Welcome
Special Education Program
Field Experience Supervisor and Master Teacher Training Module # 1

California State University Dominguez Hills
Carrie Ann Blackaller, Co-Chair
By the end of the module participants will be able to:

1. Use Field Experience competencies to evaluate teaching practice.
2. Describe salient aspects of a lesson plan.
3. Demonstrate appropriate use of observation skills.
4. Use Field Experience supervisor protocols.
This presentation is divided into:

Part 1 – Overview of Courses
Part 2 – CCTC Teaching Competencies
Part 3 – Lesson Plan Elements
Part 4 – Evidence Documentation
Part 5 – Field Experience Supervisor Protocols
Part 1 – Overview of Credential Courses

Preliminary Credential Coursework for Interns and Student Teachers

Mild-Moderate

Intern  ST

Moderate-Severe

Intern  ST

Early Childhood

Intern  ST
## Supervision Courses

### Mild-Moderate

**Intern Program**

SPE 523, 525, 526, 569

**Student Teaching**

SPE 556, 579

### Moderate-Severe

SPE 523, 525, 526, 566

SPE 556, 576

### Early Childhood

SPE 523, 525, 526, 555

SPE 549/550, 575

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SPE Master Teacher/Supervisor Training
Part 1 – CCTC Teaching Competencies

Teaching competencies in Special Education Field Experience courses are based on the California Commission for Teaching Credentialing (CCTC) [http://www.ctc.ca.gov/](http://www.ctc.ca.gov/)

**Mild-Moderate**

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<th>Initial</th>
<th>Final</th>
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**Moderate-Severe**

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**Early Childhood**

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California State University, Dominguez Hills - Special Education Program

Mild Moderately Severe Initial Fieldwork Competency Evaluation

**Credential Candidate:** ____________________________________________  
**Term:** ______________________

**Evaluators Name:** ________________________________________________  
**Position:** ______________________________________________________

**Class Type:**  
- Intern Option or Student Teaching Option  
- (Circle one or more)

**MM Std:**  
(e.g., University Supervisor and Site Administrator)

Please indicate your rating for each competency using the following key:  
1. Competency not demonstrated;  
2. Met competency expectations;  
3. Demonstrates competency beyond expectations;  
4. Demonstrates exceptional levels of performance in each role.

**Assessment and Program Planning including Transition**

- Use multiple sources of information for progress monitoring and decision making regarding eligibility and services (CTC Program Std. 5, CSTP 5.6; TPE 3 & 6).
- Assess the developmental, academic, behavioral social, communication/language, and cognitive needs of students, and monitor students' progress (CTC Program Std. 5, 10; MM Std 2; CSTP 4.5; TPE 2 & 3).
- Use both formal and informal assessments to make accommodations, modifications, and adaptations (CTC Program Std. 5; CSTP 5.2, 5.3, 5.7; TPE 2.4).
- Use standardized assessment data to collaboratively develop IEP goals, adapt instruction, and lesson plans (CTC MM Std. 2, CSTP 5.6; TPE 3 & 10).
- Use and communicate the results of a variety of individualized assessment and evaluation approaches (CTC MM Std. 2; CSTP 5.7; TPE 2, 5 & 6).
- Participate in state mandated accountability measures (CTC MM Std. 3)
- Develop appropriate IEP/transition planning goals based on standards and legal requirements (CTC Program Std. 8; CSTP 4.2, 4.4, 4.6; TPE 1, 4, 5, 10, A11).
- Use of computer based technology for information collection, analysis, and management (CTC Program Std. 8; CSTP 5.6; TPE 3 & 10).
Guidelines for lesson planning:

1. **Special Education lesson plan observation form**
2. **Detailed description of lesson plan**
3. **Lesson plan rubric**
Part 2 – Lesson Planning

Lesson Plan Foundation
California Teaching Standards

K-12 Academic Content Standards
http://www.cde.ca.gov/search/searchresults.asp?cx=00177922524
5372747843%3Agpfwm5rhxiw&output=xml_no_dtd&filter=1&num=
20&start=0&q=K-12+Academic+Content+Standards

Early Childhood Standards
http://www.cde.ca.gov/sp/cd/re/psfoundations.asp

Moderate/Severe Standards
1. California Alternate Performance Assessment (CAPA)
   http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp
2. California Modified Assessment (CMA).
   http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp
1. Observations of teacher practice are based on gathering appropriate evidence.


3. The following slides will focus on the major aspects of gathering evidence to document teaching competencies.
Part 3 – Three Types of Evidence to Document

**Observable – What you see** (example: three students were sleeping in the back of the classroom)

**Numerical – What you count**
(example: one of the three students slept for 20 minutes)

**Verbatim – What you hear** (example: The teacher remarked, “I wish the three of you would get more sleep at home and less during my class”).
Part 3 – Observable Examples

1. Students work with the teacher in groups of four.

2. Teacher uses communication board.

3. Teacher reads to students.
1. Warm up began at 9:05 and ended at 9:30
2. One boy raised his hand, but the teacher called on the rest of the class
3. Talley: girls //// - boys //
1. “Well I must say your science project has a new twist on Newton’s theory of what goes up, must come down.”

2. “Sit down, NOW!”

3. “I like how all of you are working!”
Part 3 – Evidence

What to Document

1. What you See – Teacher and Student Actions
   a. What is the teaching doing?
   b. What are the students doing?

2. What you Hear – Teacher and Student Words
   a. What is the teacher saying?
   b. What are the students saying?
Part 3 – Evidence

What Not to Document

1. Opinions
   - Avoid statements that stem from your opinion.
   - Example: Teacher does not rely on students’ prior knowledge.

2. Judgmental Statements
   - Avoid judging statements.
   - Example: Students are not learning much in this class.
Evidence can also be gathered from the Classroom Environment and documents such as:

- Student Work
- Parent Communications
- IEP Goals
The following slides will allow you to practice “collecting evidence” from classroom settings.

1. Take out a sheet of paper
2. Individually, record your evidence of the classroom scenes
3. Work in groups to discuss your evidence
4. Report out to larger group
What could be said of this classroom? What should not be said?
What could you write about these pictures?

What should not be written?
What could be said about this teacher?

What should not be said?
Report Out

Select a member of your group to report major points of the discussion; for example:

1. What did the majority note about each slide?

2. What types of evidence were noted?

3. Were group members “tempted” to use opinions or judgmental statements?
Part 4 – Field Experience Protocols

Master Teachers and Supervisors are liaisons between the university and schools. They collaborate to provide support to teaching candidates by:

1. Maintaining Professionalism
2. Building Relationships
3. Using Effective Communication Skills
4. Providing Support
5. Observing/Assessing Teacher Practice
Maintaining Professionalism

University Protocols:

1. Attend Master Teacher/Field Experience Supervisor Orientation/Training.
2. Refer to Student Teacher or Intern Supervision Handbook for: university lesson plan format, guidelines, rubrics, and university Teaching Competency Evaluation Form.
3. Conduct seminars and post documents on Blackboard.
4. Review candidate work as submitted on TaskStream.
5. Review candidate evaluation at exit interview (provide copy).
6. Assign candidate field experience course grade.
7. Maintain contact with university field coordinator and/or Department Chair.
Maintaining Professionalism

**School Site Protocols:**

1. Maintain professional decorum (comportment, dress, speech).
2. Provide Introduction Letter and Teaching Competency Evaluation form to appropriate school administrator and/or master teacher.
3. Review field-experience requirements/competencies with candidate.
4. Schedule observations with candidate (sign-in at main office on each visit).
6. Provide support and feedback.
7. Review candidate’s lesson plan and related material prior to observation.
8. Assess candidate practice with Teaching Competency Evaluation and rubric.
Establish rapport by building trust, using effective interpersonal communication skills, and maintaining confidentiality. Candidates learn best from master teachers and supervisors who:

**Establish Trust**
Empathize with candidate’s challenges, share knowledge without being patronizing, and remain fair and impartial.

**Communicate Effectively**
Be sincere, approachable, and nonjudgmental.

**Maintain Confidentiality**
Maintain the trust and respect the privacy of the candidate.
Supervisors employ multiple communication skills (verbal, non-verbal, written) to effectively interact with candidates. There are a variety of ways to enhance or hinder communication:

**Examples of promoting communication:**

a. Active listening  
b. Reflective listening  
c. Paraphrasing  
d. Summarizing  
e. Asking open-ended questions/probing  
f. Sharing  
g. Interpreting

**Examples of barriers to communication:**

a. Moralizing  
b. Arguing  
c. Preaching  
d. Storytelling  
e. Blocking mentees communication  
f. Talking too much  
g. Using judgmental statements
Providing Candidate Support

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<tr>
<th>Stages</th>
<th>Candidate Behaviors</th>
<th>Master Teacher/Supervisor Behaviors</th>
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<tr>
<td>Stage 1</td>
<td>Dependent</td>
<td><strong>Authority/Coach</strong>&lt;br&gt;Provides information during planning sessions. Offers immediate and specific feedback. Suggests remedies for deficiencies.</td>
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<tr>
<td>Stage 2</td>
<td>Interested</td>
<td><strong>Motivator/Guide</strong>&lt;br&gt;Inspires through modeling. Offers examples and suggests learning strategies. Assists in goal setting.</td>
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<tr>
<td>Stage 3</td>
<td>Involved</td>
<td><strong>Facilitator</strong>&lt;br&gt;Facilitates interactive discussions.</td>
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<tr>
<td>Stage 4</td>
<td>Self-Directed</td>
<td><strong>Consultant</strong>&lt;br&gt;Provides minimal direction and feedback.</td>
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Observing and Assessing Teacher Practice

Preparing for the teaching practice observation.

Planning: Decide observation focus.

Observing: Document what you see and hear.

Providing Feedback: Give concrete suggestion for development.

Evaluating: Use competency rubric.
Questions and Answers

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