Mentor has an evaluation form for Master Teacher (for student teachers) and/or the Administrator (for contract teachers) to evaluate the candidate at the end of the 18-week clinical practice experience. The purpose of the evaluation is to give the university feedback on the teacher candidate’s progress during clinical practice. This form is to be returned to the University Mentor. A review of the evaluation with the candidate is encouraged.

Thank you for your willingness to allow our teacher candidate to complete clinical practice in your district and agreeing to participate in this process. It is the goal of the University to provide the kind of education, training, and professional development that will enable a graduate of our program to make significant contributions to the betterment of your students.

I understand and agree to the conditions of this teacher candidate’s clinical practice.

Teacher Candidate_________________________________________

Master Teacher____________________________________________

Site Administrator__________________________________________

Date
AZUSA PACIFIC UNIVERSITY’S SPECIAL EDUCATION DEPARTMENT
MILD TO MODERATE CLINICAL PRACTICE
AGREEMENT OF UNDERSTANDING

As a part of our credential programs at Azusa Pacific University, teacher candidates are required to complete Clinical Practice. We appreciate your consideration of allowing our candidate to complete their clinical practice experience in your school district.

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The University Mentor has an evaluation form for Master Teacher (for student teachers) and/or the Administrator (for contract teachers) to evaluate the candidate at the end of the 18-week clinical practice experience. The purpose of the evaluation is to give the university feedback on the teacher candidate’s progress during clinical practice. This form is to be returned to the University Mentor. A review of the evaluation with the candidate is encouraged.

Thank you for your willingness to allow our teacher candidate to complete clinical practice in your district and agreeing to participate in this process. It is the goal of the University to provide the kind of education, training, and professional development that will enable a graduate of our program to make significant contributions to the betterment of your students.

I understand and agree to the conditions of this teacher candidate’s clinical practice.

Teacher Candidate_________________________________________

Master Teacher___________________________________________

Site Administrator__________________________________________

__________________________________________ Date
Clinical Practice in a Non-Public School (NPS) Setting

In order to complete one’s Clinical the Western Association of Schools and Colleges (WASC) must accredit practice in a Non-Public School setting, the NPS. Students at the NPS must have been identified as eligible for Special Education services.

A candidate who is employed in an NPS may not complete all eighteen weeks in that setting. Since the candidate is required to document a minimum of 150 hours of service addressing the competencies listed on the Plan, at least fifty (50) hours must be in a public school setting. The following information must be included in your portfolio identifying each location of the public school where the candidate completed any or all of this block hours, the time spent at that school and the teachers with whom you have worked at the public school setting. This information should also be reflected on the Log Sheet within the portfolio.

Student Name: ___________________________ Student ID# _____________________
Center/Site: ______________________________

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<tr>
<th>Date</th>
<th>Time-frame/period</th>
<th>Total Time</th>
<th>Objective Being Addressed</th>
<th>Teacher’s signature</th>
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Total Hours __________

Signature of Student __________________________________
Signature of Mentor __________________________________
Signature of Site Coordinator___________________________
Evidence of Experience in Diverse Settings - Middle School and High School Visits

Teacher Candidate _____________________________

Clinical Practice Course (circle one): 575 576 585 586

It is the goal of our teacher preparation program and this clinical practice course to develop competent and well-rounded teacher candidates. At the end of your teacher preparation program you will apply for your Education Specialist Preliminary Credential. This is a K-12 credential. The 18 weeks of clinical practice and 150 hours that you are documenting in your primary setting is ONLY a sample of the K-12 education specialist experience. To ensure you receive a wide experience amongst classroom age settings and disabilities as set forth by the Commission on Teacher Credentialing Standards, you will need to complete and document a minimum of 12 hours in diverse settings (middle school and high school). You will need to complete the form below and submit it as evidence at the completion of the clinical practice period as part of their portfolio.

Please note that this requirement should be discussed with your Master Teacher and Administrator during the first week of your clinical practice. This form is in the Clinical Practice Student Handbook and in the Site District Handbook that has been provided to you.

Please respond to the prompts below on a separate Word document as part of your documentation of the classroom visitations and attach it to this form. Please note that you will need to obtain signatures from the teacher of record of the classrooms that you have visited. The signature area is on the second page of this form.

1. Please describe the culture of the class.
2. Please describe the teacher actions.
3. Please describe five areas (related to classroom structure/curriculum/behavior supports, etc.) that are the same and five areas that are different than your current setting.
4. How would you incorporate what you have experienced in these visits you’re your current pedagogy?
5. Please describe how these visits have been beneficial towards you becoming a well rounded and competent K-12 education specialist.
Following each visit, please obtain the classroom teacher’s signature to document your visit. If you need additional space, you may use the back of this form.

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<tr>
<th>Teacher’s Name</th>
<th>Setting</th>
<th>Time in Setting</th>
<th>Date</th>
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[Teacher Candidates in a Junior High setting please use this form. Read all directions carefully]

**Evidence of Experience in Diverse Settings - Elementary and High School Visits**

Teacher Candidate __________________________

Clinical Practice Course (circle one): 575 576 585 586

It is the goal of our teacher preparation program and this clinical practice course to develop competent and well-rounded teacher candidates. At the end of your teacher preparation program you will apply for your Education Specialist Preliminary Credential. **This is a K-12 credential.** The 18 weeks of clinical practice and 150 hours that you are documenting in your primary setting is **ONLY** a sample of the K-12 education specialist experience. To ensure you receive a wide experience amongst classroom age settings and disabilities as set forth by the Commission on Teacher Credentialing Standards, you will need to complete and document **a minimum of 12 hours in diverse settings (elementary and high school).** You will need to complete the form below and submit it as evidence at the completion of the clinical practice period as part of their portfolio.

Please note that this requirement should be discussed with your Master Teacher and Administrator during the first week of your clinical practice. This form is in the Clinical Practice Student Handbook and in the Site District Handbook that has been provided to you.

Please respond to the prompts below on a separate Word document as part of your documentation of the classroom visitations and attach it to this form. **Please note that you will need to obtain signatures from the teacher of record of the classrooms that you have visited.** The signature area is on the second page of this form.

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5. Please describe how these visits have been beneficial towards you becoming a well rounded and competent K-12 education specialist.
Following each visit, please obtain the classroom teacher’s signature to document your visit. If you need additional space, you may use the back of this form.

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</table>
[Teacher Candidates in High School or Transition settings please use this form. Read all directions carefully]

Evidence of Experience in Diverse Settings - Elementary and Middle School Visits

Teacher Candidate _____________________________

Clinical Practice Course (circle one): 575 576 585 586

It is the goal of our teacher preparation program and this clinical practice course to develop competent and well-rounded teacher candidates. At the end of your teacher preparation program you will apply for your Education Specialist Preliminary Credential. This is a K-12 credential. The 18 weeks of clinical practice and 150 hours that you are documenting in your primary setting is ONLY a sample of the K-12 education specialist experience. To ensure you receive a wide experience amongst classroom age settings and disabilities as set forth by the Commission on Teacher Credentialing Standards, you will need to complete and document a minimum of 12 hours in diverse settings (elementary and middle school). You will need to complete the form below and submit it as evidence at the completion of the clinical practice period as part of their portfolio.

Please note that this requirement should be discussed with your Master Teacher and Administrator during the first week of your clinical practice. This form is in the Clinical Practice Student Handbook and in the Site District Handbook that has been provided to you.

Please respond to the prompts below on a separate Word document as part of your documentation of the classroom visitations and attach the document to this form. Please note that you will need to obtain signatures from the teacher of record of the classrooms that you have visited. The signature area is on the second page of this form.

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DOCUMENTATION OF CLINICAL PRACTICE OBJECTIVES

Course Description:
Students with mild/moderate and moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. During their clinical practice experience, special education teacher candidates will be provided with on-site experiences that will allow them to develop their pedagogical skills while providing the individualized supports as described in the students’ Individual Educational Programs (IEP). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate or moderate/severe disabilities; conducting formal and informal assessments in order to determine the students’ current levels of performance; planning instructional level annual goals and short-term objectives that are aligned with the California Content Standards; monitoring students’ progress towards instructional goals and short-term objectives; identifying behaviors impeding learning; and remediate by implementing positive behavior supports.

Name ____________________________________________________________
Location __________________________________________________________

<table>
<thead>
<tr>
<th>OBJECTIVE NUMBER</th>
<th>ENABLING OBJECTIVES/EXPERIENCES</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Develop a practical understanding of the dynamics of teaching students with disabilities.</strong></td>
<td>See 1.1 through 1.5</td>
</tr>
<tr>
<td><strong>1.1</strong></td>
<td>Gain experience in conducting and teaching students with disabilities in a variety of educational settings (special education classroom, general education classroom, school community, and off-campus community (in appropriate high school or transition settings). <strong>Planned Activity</strong>: (Where-Location of class, when, who, etc.)</td>
<td>Observation: Master Teacher/Administrator of appropriate task performance</td>
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<td>Written: Log activities &amp; hours</td>
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<td>Example: Document your experience providing instruction to students with disabilities in a variety of educational settings.</td>
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<tr>
<td><strong>1.2</strong></td>
<td>Observe master teacher pedagogical skills, analyze student behavior, and intervene in the management of children with behaviors that impede learning with the application of research-based interventions. <strong>Planned</strong></td>
<td>Observation: Master Teacher/Administrator of appropriate task performance</td>
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<td>Written: Log activities &amp; hours</td>
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<tr>
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<td>Example: Compose a summary of</td>
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</table>
### Activity: (Where-Location of class, when, who, etc.)

1.3 Work under supervision of the Master Teacher in providing educational services to students with disabilities as described in their IEPs. **Planned Activity:** (Where-Location of class, when, who, etc.)

**Observation:** Master Teacher/Administrator of appropriate task performance

**Written:** Log activities & hours

Example: Document the duration (time) and type of interaction (instruction or observation)

1.4 Develop, in collaboration with the general education teacher, and present lesson plans in general education classroom for a student who is mainstreamed as part of his or her IEP. **Planned Activity:** (Where-Location of class, when, who, etc.)

**Observation:** Master Teacher/Administrator of appropriate task performance

**Written:** Log activities & hours

Example: Compose a summary of your experience co-teaching a lesson in a general education classroom.

1.5 Counsel students with disabilities in their access to the curriculum, vocational training, or other educationally related areas of concern. Perform this action under the guidance of the Master Teacher. **Planned Activity:** (Where-Location of class, when, who, etc.)

**Observation:** Master Teacher/Administrator of appropriate task performance

**Written:** Log activities

Example: Provide a brief summary of the interaction with the student(s). Please omit personal details.

### Standard

Perform duties mandated by IDEA (2004) for students with disabilities.

See 2.1 through 2.6

2.1 Assess the students’ current level of performance in all academic areas. **Planned Activity:** (Where-Location of class, when, who, etc.)

**Written:** Log activities & hours and Report

Example: Create a summary of how you obtained a students present levels of performance and the results of your evaluation in all academic areas.

2.2 Analyze assessment results to identify the student’s strengths and

**Observation:** Master Teacher/Administrator of
<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Activity Description</th>
<th>Observation</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>Attend an Individual Education Program (IEP) planning meeting alongside the Master Teacher. Playing the role of the “observing” special education teacher. <strong>Planned Activity:</strong> (Where-Location of class, when, who, etc.)</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance</td>
<td><strong>Written:</strong> Log activities &amp; hours and report. Example: Discuss the results of your attendance at an IEP as an “observer” and your impressions of the critical decision points and the overall success of the IEP meeting.</td>
</tr>
<tr>
<td>2.4</td>
<td>Conduct whole, small group, and individualized instruction: providing services as special education teacher. <strong>Planned Activity:</strong> (Where-Location of class, when, who, etc.)</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance</td>
<td><strong>Written:</strong> Log activities &amp; hours and report. Example: Write a summary of when you lead a small group, or multiple groups of varying abilities, completing a domain specific task.</td>
</tr>
<tr>
<td>2.5</td>
<td>Implement all components of the Individualized Education Program (IEP) to meet the individual needs of the students in your placement. <strong>Planned Activity:</strong> (Where-Location of class, when, who, etc.)</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance</td>
<td><strong>Written:</strong> Log activities &amp; hours and report. Example: Provide details how you provided the required services as detailed in a student’s IEP.</td>
</tr>
<tr>
<td>2.6</td>
<td>Utilize school curricula and the California Content Standards in developing lessons addressing the goals as delineated in the students Individualized Education Programs (IEPs). (Part of the</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance</td>
<td><strong>Written:</strong> IEP and report</td>
</tr>
</tbody>
</table>
signature assignment you will need to upload into TaskStream)

**Planned Activity:** (Where- Location of class, when, who, etc.)

Examples: Provide a summary of the different styles of lessons you gave to your students. Additionally, provide a copy of your lesson and all related materials in your clinical practice folder.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Develop expertise in providing instruction and evaluating outcome</th>
<th>See 3.1 through 3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong></td>
<td>Critically examine the needs of students with disabilities and evaluate their <strong>program placement</strong>. Considering what additional supports and services would be required for a couple students to be placed in a lesser restrictive environment. (Utilize information acquired in Standard 2 above.)</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance <strong>Written:</strong> Log activities</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>Provide instruction using a variety of methodologies, within the framework of Standard 2 above, and evaluate <strong>student progress towards annual goals and short-term objectives</strong> as specified in the Individualized Education Programs (IEP). (This information can be utilized in the signature assignment you need to upload into TaskStream assignment) <strong>Planned Activity:</strong> (Where- Location of class, when, who, etc.)</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance <strong>Written:</strong> Log activities</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Conduct on-going evaluation of the effectiveness of the <strong>instructional and curricular modifications based on student rate of progress towards goals/curriculum standards</strong>. Utilize teacher observational techniques, curriculum based measurements, standardized assessments, district assessments, and/or individualized</td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance</td>
</tr>
<tr>
<td>Standard</td>
<td>Develop and maintain appropriate communication channels and collaboration experiences within school staff and parents.</td>
<td>See 4.1 through 4.5</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **4.1**  | Identify opportunities within the classroom (instructional assistants) school (other teaching colleagues, classified staff, and administrators), School District (appropriate related service providers), and community (appropriate vocational/ community based instruction sites [High School & Transition settings]) that require open communication for providing maximum services to the student. | Observation: Master Teacher/Administrator of appropriate task performance  
Written: Log activities & hours  
Example: Document your interactions with the school site administrators, colleagues, and other professionals you interact with during your clinical practice. |
| **4.2**  | Establish appropriate communication within the special education team (all stakeholders involved in the provision of supports and services) for the continuity of services and remediation approaches. | Observation: Master Teacher/Administrator of appropriate task performance  
Written: Log activities & hours  
Example: Document your interactions with the SLP, OT, APE, or other related service providers. |
| **4.3**  | Nurture a supportive relationship with general education classroom teachers serving special education students. [See Objective 1.4] | Observation: Master Teacher/Administrator of appropriate task performance  
Written: Log activities & hours  
Example: Co-teach a lesson in a general education classroom that includes a student with an IEP. |
| **4.4**  | Communicate with paraprofessional staff and develop relationships with them to maximize services to students. | Observation: Master Teacher/Administrator of appropriate task performance  
Written: Log activities & hours |
<table>
<thead>
<tr>
<th>Location of class, when, who, etc.)</th>
<th>Example: Hold meeting with the instructional assistants to discuss how to run small groups and providing instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.5</strong></td>
<td>With guidance from the Master Teacher, develop a rapport with parents of special education students to facilitate home/school relationships and a carry-over of supportive environment essential for learning. <strong>Planned Activity:</strong> (Where-Location of class, when, who, etc.)</td>
</tr>
<tr>
<td></td>
<td><strong>Observation:</strong> Master Teacher/Administrator of appropriate task performance <strong>Written:</strong> Log activities &amp; hours</td>
</tr>
<tr>
<td></td>
<td>Example: Creation of a home-school communication system</td>
</tr>
</tbody>
</table>
Sample Objective Log Sheet

Use as a template to create a log sheet for all Objectives within the Plan for Clinical Practice.
If you need to “Add Rows” to record additional activities, first “highlight” the row you want to add to, then click on “Table” from the above topics and then “Insert” followed by “Row below”. Repeat this action to provide you the space to record all the educational events required for your total hours.
Utilize the “Sample’s” as a guide on how to document your progress for each objective.

OBJECTIVE LOG SHEET 1.1 Gain experience in conducting and teaching students with disabilities.

Planned Activity: (Where-Location of class, when, who, etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/12</td>
<td>60 minutes</td>
<td>My classroom</td>
<td>[Sample] Presented a lesson on developing money math skills. Utilized grocery store advertisement papers. I had the student’s create “meals” by choosing items and calculating the cost. Taught “Dollar Up” method to give a strategy on knowing how much $ they will need to purchase items.</td>
<td>TPE 6 TPE 7</td>
</tr>
</tbody>
</table>

Candidate: Sample Candidate Term: Fall or Spring
OBJECTIVE LOG SHEET 1.2 Observe, analyze, and intervene in the management of children with behaviors that impede learning. **Planned Activity:** (Where-Location of class, when, who, etc.)

Candidate: ____ ________ Term: ____

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7/12</td>
<td>45 minutes</td>
<td>My classroom</td>
<td>[Sample] I used positive behavior support during the lesson. I utilized a set interval verbal reinforcement system throughout the lesson. The number of outbursts was lower than when I don’t provide constant reinforcement</td>
<td>TPE 4</td>
</tr>
</tbody>
</table>
OBJECTIVE LOG SHEET 1.3 Work under supervision of the Master Teacher in providing services to students with disabilities as described in their IEPs. **Planned Activity:** (Where-Location of class, when, who, etc.)

---

**Candidate:** ___________ **Term:** ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/8/12</td>
<td>60 minutes</td>
<td>My Classroom</td>
<td>[Sample] Observed my Master teacher conduct a science lesson that involved both whole group and small group instruction. Master teacher utilized a partially completed work sample to teach the students how to record weather information (temperature, rain, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL HOURS |               |               |                                                                         |                |
OBJECTIVE LOG SHEET 1.4 Develop and present lesson plans in general education classrooms for student who is mainstreamed as part of his or her IEP. **Planned Activity**: (Where-Location of class, when, who, etc.)

---

**Candidate: ___________  Term: ____**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/2/12</td>
<td>45 minutes</td>
<td>Fine-arts classrooms</td>
<td>[Sample] I co-taught an art lesson with the general education Art teacher. There were 4 students with IEP’s in the classroom. I provided additional support to all students after the initial instructions on how to complete the days assignment</td>
<td>TPE 5</td>
</tr>
</tbody>
</table>

---

OBJECTIVE LOG SHEET 1.5 Counsel students with disabilities. **Planned Activity**: (Where-Location of class, when, who, etc.)

---

**Candidate: ___________  Term: ___________**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/21/12</td>
<td>15 minutes</td>
<td>My classroom</td>
<td>[Sample] One of the students in the classroom is having trouble playing with his classmates during structured free time (rec/leisure activities). We discussed possible problem solving strategies that he will try to implement with a couple students.</td>
<td>TPE 8, TPE 3, TPE 13</td>
</tr>
</tbody>
</table>
**OBJECTIVE LOG SHEET 2.1** Assess and identify the students’ current level of performance. **Planned Activity:** (Where-Location of class, when, who, etc.)

Candidate: ____________  Term: ____

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3/12</td>
<td>60 minutes</td>
<td>My classroom</td>
<td>[Sample] Assessed a student using the WIAT, K-TEA2, and the Brigance for an upcoming Triennial review IEP.</td>
<td>TPE 1, TPE 2, TPE 3, TPE 11</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**
OBJECTIVE LOG SHEET 2.2 Analyze assessment results to establish the student’s areas of strengths and areas of need.

Candidate: ___________ Term: ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4/12</td>
<td>120 minutes</td>
<td>My classroom.</td>
<td>[Sample] Utilized the assessment data from the protocols to generate the students PLOP and develop goal to address his present areas of need in the areas of math, ELA, self-help, and vocational skills</td>
<td>TPE 8 TPE 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15/12</td>
<td>2 hours</td>
<td>IEP Meetings</td>
<td>[Sample] Held Triennial IEP for student. Parent accepted proposed goals and services. Parent inquired about a behavior support plan for the home environment. Will work with parent to develop a plan to help transfer positive behavior seen at school to the home environment.</td>
<td>TPE 12 TPE 13</td>
</tr>
</tbody>
</table>
**OBJECTIVE LOG SHEET 2.4** Conduct classroom and provide services as special education teacher.

**Planned Activity:** (Where-Location of class, when, who, etc.)

---

**Candidate:___________**  **Term:____**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10/12</td>
<td>1 hours</td>
<td>My classroom</td>
<td>[Sample] Taught the Math lesson today. We worked on matching the coins to the value in both visual and oral form. Students were able to work in both large and small groups. There were three levels of abilities.</td>
<td>TPE 6, TPE 7, TPE 1, TPE 4, TPE 5, TPE 11, TPE 8, TPE 9</td>
</tr>
</tbody>
</table>

---

**TOTAL HOURS**
### OBJECTIVE LOG SHEET 2.5
Implement the Individualized Education Program (IEP) to meet the individual needs of the student.

**Planned Activity:** (Where-Location of class, when, who, etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/14/12</td>
<td>4 hours</td>
<td>My classroom</td>
<td>[Sample] Assessed all students on their IEP goals throughout the day in order to have data for the upcoming goal benchmark reporting period (progress reports)</td>
<td>TPE 12, TPE 10, TPE 6</td>
</tr>
</tbody>
</table>

### OBJECTIVE LOG SHEET 2.6
Utilize school curricula and the California Content Standards in developing and implementing the Individualized Education Programs (IEPs). Reflect this information in the IEP submitted.

**Planned Activity:** (Where-Location of class, when, who, etc.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/13/12</td>
<td>1 hour</td>
<td>My classroom</td>
<td>[Sample] Utilized the Edmark reading program for today’s ELA lesson. Had 4 different reading groups. Utilized my instructional assistants as the “teacher” of three of the groups. Each “teacher” was responsible for recording student progress data.</td>
<td>TPE 12, TPE 4</td>
</tr>
</tbody>
</table>
OBJECTIVE LOG SHEET 3.1 Critically examine the needs of students with disabilities and evaluate their **program placement** considering other educational options for each IEP developed in Standard 2 above.

Candidate: ___________ Term: ____

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/15/12</td>
<td>1 hour</td>
<td>My classroom</td>
<td>[Sample] Utilized the data captured from the goal benchmark assessments to monitor student’s educational benefit and to evaluate their rate of progress towards goals. Determined if an IEP was needed to refine goals, services, and/or placement. All students are making good progress towards goals. No changes recommended at this time.</td>
<td>TPE 12 TPE 4</td>
</tr>
</tbody>
</table>
OBJECTIVE LOG SHEET 3.2 Provide instructions within the framework of Standard 2 above and evaluate and determine progress towards annual goals and short-term objectives as specified in the Individualized Education Programs (IEP). Reflect this information in each IEP submitted. Planned Activity: (Where-Location of class, when, who, etc.)

Candidate: ___________ Term: ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25/12</td>
<td>4 hours</td>
<td>My classroom</td>
<td>[Sample] All formal evaluations were conducted on a three-week interval from the last IEP meeting date. Goals were assessed, new (if appropriate) baselines were observed and progress of goals was sent home to parents. All short-term goals were treated in the same fashion.</td>
<td>TPE 12, TPE 6, TPE 2, TPE 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL HOURS</td>
<td></td>
</tr>
</tbody>
</table>

OBJECTIVE LOG SHEET 3.3 Conduct on-going evaluation of instructional and curricular modifications, utilizing teacher observational techniques to gather information while providing instruction. Planned Activity: (Where-Location of class, when, who, etc.)

Candidate: ___________ Term: ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10/12</td>
<td>45 minutes</td>
<td>My classroom</td>
<td>[Sample] Conducted an informal screening to gauge were my students are in the area of science knowledge in order to create an appropriate science curriculum for our next months focus.</td>
<td>TPE 2, TPE 3</td>
</tr>
</tbody>
</table>
**OBJECTIVE LOG SHEET 4.1** Identify essential elements within school, classroom and instructional setting requiring open communication with the administration of the school for providing maximum services to the student, and utilize such communication. (As described in Standard 3 above)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7/12-2/9/12</td>
<td>1 hour</td>
<td>My Campus</td>
<td>[Sample] Met with the administrative staff as well as the school psychologist, program specialists, and School Site Office personnel. Knowing the peripheral supports of the classroom is essential to understanding protocol when additional support is needed.</td>
<td>TPE 13, TPE 10, TPE 11</td>
</tr>
</tbody>
</table>

Candidate: ___________ Term: ___

| TOTAL HOURS |  |  |
|-------------|  |  |
OBJECTIVE LOG SHEET 4.2 Establish appropriate communication within the special education team for the continuity of services and remediation approaches.

**Planned Activity:** (Where-Location of class, when, who, etc.)

---

**Candidate:** ___________ **Term:** ____

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10/12</td>
<td>1 hour</td>
<td>My Classroom</td>
<td>[Sample] Discussed with the master teacher the process of preparing for an IEP, communicating with the parents, and other District level staff on best practices and ways to make communication part of the work-day with flexibility and ease of completion.</td>
<td>TPE 8, TPE 9</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS**
OBJECTIVE LOG SHEET 4.3 Nurture a supportive relationship with general education classroom teachers serving special education students.

Planned Activity: (Where-Location of class, when, who, etc.)

Candidate: ___________ Term: ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/8/12</td>
<td>40 minutes</td>
<td>Staff lunch room</td>
<td>[Sample] Had lunch with the Art teacher. Discussed how we would co-teach the art lesson together next month. Will probably meet a couple more times prior to teaching the lesson to iron things out.</td>
<td>TPE 4 TPE 6</td>
</tr>
</tbody>
</table>

TOTAL HOURS

OBJECTIVE LOG SHEET 4.4 Communicate with paraprofessional staff and develop relationships with them to maximize services to students.

Planned Activity: (Where-Location of class, when, who, etc.)

Candidate: ___________ Term: ___

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/20/12</td>
<td>45 minutes</td>
<td>My classroom</td>
<td>[Sample] Met with the classroom paraprofessionals to discuss the transition from the Master teacher to my taking over the classroom. Talked about how working with them in a collaborative effort will be a wonderful learning experience for me and would appreciate any feedback they might have.</td>
<td>TPE 13 TPE 11 TPE 12</td>
</tr>
</tbody>
</table>
OBJECTIVE LOG SHEET 4.5 Develop a rapport with parents of special education students to facilitate home/school relationships and a carry-over of supportive environment essential for learning.

Planned Activity: (Where-Location of class, when, who, etc.)

Candidate: ____________ Term: ____

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Location</th>
<th>Activity</th>
<th>TEPs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/10/12</td>
<td>1 hour</td>
<td>My classroom</td>
<td>[Sample] Observed a Parent-Teacher Conference. Was able to provide a few comments on their daughter’s progress. Parent seemed appreciative of my presence and how I ma working with their child.</td>
<td>TPE 8 TPE 9</td>
</tr>
</tbody>
</table>

TOTAL HOURS
## SUMMARY OF HOURS FOR CLINICAL PRACTICE EXPERIENCE

Candidate: ________________________________________________

Term: _______________ Year: ___________

<table>
<thead>
<tr>
<th>OBJ. NUM.</th>
<th>ENABLING OBJECTIVES/EXPERIENCES</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Gain Experience in conducting and teaching students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Observe, analyze, and intervene in the management of children with behaviors that impede learning.</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Work under the supervision of the Master Teacher in providing services to students with disabilities as described in their individual education programs (IEPs).</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Develop and present lesson plans in general education classrooms for student who is mainstreamed as part of their IEP.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Counsel students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Assess and identify the current levels of performance of students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Analyze assessment results to establish the students’ areas of strength and areas of need.</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Attend individual education program planning (IEP) meetings and develop programs, playing the role of special education teacher.</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Conduct classroom and provide services as the special education teacher.</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Implement the individualized education program (IEP) to meet the individual needs of the students.</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Utilize local school curricula and the California Content Standards for developing and implementing individualized education programs (IEPs). Reflect this information in each IEP submitted.</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Critically examine the needs of students with disabilities and evaluate their program placement considering other educational options for each IEP developed in 2.0 above.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Provide instruction within the framework of Standard 2 above and evaluate and determine progress towards annual goals and short-term objectives specified in the individualized education program (IEP). Reflect this information in each IEP submitted.</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Conduct on-going evaluation of instruction and curriculum modifications, utilizing teacher observational techniques to gather information while providing instruction.</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Identify essential elements within school, classroom, and instructional setting requiring open communication with the administration of the school for providing maximum services to the student, and utilize such communication.</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Establish appropriate communications within the special education team for the continuity of services and remediation approaches.</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Nurture a supportive relationship with regular classroom teachers serving special education student.</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Communicate with paraprofessional staff and develop team relationships to maximize services of student.</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Develop rapport with parents of special education students to facilitate home/school relationship and carry-over of supportive environment essential for learning.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**

Candidate: ________________________________________________

Master Teacher/Administrator: ______________________________

University Mentor: _______________________________
Clinical Practice Signature Assignment

TaskStream Assignments:

Candidates are required to choose 2 students for the written reports that meet the requirements for Clinical Practice standards 2.1, 2.2, 2.3, and 2.6. These written reports need to be uploaded into TaskStream. Assignment #1 is due between weeks 8-12. Assignment #2 is due by week 15.

In order to look professional and prepared at IEP meetings, it is important that you provide all stakeholders [IEP team members and parent(s)] with data that captures the student’s assessment results. Although, you will be describing these data to the parent(s) in the form of present levels of performance on the IEP, it is helpful for all stakeholders (IEP team members) to have a visual display.

Assignment #1: Assessment and IEP (Assess and Diagnose)

Step 1: Assess and identify the current present levels of performance (PLOP) of 2 students within your first 9 weeks of your 18-week clinical practice experience [Student teaching or Intern/Contract teaching].

Your assessment of the 2 students needs to include data from 6 of the following 9 areas:

- Math [Computation and Applications]
- Reading Fluency [decoding or sight word recognition]
- Science
- Social Studies
- Reading Comprehension
- Social Adaptive Skills
- Behavior Adaptive Skills
- Life Skills [Self-Help]
- Vocational skills

Step 2: List the assessments you used in determining the PLOP for each student. Appropriate assessments include the following, but not limited too:

- KTEA-II
- WIAT
- Woodcock Johnson
- Brigance (Basic Skills and/or Early Development)
- SANDI
- PEP
- Curriculum Based Measurements
- District Assessments
- Transition Assessments
- Vocational Assessments
**Step 3.** Display your assessment results. The following is a model you can use to create your own format to represent the data you collected through your assessments. *You can also represent the results per each assessment protocol (i.e. Brigance and KTEA II) as separate sections.*

Sample 1:
A. Summary of Results for Reading Composite: (If you used multiple assessment protocols, you can discuss all of the results regarding Reading in this section)
B. Summary of Results for Math Composite:
C. Summary of Results for Written Language:
D. Summary of Results for Oral Language:
E. Overall Summary of assessment results:

Sample 2:
A. Assessment results from the Brigance indicate…
B. Assessment results from the Woodcock-Johnson indicate…

**Step 4:** Review the Data collected and identify the areas of need:

Students presenting areas of need include: (i.e. Adding double-digit numbers with regrouping, brushing teeth independently, Walking across the street with 100% accuracy)

**Step 5:** Create 4-6 IEP goals that address the areas of presenting needs for each student assessed (8-12 IEP goals overall). Calculate accurate Baseline data for each goal. The best baseline data you can collect is to pre-test the IEP goal with each student.

IEP Goal template:

By (Date), (Student) “will be able to do” then state an action or skill that they will need to perform and then define the level of mastery (70%, 80%, 90%) and how the goal will be measured over a certain number of trials in a certain period of time (in 3 out of 4 trials). Then determine how progress on the goal will be measured or quantified-, i.e. “as measured by teacher observations, checklists, logs, and data sheets”.

**Step 6:** To create a grade level standard goal, you can utilize a “piece” of the grade level standard to create a goal that addresses the presenting need of a student and still address grade level standards.
Step 7: Attend an IEP meeting. If you are a contract (Intern) teacher, then you will have created the IEP goals for your student. Therefore presenting them at the IEP is part of the expected job actions of your position.

If you are student teaching with a master teacher, it is not expected for you to “present” an IEP goal for one of the students in your classroom. During the process of completing this assignment, hopefully you and your master teacher have collaborated on the creation of these goals. As a result, it is most likely that the Master teacher will present the IEP goals you drafted at the meeting.

Step 8. After attending the IEP meeting where your goals were presented, you will need to write a reflection discussing the event that transpired during the IEP meeting. Please take into account the parent’s reaction to the proposed IEP goals, services, and their overall satisfaction with the IEP process. Your conclusion can discuss why the IEP was accepted or was not accepted by the parent and what next steps are to occur as a result.

Assignment #2: Lesson Plan (Intervention and Implement)

In the second assignment, you will create a total of 4 lesson plans.

Step 1: You need to create 2 lesson plans per student assessed in assignment #1. Each lesson plan needs to address a different IEP goal you created for assignment #1.

For example: IF you wrote a math goal and a reading goal, THEN you will need to write a lesson plan on how you will teach the new math skill and the new reading skill described in the two IEP goals you created.

Please utilize the following lesson plan template:

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of lesson presentation:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>Subject Matter Domain:</td>
<td>Goal and/or Objective Covered:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Standards Addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set (Lead-in):</td>
</tr>
</tbody>
</table>


### Step-by-Step Procedure:

<table>
<thead>
<tr>
<th>Guided/Independent Practice:</th>
<th>Staff Members Assisting:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Materials Needed:</th>
<th>Other Resources (books, websites, etc.)</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Necessary Adaptations/Modifications:</th>
<th>Notes:</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Closure:</th>
</tr>
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</tbody>
</table>

Step 2: After administering each lesson, write a reflection on the success of each lesson. Discuss both the positives and the modifications you will make for the next time you will need to teach this skill.
Sample Reflection Journal Template

Week 1: Discussion should focus specifically on Classroom Management.
Weeks 2-3: Discuss curriculum issues of state and district standards, adopted text materials, and available resources, as related to instruction
Weeks 4-5: Discuss issues of diversity and student learning needs in the class. Discuss how the curriculum is adapted and modified.
Weeks 6-8: Discuss assessment, both formal and informal, and the relationship to classroom management, curriculum and instruction, and diverse clinical practice needs
Weeks 9-18: Discuss personal growth in relation to the TPE standards.

Name: ________________________  Semester: ____________________

Week: __

Date: ______

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Date: ______

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# Azusa Pacific University

**Qualitative Teacher Candidate Observation Report**

**Special Education Department**

**Mild/Moderate and Moderate/Severe Clinical Practice**

**Student Teaching (576/586) Contract Teaching (575/585)**

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Dist./School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area:</td>
<td>University Supervisor:</td>
</tr>
<tr>
<td>Candidate:</td>
<td>Cooperating Teacher:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Overall Observations</th>
<th>Suggestions for Skill Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSTP 1</td>
<td>Engaging and Supporting all students in learning</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Connecting students’ prior knowledge, life experiences, and interests with learning goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TPE 6: Developmentally Appropriate Teaching Practice</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>TPE 7: Teaching English Learners</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.</td>
<td></td>
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<tr>
<td></td>
<td><strong>TPE 4: Making Content Accessible</strong></td>
<td></td>
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<tr>
<td></td>
<td>1.3 Facilitating learning experiences that promote autonomy, interaction and choice.</td>
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<tr>
<td></td>
<td>1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.</td>
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<tr>
<td></td>
<td><strong>TPE 5 Student Engagement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Promoting self-directed, reflective learning for all students</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CSTP 2</th>
<th>Creating and maintaining effective environments for student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1 Creating a physical environment that engages all students</td>
</tr>
<tr>
<td></td>
<td>2.2 Establishing a climate of fairness and respect</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 11 Social Environment</strong></td>
</tr>
<tr>
<td></td>
<td>2.3 Promoting social development and group responsibility</td>
</tr>
<tr>
<td></td>
<td>2.4 Establishing and maintaining standards for student behavior</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 11 Social Environment</strong></td>
</tr>
<tr>
<td></td>
<td>2.5 Planning and implementing classroom procedures and routines that support student learning</td>
</tr>
<tr>
<td></td>
<td>2.6 Using instructional time effectively</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 10 Instructional Time</strong></td>
</tr>
<tr>
<td>CSTP 3</td>
<td>Understanding and organizing subject matter for student learning</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>3.1 Demonstrating knowledge of subject matter content and student development</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 1 Specific Pedagogical Skills for subject matter instruction</strong></td>
</tr>
<tr>
<td></td>
<td>3.2 Organizing curriculum to support student understanding of subject matter</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 1 Specific Pedagogical Skills for subject matter instruction</strong></td>
</tr>
<tr>
<td></td>
<td>Interrelating ideas and information within and across subject matter areas.</td>
</tr>
<tr>
<td></td>
<td>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 1 Specific Pedagogical Skills for subject matter instruction</strong></td>
</tr>
<tr>
<td></td>
<td>3.5 Using materials, resources, and technologies to make subject matter accessible to students.</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 1 Specific Pedagogical Skills for subject matter instruction</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSTP 4</th>
<th>Planning instruction and designing learning experiences for all students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 8 Learning About Students</strong></td>
</tr>
<tr>
<td></td>
<td>4.2 Establishing and articulating goals for student learning</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 9 Instructional Planning</strong></td>
</tr>
<tr>
<td></td>
<td>4.3 Developing and sequencing instructional activities and materials for student learning</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 9 Instructional Planning</strong></td>
</tr>
<tr>
<td></td>
<td>4.4 Designing short-term and long-term plans to foster student learning</td>
</tr>
<tr>
<td></td>
<td>4.5 Modifying instructional plans to adjust for student needs</td>
</tr>
<tr>
<td></td>
<td><strong>TPE 9 Instructional Planning</strong></td>
</tr>
</tbody>
</table>
| CS | SP | 5  | **Assessing Student Learning**  
5.1 Establishing and communicating learning goals for all students  
5.2 Collecting and using multiple sources of information to assess student learning  
**TPE 3 Interpretation and use of assessments**  
5.3 Involving and guiding all students in assessing their own learning  
**TPE 3 Interpreting and use of assessments**  
5.4 Using the results of assessments to guide instruction  
**TPE 2 Monitoring student learning during instruction**  
5.5 Communicating with students, families, and other audiences about student progress  
**TPE 3 Interpretation and Use of Assessments** |
| CS | SP | 6  | **Developing as a professional educator.**  
6.1 Reflecting on teaching practice and planning professional development  
**TPE 13 Professional Growth**  
6.2 Establishing Professional Goals and pursuing opportunities to grow professionally.  
**TPE 12 Professional, Legal, and Ethical Obligations**  
6.3 Working with communities to improve professional practice  
6.4 Working with families to improve professional practice  
6.5 Working with colleagues to improve professional practice |
Qualitative Evaluation of Education Specialist Credential Candidate

Name of Credential Candidate_____________________________________________________________

Mark the appropriate Boxes: Mild/Moderate_____   Moderate/Severe_______
                      Contract/Intern _____   Student Teaching_______

Name of School: _________________________________________________________________

Name of District: _________________________________________________________________

Name of Evaluator: _________________________________________________________________

Select one: University Mentor_______   Administrator________   Master Teacher________

Qualitative Comments on Special Education Candidate Performance
(Please provide several descriptive sentences that provide an overview of the candidate’s performance)

_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________

Signature of Credential Candidate________________________________________ Date______

Signature of Evaluator_____________________________________________________ Date______

Reviewed by University____________________________________________________ Date______

Distribution: White- Program Director       Yellow- Candidate       Pink- Student File
### Special Education Quantitative Evaluation of Credential Candidate

#### Clinical Practice/ Student Teaching Experience

**Demographic Information**

Credential Candidate: ____________________________________________________________

Special Education Credential Program:   Mild/Moderate  Moderate/Severe

School Placement: ______________________________________________________________

School District: ________________________________________________________________

Name of Evaluator: ______________________________________________________________

Position: University Mentor_________ Master Teacher_________ Site Administrator_______

<table>
<thead>
<tr>
<th>Quantitative Evaluation Rubric:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1- Needs further development to meet beginning level competency</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2- Adequately meets beginning level competency</td>
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<tr>
<td>3- Strongly meets beginning level competency</td>
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<tr>
<td>4- Exceeds beginning level competency</td>
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</table>

#### I. Engaging and Supporting All Students in Learning

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</thead>
<tbody>
<tr>
<td>1. Uses knowledge of students to engage them in learning</td>
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<tr>
<td>2. Connects learning to student’s prior knowledge, backgrounds, life experiences and interests</td>
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<tr>
<td>3. Connects subject matter to meaningful, real-life contexts</td>
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<tr>
<td>4. Uses a variety of instructional strategies, resources, and technology to meet student’s diverse learning needs.</td>
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<tr>
<td>5. Promotes critical thinking through inquiry, problem solving, and reflection</td>
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<tr>
<td>6. Monitors student learning and adjusts instruction while teaching</td>
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</tbody>
</table>
# Quantitative Evaluation Rubric:

<table>
<thead>
<tr>
<th></th>
<th>Needs further development to meet beginning level competency</th>
<th>Adequately meets beginning level competency</th>
<th>Strongly meets beginning level competency</th>
<th>Exceeds beginning level competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
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<td>3</td>
<td>4</td>
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</tbody>
</table>

II. Creating and Maintaining Effective Environments for Student Learning

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>1. Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully.</td>
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<tr>
<td>2. Creates an environment that reflects a respect for diversity and encourages constructive and productive interactions.</td>
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<tr>
<td>3. Establishes and maintains learning environments that are physically, intellectually, and emotionally safe.</td>
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<tr>
<td>4. Creates a rigorous learning environment with high expectations and appropriate support for all students.</td>
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<tr>
<td>5. Develops, communicates, and maintains high standards for individual and group behavior</td>
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<tr>
<td>6. Employs classroom routines, procedures, norms, and support to ensure a climate in which all students can learn.</td>
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<tr>
<td>7. Uses instructional time to optimize learning.</td>
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</tbody>
</table>

III. Understanding and Organizing Subject Matter for Student Learning

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks.</td>
<td></td>
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</tr>
<tr>
<td>2. Applies knowledge of students development and proficiencies to ensure student understanding of content.</td>
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<td></td>
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</tr>
<tr>
<td>3. Organizes curriculum to facilitate students understanding of the subject matter.</td>
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</tr>
<tr>
<td>4. Utilizes instructional strategies that are appropriate to the subject matter</td>
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</tr>
<tr>
<td>5. Uses and adapts resources, technology, standards-aligned instructional materials, and District adopted materials, to make subject matter accessible to all students.</td>
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</tr>
<tr>
<td>6. Addresses the needs of English Language Learners and students with special needs to provide equitable access to the content.</td>
<td></td>
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</tr>
</tbody>
</table>
IV. Planning Instruction and Designing Learning Experiences for All Students

<table>
<thead>
<tr>
<th></th>
<th>1- Needs further development to meet beginning level competency</th>
<th>2- Adequately meets beginning level competency</th>
<th>3- Strongly meetings beginning level competency</th>
<th>4- Exceeds beginning level competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Uses knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>Establishes and articulates measureable goals for student learning.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Develops and sequences long-term and short-term plans to support student learning.</td>
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<tr>
<td>4.</td>
<td>Plans instruction that incorporates appropriate strategies to meet the learning needs of all students.</td>
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<tr>
<td>5.</td>
<td>Adapts instructional plans and curricular materials to meet the assessed learning needs of all students.</td>
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</tr>
</tbody>
</table>

V. Assessing Students for Learning

<table>
<thead>
<tr>
<th></th>
<th>1- Needs further development to meet beginning level competency</th>
<th>2- Adequately meets beginning level competency</th>
<th>3- Strongly meetings beginning level competency</th>
<th>4- Exceeds beginning level competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Applies knowledge of the purposes, characteristics, and uses of different types of assessments.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Collects and analyses assessment data from a variety of sources to inform instruction.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Reviews data from both individually and with colleagues to monitor student learning.</td>
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<tr>
<td>4.</td>
<td>Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction.</td>
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<tr>
<td>5.</td>
<td>Involves all students in self-assessment, goal setting, and monitoring progress.</td>
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<tr>
<td>6.</td>
<td>Uses available technologies to assist in assessment, analysis, and communication of student learning.</td>
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<tr>
<td>7.</td>
<td>Uses assessment information to share timely and comprehensible feedback with student(s) and their families.</td>
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V. Developing as a Professional Educator

<table>
<thead>
<tr>
<th></th>
<th>1- Needs further development to meet beginning level competency</th>
<th>2- Adequately meets beginning level competency</th>
<th>3- Strongly meetings beginning level competency</th>
<th>4- Exceeds beginning level competency</th>
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<tbody>
<tr>
<td>1.</td>
<td>Reflects on teaching practice in support of student learning.</td>
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<td>2.</td>
<td>Establishes professional goals and engages in continuous and purposeful professional growth and development.</td>
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<td>3.</td>
<td>Collaborates with colleagues and the broader Professional community to support teacher and student learning.</td>
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<td>4. Works with families to support student learning</td>
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<td>5. Demonstrates an awareness of local community Resources in support of the instructional program</td>
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<td>6. Manages professional responsibilities to maintain motivation and commitment to all students.</td>
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<td>7. Demonstrates professional responsibility, integrity, and ethical conduct.</td>
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Preliminary Education Specialist Teaching Credentials Program Standards

Program Design Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

Intern Program Delivery Model:

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

Program Standard 2: Professional, Legal and Ethical Practices

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 3: Educating Diverse Learners
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

**Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

**Program Standard 5: Assessment of Students**

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

**Program Standard 6: Using Educational and Assistive Technology**

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of
computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

**Program Standard 7: Transition and Transitional Planning**

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

**Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning**

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

**Program Standard 9: Preparation to Teach Reading/Language Arts**

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

The Education Specialist credential program prepares candidates to provide Instructional Planning/Objectives/Design in the following academic domains:
Reading: Writing; Listening and Speaking

• Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.

• Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.

Reading: Writing; Listening and Speaking; Instructional Delivery

1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:

• Word analysis • fluency • vocabulary, academic language, and

Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:

• The systematic progression of instruction and application of foundational writing strategies,

Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:

• The systematic progression of instruction and application to background knowledge • reading comprehension • literary response and analysis

2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:

• Orientation (e.g., engagement, teacher demonstration)

• Presentation (e.g., explicit instruction, modeling, pacing)

• Structured practice (e.g., reinforcement, questioning, feedback)

• Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application
• Independent practice (e.g. opportunities for students to show level of mastery) applications, and conventions

• Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision

• Writing applications according to genres (grade-level appropriate) and their characteristics

• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling)

• Develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing.

• Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).

**Reading; Writing; Listening and Speaking; Assessment**

• Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading

• Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessment data, both formal and informal, to determine students’ progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.

**Reading; Writing; Listening and Speaking; Universal Access/ Differentiated Instruction**

Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners. For example:

• Using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students

• Recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)
• Using remediation strategies, accommodations, and modifications for students with special needs.

• Using flexible grouping, individualized instruction, and whole-class instruction as needed

• Using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve

**NOTE:** This standard is not entirely required for the ECSE authorization since it focuses on school age reading skills. Programs who prepare Early Childhood Special Education candidates to provide literacy programs should be aligned to “The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.”

**Intern Program Delivery Model:**

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.

**Program Standard 10: Preparation to Teach English Language Learners**

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn
how cognitive, pedagogical, and individual factors affect students’ language acquisition.

**Intern Program Delivery Model:**

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

**Program Standard 11: Typical and Atypical Development**

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

**Intern Program Delivery Model:**

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard

**Program Standard 12: Behavioral, Social, and Environmental Supports for Learning**

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.
**Program Standard 13: Curriculum and Instruction of Students with Disabilities**

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

**Intern Program Delivery Model:**

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.

**Program Standard 14: Creating Healthy Learning Environments**

Candidates learn how personal, family; school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meet the criteria of the American Heart Association or the American Red Cross.
Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

Intern Program Delivery Model

This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

Program Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. At least one supervising teacher and one institutional provide verification of candidate performance supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program.