Supplementary Information for MCC Special Education Candidates

The student teaching component of the Masters Credential Cohort (MCC) pathway consists of one semester of part-time student teaching at the secondary level and one semester of full time student teaching in an elementary or secondary school assignment. This arrangement is different from the traditional pathway described in the USD student teaching handbook. MCC student teachers, supervisors, and cooperating teachers are expected to comply with the same assessment requirements that are outlined in the student teaching handbook, however the timing and structure of those requirements may vary.

### MCC Student Teaching Structure

**First Semester** -- During the first semester, MCC candidates will spend a minimum of 20 hours a week in secondary (6-12) classrooms. Each candidate’s schedule will be determined at the school site. During that time the candidate will be expected to work with a special education teacher and observe and participate in the IEP and assessment process, and teach or co-teach a minimum of six lessons in literacy, mathematics and subjects in accordance with individual student’s IEP goals. Prior to student teaching all candidates must have taken and passed both the CBEST and the CSET in the appropriate content area and been issued a certificate of clearance by the CTC.

### Sample First Semester Student Teaching Outline-Two Year Candidates

<table>
<thead>
<tr>
<th>Month</th>
<th>Hours 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td>Shadow cooperating teacher. Observe individual &amp; small group support</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Co-teach a lesson; Teach a lesson; individual, small group or whole class, when appropriate</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>Plan for &amp; teach lesson(s)</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Plan for &amp; teach lesson(s)</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>* all lessons should be planned as they relate to the students’ IEP goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1 – Placement 1</th>
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</tr>
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<tbody>
<tr>
<td>Shadowing. Observations of individual and small group support.</td>
<td>Collaborative planning, shadow and observe cooperating teacher administer standardized special education assessments, observe and/or participate in IEP process (i.e. develop an IEP, attend IEP meeting), observe other SPED support personnel teachers.</td>
<td></td>
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</tbody>
</table>
Second Semester -- During the second semester, MCC special education candidates are expected to follow the same classroom hours as the cooperating teachers. Supervisors, cooperating teachers, and principals may require candidates to spend additional hours at the site based upon the needs of the classroom and school. Candidates will be expected to assume full-time teaching duties for all appropriate subjects. Prior to beginning the second semester of student teaching all candidates must have successfully completed first semester and all credential coursework and passed the advancement to student teaching interview.

Sample Second Semester Student Teaching Outline-Two Year Candidates

<table>
<thead>
<tr>
<th>Month</th>
<th>Hours 1-5</th>
<th>(in any order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Collaboratively plan for &amp; teach lessons</td>
<td>Observe lessons</td>
</tr>
<tr>
<td>October</td>
<td>Independently plan for &amp; teach lessons</td>
<td>Teach lessons</td>
</tr>
<tr>
<td>November</td>
<td>Independently plan for &amp; teach lessons</td>
<td>Independently plan for &amp; teach lessons</td>
</tr>
<tr>
<td>December</td>
<td>Action Research</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Action Research</td>
<td></td>
</tr>
</tbody>
</table>

* all lessons should be planned as they relate to the students’ IEP goals

Requirements and Expectations

All MCC candidates are expected to comply with the following requirements. Failure to comply with these requirements could result in disciplinary action and may jeopardize the candidate’s graduate status and/or his/her ability to earn a teaching credential.

- **Attendance and observation** – Candidates will be expected to attend assigned class daily and actively participate in the events of the class and professional activities of the school (second semester). Candidates will be expected to closely observe the practices of the cooperating teacher and may be expected to maintain a reflection journal. Throughout the field placement, professionalism, dependability, and clear communication are essential.

- **Classroom instruction** – Candidates will be expected to participate in classroom instruction as directed by the cooperating teacher. Instruction may include individual conferring, small group support, and whole class instruction.

- **Curriculum and assessment planning** – Candidates will be expected to teach assigned curriculum in textbooks and, where appropriate, in unit format. Candidates
will be expected to assess students’ learning using assessments (standardized and non-standardized) in collaboration with cooperating teachers and/or university supervisors.

- **Formative and summative evaluations by cooperating teacher and university supervisor** – Candidates will be observed regularly by both their cooperating teacher and university supervisor. A minimum of two formal triad evaluation conferences will take place each semester (midterm and final) during which candidates receive feedback on their progress for continued growth. In addition, the candidate will receive formative feedback after each of the 6 supervisor visits and 6 cooperating teacher observations each semester, and on-going formative feedback from both. Candidates are expected to respond to this feedback and show evidence of learning and continued professional growth.

- **Demonstrate an understanding of IDEA** – Candidates will become knowledgeable about the special education process: eligibility, the IEP (Individualized Education Plan), how to write IEP goals, familiarity with the 13 handicapping conditions.

- **MCC Course related assignments** – Assignments in classes will support and complement students’ fieldwork experiences. Specific assignments that respond to candidates’ student teaching experiences, including lesson and unit planning, the edTPA, and action research design and data collection, will be assigned and monitored by instructors in the relevant courses. See specific course sequence is below.

### 2-Year Special Education MCC Sequence of Courses

#### Fall I (12 units)
- EDSP 589P Healthy Environments and Inclusive Education (3)
- EDSP 571P Management of Behavior and Instruction (3)
- EDUC 575P Inclusive Curricula for Learners 5-22 (3)
- EDU X787H First and Second Language Development and Structure for the Classroom Teacher (3 CEU units)

75-hour practicum

#### Spring I (12 units)
- EDSP 574 Global Perspectives and Foundations in Special Education (3)
- EDUC 584C Methods of Teaching English Language and Academic Development (3)
- EDUC 583P Methods of Teaching Reading and Language Arts (Elementary) (3)
- EDSP 575P Evidence Based Inclusive Practices Mild/Moderate 5-22 (2)
- EDSP 591P Student Teaching Mild to Moderate Disabilities/Secondary (1)

Part-time student teaching

#### Fall II (12 units)
- EDSP 570P Assessment Identification to Transition in Special Education (3 units)
- EDSP 590P Practicum in Special Education Mild/Moderate (5)
EDSP 590S  Student Teaching Mild to Moderate Disabilities Seminar (1)
EDUC 557  MCC Action Research Seminar I (3)
Full-time student teaching

Spring II (9 units)
EDSP 579  Legal, Ethical, and Professional Practices in a Diverse Society (2)
EDSP 573P  Diverse Family Systems and Transitions (3)
EDUC 558  Action Research for Elementary Teachers II (1)
EDUC 5XX  MEd Elective (3)

Placement Locations
Within the MCC program, student teaching will take place at carefully selected sites chosen for teaching excellence, faculty and administrative support for candidate learning, and diversity among the student body. MCC Special Education Candidates will spend time at the elementary, middle, and high school in a variety of placements to include SDC (Special Day Class), RSP (Resource Specialist Program), and co-teaching models.

In addition, in response to CTC regulations, at least one semester will be spent in an urban and/or underperforming school; and at least one semester will be spent in a classroom that includes English Learners.

Placement decisions will be made at the discretion of the Field Experiences Office. Although candidates are invited to share their preferences, decisions will be made in accordance with the goals of the program, the requirements of the state, and the professional judgment of the USD faculty and staff as to the placement site that best fits the experience and needs of the MCC candidate.

Field Placement Experience
During field experience with a special education teacher, candidates can expect to observe and participate in the following activities:

- Collaboration with general education teachers to define roles in the classroom.
- Attend staff meetings.
- Provide information to general education teachers about disabilities, the special education process, matters of confidentiality, and students’ IEPs.
- Plan weekly lessons, driven by students’ IEP goals, with special education and/or general education teachers and identify specific accommodations and modifications that will be used to meet the various students’ needs.
- Make curricular accommodations and modifications.
- Track progress on student(s) IEP goals by maintaining written data. Lesson planning and instruction should be based on student(s) progress on their individualized IEP goals.
- Develop IEPs, Behavior Support Plans (BSPs) and if appropriate, assist with developing Behavior Intervention Plans (BIPs).
• Develop data collection methods/procedures for IEPs, BSPs, and BIPs, and guide others to use in the classroom.
• Provide large group, small group, and individual instruction to ALL students.
• Coordinate with special education and/or general education teachers to communicate with families of students in the class.
• Join parent-teacher conferences with special education and/or general education teachers.
• Provide and receive feedback from special education and/or general education teachers about the use of teaching strategies.
• Communicate to general education teachers any individualized accommodations and/or modifications (i.e. environmental structure, grading procedures) as indicated by IEPs and coordinate with teacher regarding how such accommodations and modifications will be implemented in the classroom.
• Participate in all training activities provided for the on-site teachers.
• Share weekly schedules and class assignments with paraprofessionals (aides).
• Supervise and assist paraprofessionals to work within the collaborative classrooms.
• Coordinate services with support personnel and communicate scheduled appointments with special education and/or general education teachers.
• Maintain IEP/eligibility records for the students with disabilities.
• Collaborate with special education and/or general education teachers to collect, record, and maintain grades and progress on IEP goals for all students.

**Supervision Structure**

Throughout the student teaching experience, the teacher candidate, the university supervisor, and the cooperating teacher (i.e. the triad) are expected to work together to support the professional growth of the teacher candidate. Specific responsibilities are as follows:

- **University supervisor** – The university supervisor is responsible for supporting and monitoring MCC candidates throughout the tenure of their student teaching experience. The supervisor provides an important link between the university and the placement sites. The supervisor will serve as a special education expert and support the candidate’s development of appropriate pedagogy. The university supervisor is responsible for the following:
  - Meeting with the candidate and cooperating teacher at the beginning of each semester to establish an appropriate structure to support the candidate’s integration into the classroom.
  - Formally observing and providing feedback to each MCC candidate six times during each semester.
  - Facilitating two formal triad evaluation meetings (midterm and final) each semester with each candidate and cooperating teacher.
• Cooperating teacher -- The cooperating teacher is an exemplary classroom teacher with expertise in special education, strong pedagogical practices, and a demonstrated ability to support adult learning. Most cooperating teachers will host an MCC candidate in their classroom for one semester for three hours or four hours each day. Cooperating teachers will be responsible for the following:
  ▪ Establishing an appropriate structure to support candidates’ integration into the classroom.
  ▪ Providing guidance in supporting candidates’ planning, instruction, and assessment of students.
  ▪ Providing regular informal feedback to student teachers.
  ▪ Formally observing and providing feedback to each MCC candidate six times during the semester.
  ▪ Participating in two formal triad evaluation meetings with the candidate and university supervisor during the semester.
  ▪ Maintaining regular contact with university supervisor and alerting he/she to any concerns regarding the MCC candidate.

• MCC teacher candidate -- The teacher candidate is expected to play an active role in facilitating his or her own learning. In addition to the requirements and expectations outlined above, the teacher candidate is responsible for the following:
  ▪ Meeting regularly with the cooperating teacher at a time that is convenient to him/her to discuss classroom observations, curriculum expectations, instructional planning, students’ IEPs, assessment and student learning.
  ▪ Participating in de-briefing sessions with the university supervisor and/or cooperating teacher after formal observations and taking steps to respond to the feedback provided in those sessions.
  ▪ Participating in two formal triad evaluation meetings with the university supervisor and cooperating teacher each semester.
  ▪ Actively participating in all aspects of classroom teaching including individual, small group and whole class instruction, instructional planning, developing IEPs, conducting assessments, and attending IEP meetings.
  ▪ Maintaining a reflection journal that includes observations, questions, connections, concerns, and/or evolving views on teaching and learning (if required).
  ▪ Actively participating in the school’s culture by attending faculty meetings, professional learning-sessions, extra-curricular activities, and student outreach events.
  ▪ Actively seeking out resources within and beyond the school. This may include asking for targeted support from the cooperating teacher, visiting
other teachers’ classrooms, crafting curriculum materials using internet and library resources, and attending professional conferences and workshops.

- Asking questions and sharing observations and concerns with the cooperating teacher, university supervisor, peers, and USD faculty.
- Alerting appropriate support providers if personal or professional concerns arise that may interfere with student teaching responsibilities and your professional growth.

If concerns arise with regard to a candidate’s performance during student teaching, the MCC field experiences coordinator should be contacted immediately at the phone number below. University supervisors and/or cooperating teachers should document concerns using the “Notification of Need to Improve” form found in the USD Student Teaching Handbook.

**Director of Field Experiences:**
Dr. Helene T. Mandell  
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**Assessment and Evaluation**

The following assessment measures are in place to support candidate learning and ensure appropriate preparation to meet the California Teaching Credential requirements. Candidates must meet or exceed the expectations set for each of these requirements in order to begin, continue, and successfully complete his/her student teaching assignments. Please note that these assessments are in addition to course assignments, which also must be completed satisfactorily in order to earn a California Teacher Credential.

**Evaluation Timeline:**

**Before first semester student teaching:**
- Verification of successful completion of CSET and CBEST, fingerprint screening, and university transcripts submitted to USD’s credential analyst – Andrea Cash andreacash@sandiego.edu
- Successful completion of courses with grades of B- or above in all courses and an average score of 3 or higher on each of the Embedded Signature Assessment (ESA) rubrics.
- Successful completion of practicum and satisfactory evaluation from field placement supervisor.
- Placement interview (if required by school site)

**During first semester student teaching:**
- Six formal observations by the university supervisor and six formal observations by the cooperating teacher.
- Two formal triad evaluation conferences

**Before second semester student teaching:**
- Successful completion of credential coursework with grades of B- or above in all courses
- Successful completion of the Advancement to Student Teaching Interview.

**During second semester student teaching:**
- Six formal observations by the university supervisor and six formal observations by the cooperating teacher.
- Two formal triad evaluation conferences. Student teachers are expected to score an average of 3 for each of the TPE categories of the student teaching evaluation form at the conference at the end of second semester student teaching.
Evaluation Records:
A complete evaluation record will be maintained in the Field Experience office. It is strongly recommended that candidates maintain their own records—observation records, and evaluation records from their student teaching.

The following table provides a list of assessments, evaluators, locations, and submission dates. *Candidates are expected to work with their university supervisors, cooperating teachers, and the Field Experience staff to ensure that all assessments are submitted in a complete and timely manner.*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Observations</td>
<td>Cooperating teacher (6 per semester)</td>
</tr>
<tr>
<td></td>
<td>University Supervisor (6 per semester)</td>
</tr>
<tr>
<td>Student Teaching Triad Evaluation</td>
<td>University Supervisor and Cooperating teacher</td>
</tr>
<tr>
<td>Conferences—Midterm &amp; Final</td>
<td></td>
</tr>
<tr>
<td>Advancement Interview</td>
<td>University Supervisors and Faculty</td>
</tr>
</tbody>
</table>

Evaluation Materials:
Candidates should familiarize themselves with the following assessment materials:

- **Teacher Performance Expectations**—TPEs are set by the state of California and guide the MCC coursework assignments and student teaching evaluations. See the USD Student Teaching Handbook.

- **Advancement Interview Questions**—The advancement interview questions and assessment rubric are based on the TPEs. Individual candidate advancement interviews will take place with a panel of teachers, supervisors, faculty and administrators at the end of the fall or spring semester.

- **Student Teaching Observations**—During formal observations, cooperating teachers and university supervisors should take notes that include their observations, questions, comments, and suggestions. Afterwards they should complete the Lesson Observation Form (LOF) online. A copy of the LOF should be provided to the candidate immediately after the observation. Classroom observations should focus on elements of instruction that are enumerated in the TPEs. The LOF is found in the USD Student Teaching Handbook.

- **Student Teaching Evaluation**—The Student Teaching Evaluation Form is used during the midterm and final student teaching evaluation conferences. A copy of the completed evaluation form will be provided to the candidate immediately after the evaluation conference; a second copy will be submitted electronically in the candidate’s file (Evaluation is in the USD Student Teaching Handbook).