

San Francisco State University
Graduate College of Education

Education Specialist and
Master of Arts Degree Programs in
Extensive Support Needs

Student Handbook

(Revised 05/20/25)



SAN FRANCISCO
STATE UNIVERSITY

Introduction

Dear students,

Welcome to the Extensive Support Needs Program. This student handbook includes our program's philosophy, information that we thought would be useful to you, and a description of program policies not addressed in University publications. It is designed as a supplement to the information, forms, links available to you on our Department website.

This is a work in progress, so please let us know if you have suggestions for additions to the handbook.

Sincerely,

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Program Philosophy

The mission of the Extensive Support Needs Program is to prepare reflective and highly effective educators committed to inclusive philosophies and practices. The following four program elements reflect this commitment.

Element One: Preparing Effective Educators

Our Program prepares special education teachers and clinicians who have the ability to--

- Use student and family-centered assessments to identify high priority, quality of life goal areas for individual students;
- Use targeted quality of life goal areas to anchor and drive the development of IEP goals, in collaboration with students' families and other educational team members;
- Develop academic goals for students that are personally relevant and aligned with grade-level Common Core State Standards;
- Provide systematic instruction using evidence-based practices and assistive technology to teach academic content and functional skills that address quality of life goal areas;
- Provide opportunities for instruction in contexts that promote the application of knowledge and skills to the students' everyday lives;
- Develop and support the use of multi-modal AAC systems that allow students to communicate their needs, engage in social interactions, and share information and ideas;
- Implement social supports to facilitate the development of positive social relationships and friendships between students with disabilities and their peers;
- Conduct functional assessments for students who present severe problem behaviors and implement multi-component, positive behavior support plans for the students based on an in-depth understanding of why they are engaging in those behaviors;
- Facilitate the development of self-determined behavior and provide opportunities for students to engage in these behaviors; and
- Develop and implement practical and effective systems to monitor student progress on acquiring knowledge and skills targeted by the goals on their IEPs.

Element Two: Facilitating the Achievement of Students' Valued Life Goals

Our Program prepares special education teachers and clinicians who have the ability to--

- Provide students with access to inclusive school, community, and vocational settings;
- Teach skills that increase students' independence and self-determined behavior;
- Teach skills and arrange educational and social contexts to facilitate the development of students' communicative and social competence; and
- Teach academic content knowledge and academic skills that are life enriching, or increase access and independence in current and future environments, or increase students' ability to become life-long learners.

Element Three: Establishing and Maintaining General Education Partnerships

Our Program prepares special education teachers and clinicians who have the ability to--

- Foster meaningful supports, relationships, and friendships between students with and without disabilities;
- Establish collaborative relationships with general education teachers and related service providers and provide support for maintaining effective partnerships;
- Ensure that students with disabilities are provided with access to the general education curricula and classrooms; and
- Provide classroom and school-wide ability awareness training and outreach in order to facilitate an inclusive school community.

Element Four: Fostering and Supporting Family and Community Connections

Our Program prepares special education teachers and clinicians who have the ability to--

- Engage in family-centered IEP development;
- Establish effective communication strategies that demonstrate sensitivity to diversity;
- Collaborate with parents, family members, community service agencies, and community members involved in the lives of students; and
- Embed community knowledge into the curricula and teaching practices.

Credential Program Overview

The Education Specialist Credential Program in the Extensive Support Needs prepares highly qualified teachers using research-based curricula and pedagogy and extended, supervised fieldwork experiences to provide quality educational services to students from culturally and linguistically diverse backgrounds. The ESN program is aligned with CTC's Teacher Performance Expectations (TPEs) for teacher candidates in ESN. Through the coursework and fieldwork, teacher candidates have multiple opportunities to learn, apply, and reflect on each TPE. Teacher candidates are monitored on their progress and performance in meeting their competencies through assignments, course grades, fieldwork activities, student teaching observations, and evaluations. All assignments for the ESN methods courses are developed for and implemented in fieldwork settings with mentoring and evaluation by cooperating teachers and university supervisors. The credential program coursework and fieldwork are listed on the following page. Program roadmaps are offered to ensure timely program completion.

The fieldwork sites are urban public schools in the San Francisco Bay Area providing meaningful inclusive opportunities that deliver educational services to students with disabilities in general education classrooms, as well as in community and vocational settings for transition programs used as fieldwork sites. All schools used as training sites have programs that meet research-based evaluation criteria for programs serving students with extensive support needs. Cooperating Teachers are highly competent graduates of the credential program in Extensive Support Needs at SFSU or programs at other universities that share a common educational philosophy, curricula, and pedagogy. University fieldwork supervisors are instructors for program courses and have served as cooperating teachers. Candidates complete two semesters of practicum prior to the semester of student teaching. All fieldwork requirements need to be fulfilled in public school settings.

During Fieldwork 1, all candidates are placed in K-12 programs providing meaningful inclusive opportunities with SFSU Cooperating Teachers for one day per week for 12 weeks, except for students who have an intern credential (<https://sped.sfsu.edu/content/intern-credential>) who are allowed to complete **50% of this fieldwork requirement in their own programs in a public school**. During Fieldwork 1 (SPED 701) the teacher candidates are mentored by the Cooperating Teacher and by the SFSU Fieldwork Instructor who checks in on a weekly basis with the teacher candidate to discuss progress on program management activities and assignments, and who conducts one on-site observation for the teacher candidates who are interns and are doing part of Fieldwork 1 in their own program.

During Fieldwork 2, all candidates are placed in K-12 and transition programs with SFSU Cooperating Teachers for one day per week for 12 weeks, except for teacher candidates who have an intern credential (<https://sped.sfsu.edu/content/intern-credential>) and who can complete practicum requirements in their own programs in a public school. During fieldwork 2 (SPED 821) the teacher candidates are mentored by the Cooperating Teacher and a SFSU Supervisor who conducts 4 on-site observations, a mid-term, and a final evaluation meeting (Zoom or at the school site).

During the semester of student teaching, intern teachers can use their programs as a student teaching site if they meet a set of criteria based on the current best practices literature in the education of students with extensive support needs. The program evaluation criteria are documented by the student and evaluated by the SFSU supervisor prior to the student teaching semester. During student teaching (SPED 730--400 hours) the teacher candidates are mentored by a Cooperating Teacher and a SFSU University Supervisor who conducts 4 on-site observations, 2 video-observations, and a final evaluation meeting (Zoom or at the school site).

Program Policies for Methods Courses (SPED 745/773—787/789—723):

Passing grades

A passing grade for methods courses in the Extensive Support Needs Program is a B- or above. If students earn a failing grade (C+ and below), they have one opportunity to earn a passing grade by re-enrolling in the course when it is offered during the following academic year.

Methods courses sequence

Spring semester: SPED 745, SPED 773, SPED 701

Fall semester: SPED 787, SPED 789, SPED 821, SPED 601

Spring semester: SPED 723, SPED 730

All coursework at each level must be passed before moving on to the next level of coursework.

Additional policies

- The bulletin and syllabi will indicate the teaching modality.
- Students must arrive to class on time. Repeated tardiness will result in lowered course grades (i.e., a grade will be lowered one step for every four tardy arrivals to class).
- If students miss more than three classes, they receive an F grade for the course.
- A passing grade must be earned for all courses taken prior to enrollment in the methods courses.
- Courses in which the student withdrew must be completed with a passing grade before enrollment in methods courses.
- A student must have a 3.0 GPA the semester before enrollment in methods courses.

Student Teaching

- Four hundred student teaching hours must be completed (not relevant for intern teachers). These hours are scheduled during student instructional time (exception: hours participating in IEP meetings and staff trainings outside student instructional hours).
- All student teachers receive two 50-minute prep periods per week of student teaching.

Alignment with CalTPA

All ESN Method courses are also designed to support students to successfully complete CalTPA which is required to be awarded for the Preliminary Education Specialist credential.

EDUCATION SPECIALIST CREDENTIAL:
Preliminary
Extensive Support Needs

SPED 788	Law, Ethics, and Instructional Planning	3
SPED 801	Development, Diversity, and English-Language Learners	3
SPED 763	Transition Planning for Students with Disabilities	3
SPED 747	Physical, Health, and Sensory Disabilities: Implications and Management	3
SPED 791	Nature of Autism Spectrum Disorders	3
E ED 784	Curriculum and Instruction in Mathematics	3
Health Ed.		

CORE REQUIREMENTS

UNITS

METHODS COURSES: EXTENSIVE SUPPORT NEEDS

UNITS

SPED 745	Environmental Design for Students with Extensive Support Needs	3
SPED 773	Methods of Assessment & Instruction for Students with Extensive Support Needs	3
SPED 601	Fieldwork: Extensive Support Needs (<i>taken concurrently with SPED 745 & 773</i>)	3
SPED 787	Advanced Assessment & Instructional Design for Students with Extensive Support Needs	3
SPED 789	Advanced Environmental Design for Students with Extensive Support Needs	3
SPED 821	Fieldwork in Extensive Support Needs (<i>taken concurrently with SPED 787 & 789</i>)	3
SPED 702	CalTPA Support Class	1

STUDENT TEACHING

UNITS

SPED 723	Student Teaching Seminar for ESN	3
SPED 730	Student Teaching: Special Education	9

TOTAL UNITS: 49

Master of Arts in Special Education Extensive Support Needs (ESN)

This Master of Arts degree program in special education facilitates candidates' competency in research and scholarship and provides a comprehensive grounding in evidence-based practices in the education of learners with moderate/severe disabilities.

Course	Title	Units
Core Courses (9 units)		
ISED 797	Seminar in Educational Research	3
SPED 788	Law, Ethics, and Instructional Planning	3
SPED 801	Development, Diversity, and English-language Learners	3
ESN Courses (12 units)		
SPED 745	Environmental Design for Students with Extensive Support Needs	3
SPED 773	Methods of Assessment & Instruction for Students with ESN	3
SPED 787	Advanced Assessment & Instructional Design for Students with Extensive Support Needs	3
SPED 789	Advanced Environmental Design for Students with Extensive Support Needs	3
Related Studies (6 units)		
SPED 601	Fieldwork I	3
SPED 821	Fieldwork II	3
Graduate Electives*		
Culminating Experience Options (6 units)		
Option I: Two Elective Courses + Comprehensive Exam		
Choice of 2 courses	Elective graduate courses that extend candidates' knowledge of evidence-based practices relevant to the education of students with extensive support needs (one course can be from the ESN credential core courses)	6
SPED 896EXM	Comprehensive Written Examination	0
Option II: Advanced Research Course + Creative Work		
SPED 881 or graduate elective	Graduate elective course must <u>be outside of the ESN area</u>	3
SPED 894	Creative Work Project and Presentation	3
Option III: Advanced Research Course + Thesis		
SPED 881	Advanced Research Seminar in Special Education	3
SPED 898	Thesis and Oral Defense	3
Total Units		33

* Courses for the Graduate Electives are selected upon advisement with a faculty advisor

Useful Internet Links

University Website Links

Department of Special Education	https://sped.sfsu.edu/
Graduate College of Education (GCOE)	https://gcoe.sfsu.edu/
GCOE scholarships	https://gcoe.sfsu.edu/current-students/scholarships
Division of Graduate Studies	https://grad.sfsu.edu/
Forms for Culminating Experience	https://grad.sfsu.edu/content/grad-forms
Intern Credential Program	https://sped.sfsu.edu/content/intern-credential

Other Website Links

TASH	http://tash.org
CaTASH	https://tash.org/chapters/cal-tash/
Council for Exceptional Children	http://www.cec.sped.org
Association for Positive Behavior Support	http://www.cec.sped.org
CAST: Center for Applied Special Technology	http://www.cast.org/
California Deaf-Blind Services	http://www.cadbs.org/
The Iris Center	http://iris.peabody.vanderbilt.edu/
LeadScape	http://www.niusileadscape.org/
Paul Kluth: Toward Inclusive Classrooms & Communities	http://www.paulakluth.com
CA Commission on Teacher Credentialing	https://www.ctc.ca.gov/
Common Core State Standards (ELA/Math)	www.corestandards.org
California Standards: Science/Social Studies	www.cde.ca.gov/be/st

STUDENT CONDUCT POLICY

Ethical Principles

Confidentiality and Person First Language

- Participants in this program must be committed to a code of professional ethics by ensuring confidentiality is protected for all individuals with disabilities and their families. To ensure privacy and respect for these individuals, students are asked to use pseudonyms in reference to all real persons and places in written materials (in paper and digital form) and/or to use only first names in class discussions and presentations.
- Students will limit discussions of students, teachers, and schools to members of the ESN program (i.e., discussions should not occur within earshot of the public in places such as elevators, hallways, etc.).
- Students are responsible for obtaining appropriate permission from schools/programs and/or families to share photographs and videos of individuals in class. The same practices apply to ensuring the confidentiality of all guest speakers.
- When speaking or writing about persons with disabilities, students are expected to use generally accepted “people first language” (e.g., a person with a disability as opposed to “the disabled” or “handicapped person”; a child with an intellectual disability as opposed to the “retarded” child). Exceptions apply in the case of those individuals/groups who advocate to be referred to in an alternative manner as acknowledgement of their socio-cultural identity, such as individuals in the Deaf or Autistic communities.

Classroom Community and Respect for Others

- “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.” (Cited from Course Syllabus Self-Checklist, Department of Counseling and Special Education, CSU, Fresno)
- Students and faculty will maintain a classroom atmosphere conducive to learning.
- Students and faculty will treat young students, their families and teachers with respect and dignity both in their presence and in discussions with other members of the faculty and educational team.
- Students and faculty will interact with all members of the program, including young students, families, and classroom teachers in a considerate and cooperative manner.
- Students will judge colleagues fairly and attempt to resolve conflicts in a manner that respects the dignity of every person involved. (Adapted from Student Handbook, Department of Physical Therapy, SFSU)

Academic Integrity

- Students are responsible for maintaining appropriate academic conduct according to University policies. Students judged to engage in dishonest practices, including cheating and plagiarism, may receive a reduced or failing grade for the work in question and/or in the course as well as may be subject to disciplinary action as provided in Title 5, California Code of Regulations. Any student may be expelled, suspended, placed on probation, or given a lesser sanction for discipline problems.
- “Cheating is defined as the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.”
- Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. To avoid plagiarism, students must be careful to give credit every time they summarize, paraphrase or quote another’s work. When information or ideas are obtained from an outside source, that source must be cited. Direct quotations must be placed in quotation marks with the source immediately cited. Any assignment found to be plagiarized will be given an “F” grade. All instances of plagiarism may be reported to the Dean of the College, and to the University Judicial Affairs Officer for further action. (Cited/adapted from SFSU Humanities website) If you would like to review the university’s policy on plagiarism, please refer to <http://conduct.sfsu.edu/plagiarism>.
- *A special note about plagiarism and Teachers:* Teachers frequently share materials with each other and adapt commercially published materials for their particular teaching contexts. It may be quite appropriate, therefore, for you to use materials that you downloaded from the Internet or obtained from a mentor teacher, faculty member, or peer, particularly for student handouts and/or lesson plans. Nonetheless, you are *always* expected to cite these sources, including internet sites, on any material that you do not create on your own. Violations of this policy will result in a failing grade for the course and appropriate disciplinary action. (Cited from Ferri (2011) SPE 412 Course Syllabus, Syracuse University)

Professional Behavior

Students enrolled in the Extensive Support Needs Program understand and accept the importance of professional behavior; ethical standards; honesty; commitment to learning; good interpersonal communication skills; respect for classmates, faculty, classroom teachers and guest speakers; effective use of time and resources; constructive integration of feedback; problem solving; critical thinking; and stress management. These professional behaviors will be emphasized and expected of all students throughout their graduate studies in the SFSU classroom and local schools. (Adapted from Student Handbook, Physical Therapy Program, SFSU)

Students must meet expectations at the given state of their program in the following dispositional areas:

- Demonstrates commitment to understanding diversity
- Demonstrates commitment to enacting the belief that all children can learn and commitment to ensuring their success

- Demonstrates commitment to engaging in personal and professional behaviors that promote self-growth
- Demonstrates commitment to developing interpersonal behaviors that promote and foster collaboration
- Demonstrates professional conduct and ethical behavior suitable to the profession

General professional conduct expected of students include:

- Demonstrates a receptive attitude towards suggestions, feedback and constructive criticism.
- Uses suggestions to make appropriate changes in performance and/or behavior.
- Uses discretion when discussing confidential information.
- Demonstrates flexibility in accommodating to unforeseen conditions or circumstances.
- Offers assistance to others when appropriate.
- Conveys appropriate self-confidence through verbal and nonverbal behavior.
- Recognizes own limitations by asking for guidance and assistance when needed.
- Demonstrates initiative to increase skills and knowledge by using appropriate resources.
- Manages personal affairs in a manner that does not interfere with professional responsibilities.
- Uses appropriate verbal and nonverbal communication skills with others.
- Demonstrates respect, courtesy, and consideration for the rights and dignity of others.
- Maintains a professional appearance and demeanor.
- Manages and prioritizes tasks to meet responsibilities.
- Accepts responsibility for personal mistakes and does not blame others or continually offer excuses. (Cited from Student Handbook, Physical Therapy Program, SFSU)

If the student fails to meet expectations and demonstrates only minimal accomplishment in a given dispositional/behavioral area (as indicated by University and School District classroom observations), substantial further work is needed and must be communicated to the Program Coordinator. If a student displays any unprofessional behaviors, they will be at risk of dismissal from the program, independent from grades. The achievement of professionalism is as important as maintaining high academic performance.

Behavioral Parameters for Engaging Instructors in Discussion of Course Assignments

Before Submitting an Assignment

1. If clarification is needed beyond the review of the assignment guidelines in class and review of example assignments (when available), candidates can send one to two email messages to the instructor for further clarification. Instructors have 24 hours to respond. Emails will not be answered during the weekends or holidays.
2. If candidates would like to discuss the assignment with the instructor, an appointment can be made to do so during the instructor's advising hours. The meeting will not extend beyond 20 minutes.

After Receiving a Grade

1. If candidates do not agree with a grade received on an assignment, the grade will not be discussed with the instructor after class or during break. Instead, an appointment can be

made during the instructors' advising hours. The instructor will review the assignment guidelines, discuss the rationale for the grade received, and offer suggestions for revising the assignment if the grade is a B- or lower. The meeting will not extend beyond 20 minutes.

2. Candidates will have one week beyond the meeting day to submit a revised assignment. Only one revision will be accepted.
3. The final grade will represent an average of the original and revised grades. The grade for the revised assignment should be a B- or above.

Behavioral Parameters for Interacting with Cooperating Teachers, School Staff, and University Supervisors

Cooperating Teachers

1. Candidates will not contact cooperating teachers via email or phone (unless requested by the cooperating teacher) to discuss course assignments and fieldwork expectations. Note: Exceptions to this include initial scheduling arrangements and to report absences from the fieldwork site.
2. Candidates will be on the school site only during scheduled hours established by the cooperating teacher.
3. Candidates will contact their university supervisor if a disagreement arises with their cooperating teacher.

School Staff and Parents

1. Candidates will maintain positive, respectful interactions with all school staff and will follow school site professional expectations.
2. Candidates will not engage in behaviors that interrupt classroom routines, operations, or organization.
3. Candidates will not engage general education teachers related to course assignments and fieldwork expectations without involving the master teacher.
4. Candidates will not engage parents in discussions related to course assignments without involving the master teacher.

University Supervisors

1. Candidates will not expect university supervisors to respond to their email messages that exceed a reasonable number of contacts per assignment.
2. Candidates will not expect direct contact with the university supervisor beyond the scheduled number of supervisory visits

Probation

If a student fails to meet professional behavior expectations:

- The Program Coordinator will review the situation;
- The Program Coordinator will schedule a meeting with relevant faculty and fieldwork personnel;
- During the meeting, the behavioral concerns will be discussed and an action plan will be developed to modify targeted unprofessional behaviors and demonstrate honest, sensitive, and professional behaviors typical of a teacher. Immediate and substantial changes in behavior are expected following the meeting.
- If targeted unprofessional behaviors are demonstrated during probation (active until the student graduates), declassification procedures will be enacted.

Declassification Policy and Procedures: Graduate College of Education

Declassification Policy and Procedures

A student may be declassified (disenrolled) from a graduate degree program for a range of reasons even if the GPA is above a 3.0. Reasons for declassification may include, but are not restricted to: unprofessional conduct, behavioral issues that interfere with the learning of others, failure to make progress toward the degree as set forth by the University and program policies, failure to meet grade requirements to maintain good standing in the program and/or University, and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline.

- Failure to make progress toward the degree as set forth by the University and program policies (e.g., not taking courses related to the degree, not meeting program requirements to take a required number of courses each year, repeated “I” or “W” requests);
- Failure to meet expectations for discipline-required culminating experience with little improvement after multiple attempts or drafts;
- Failure to meet grade requirements to maintain good standing in the program and/or University;
- Plagiarism or academic dishonesty identified (cases are referred to Student Conduct Office).

The declassification request must be initiated by the major department with support from the department/program chair and college dean or designee. Requests are submitted to the dean of Graduate Studies for final action and official notification to the student and the Registrar’s Office. Declassified students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program through [CAL STATE APPLY](#), pay the application fee, and be accepted as a student by the department/program.

Process to Support Students At-Risk of Failing to Meet Coursework or Fieldwork Competencies

Systematic mentoring procedures for credential candidates at risk of failing coursework or fieldwork competencies will be implemented through a partnership between program faculty, fieldwork supervisors, and master teachers--with coordination with the SFSU Disability Programs Resource Center (DPRC) when relevant. The structure for the mentoring activities will be the following:

- (a) The Program Coordinator will identify with program faculty and cooperating teachers the candidates who are “at risk” of failing because of their poor performance on course assignments and/or in their fieldwork placements (efforts will be made to identify the students “at risk” during the first semester that they are enrolled in the coursework and fieldwork in the Extensive Support Needs program);
- (b) The Program Coordinator will develop with program faculty and cooperating teachers a list of areas that must be addressed and an Individual Action Plan that includes needed supports and completion dates;
- (c) The Program Coordinator will meet with the candidate, the Department Chair, program faculty, the cooperating teacher, and DPRC staff (if relevant) to review the Individual Action Plan and completion dates with the candidate; and
- (d) Program faculty, Cooperating Teachers, and DPRC staff (if relevant) will continue to provide mentoring and supports (including the supports included on the action plan) until the concerns are resolved.
- (e) If the candidate continues to fail to meet coursework or fieldwork competencies, they will not receive a passing grade for those courses.

Appendices

Fieldwork Expectations

Fieldwork Students

- Students will attend practicum for 12 weeks on their assigned day.
- If students need to miss a day, they will notify their cooperating teacher and supervisor, in advance when possible, and arrange a make-up day.
- Students will complete the weekly activities listed in the SPED 701 and SPED 821 Practicum Week-By-Week Guide and will share them with cooperating teachers and with the Fieldwork Instructor (SPED701)/University Supervisor (SPED821).
- Students will have the opportunity to meet with and discuss and plan for weekly practicum activities and get input or feedback on course assignments with their cooperating teacher. This meeting will be 20 minutes long.
- Students will make copies of completed course assignments and keep them in their practicum folder (paper or digital) for their Cooperating Teacher and supervisor to review as needed.
- Practicum students may also receive orienting, coaching, and modeling by experienced paraeducators or other teachers and service providers at the school site.

Cooperating Teachers

- Cooperating teachers will schedule time to meet with students each week for 20 minutes to review the assigned weekly practicum activities and upcoming assignments. (Can be before school, after school, during a prep period, during a shared lunch period.)
- Cooperating teachers will orient students to the school and program the first week of practicum, make introductions to relevant staff, and provide summaries of targeted focus students and their supports needs.
- Cooperating teachers work together with students to complete the practicum planning page to identify specific classes, students, and programs, and to develop the weekly schedule the student will follow throughout the fieldwork experience.
- Cooperating teachers will provide opportunities for the student to observe them work with students in a variety of settings. Ideally, there will some time every week when practicum students are working alongside the teacher so they can observe and receive coaching and modeling in best practices (e.g. leading lessons, supporting in general education classes, leading social support groups, providing ability awareness or training presentations, collecting data on student performance, conducting assessments,...
- Cooperating Teachers observe students on a weekly basis and provide some direct feedback on their performance—e.g., they identify strengths, effective practices that are or could be implemented, areas for continued focus. Teachers encourage the student's self-reflection as well.
- Cooperating Teachers provide opportunities for the student to see other teachers, service providers, and experienced paraeducators implementing best instructional and support practices.
- During weeks of supervision visits in practicum 2, Cooperating Teachers try to meet with the supervisor and practicum student for at least a portion of their post-observation discussion to assist with reviewing upcoming activities and assignments and provide feedback.
- During practicum 1, Cooperating Teachers provide feedback on the midterm and final evaluation proposed by the fieldwork instructor. During practicum 2, cooperating teachers provide written feedback to the fieldwork supervisor for the student's midterm and fieldwork evaluations.

- Cooperating Teachers schedule a 50-minute management period each week for the student to complete a variety of management activities required of a teacher aside from direct instruction and support of students. If the practicum day is a minimum early release day, then this management time can be scheduled at the end of the day when the students leave. Whenever possible the cooperating teacher will share information about effective case management practices and tools they use.
- Cooperating Teachers provide fieldwork students with a 30-minute lunch break.
- New Cooperating Teachers be offered 10-hours of online training by the university.

Behavioral Parameters for Interacting with Cooperating Teachers, School Staff, and University Supervisors

Cooperating Teachers

1. Candidates will not contact cooperating teachers via email or phone (unless requested by the master teacher) to discuss course assignments and fieldwork expectations. Note: Exceptions to this include initial scheduling arrangements and to report absences from the fieldwork site.
2. Candidates will be on the school site only during scheduled hours established by the cooperating teacher.
3. Candidates will contact their university supervisor if a disagreement arises with their cooperating teacher.

School Staff and Parents

1. Candidates will maintain positive, respectful interactions with all school staff and will follow school site professional expectations.
2. Candidates will not engage in behaviors that interrupt classroom routines, operations, or organization.
3. Candidates will not engage general education teachers related to course assignments and fieldwork expectations without involving the master teacher.
4. Candidates will not engage parents in discussions related to course assignments without involving the cooperating teacher.

University Supervisors

1. Candidates will not expect university supervisors to respond to their email messages that exceed a reasonable number of contacts per assignment.
2. Candidates will not expect direct contact with the university supervisor beyond the scheduled number of supervisory visits.
3. Candidates will only be allowed to reschedule practicum visit due illness (doctor's note needed). The University supervisor needs to be notified at least 24 hours in advance (if possible).

Student Teaching Expectations

Students Completing Traditional Student Teaching Placement

- Four hundred (400) student teaching hours must be completed. These hours are scheduled during student instructional time (exception: hours participating in IEP meetings and staff trainings outside student instructional hours).
- Students who work as intern teachers in a public school, will be able to complete their student teaching at their own site, if it meets the ESN program's *program evaluation criteria* prior to the student teaching semester.
- Students record their time for each day of student teaching in their student teaching log, which must be initialized by the cooperating teacher and turned into supervisor at the completion of student teaching.
- Student teachers receive two 50-minute prep periods per week of student teaching.
- The student teacher meets with the cooperating teacher for either three 20 minute **or** two 30-minute meetings per week that fit into the cooperating teacher's schedule.
- The student teacher must successfully complete all assignments for student teaching seminar and, at a minimum, the activities listed on the Solo Week activities chart. The solo week activities can be completed during two specific weeks during the student teaching period, or different activities can be completed during separate weeks throughout the student teaching period. Solo week activities can be substituted only with approval by both the cooperating teacher and supervisor.
- Candidates will only be allowed to reschedule practicum visit due illness (doctor's note needed). The University supervisor needs to be notified at least 24 hours in advance (if possible).

Student Teachers Working as Paraeducators While Completing Student Teaching

- Student teachers working as paraeducators complete their 400 student teaching hours within their paid hours of employment. No additional hours are required.
- Student teachers cannot be employed in a one-to-one paraprofessional position (assigned to a single student) during the semester of student teaching because they would not be able to demonstrate the range of teacher competencies being evaluated (e.g., working effectively with students who present a variety of learning and behavioral profiles; supervising instructional staff; assuming the role of teacher for the required period).
- The student teacher meets with the Cooperating Teacher for either three 20-minute or two 30-minute meetings per week that fit into the master teacher's schedule.

These meetings are scheduled for before or after school hours so that they do not interfere with employment hours.

- The student teacher receives two 50-minute prep periods per week of student teaching.
- The student teacher must successfully complete all assignments for student teaching seminar and, at a minimum, the activities listed on the Solo Week activities chart. Solo week activities can be completed during two specific weeks during the student teaching period, or different activities can be completed during separate weeks throughout the student teaching period. Solo week activities can be substituted only with approval by both the cooperating teacher and supervisor.
- Candidates will only be allowed to reschedule practicum visit due illness (doctor's note needed). The University supervisor needs to be notified at least 24 hours in advance (if possible).

Cooperating Teachers

- Together with the student, cooperating teachers develop a weekly student teaching schedule for the student and determine how many weeks it will take to complete the required 400 hours. The schedule is shared with the student teacher's supervisor.
- Cooperating teachers meet with student teachers for either three 20-minute or two 30-minute meetings per week that fit into the cooperating teacher's schedule.
- Initially during the first couple weeks of student teaching, Cooperating Teachers provide opportunities for the student teacher to observe them work with students in a variety of settings (e.g. leading lessons, supporting in general education classes, leading social support groups, providing community-based or vocational instruction, providing ability awareness or training presentations, conducting assessments, etc.).
- Cooperating Teachers observe the student on a regular basis and provide some direct feedback on their performance—e.g., they identify strengths, effective practices that are or could be implemented, and areas for continued focus. Cooperating teachers encourage the student's self-reflection as well.
- If possible, cooperating teachers meet with the supervisor and practicum student for at least a portion of their post-observation discussion to assist with reviewing upcoming activities and assignments and provide feedback.
- Cooperating teachers provide written feedback to the supervisor for the student's fieldwork evaluations.