

SAMPLE Education Specialist Teacher Residency Program Course Sequence at Pacific Oaks

M.A. with Education Specialist Credential M/M Teacher Residency Sample Only!				
Total Credit Hours	Semester/ Session	Course	Practicum/ Clinical Practice Hours	Practicum/ Clinical Practice Hours Description
12	Fall I	ED 509: Learning Theories and the Social, Political, and Economic Factors that Have Influenced Education	20	<ul style="list-style-type: none"> • Small group teaching/tutoring • Responsibility increases - teach/co-teach with Mentor Teacher for one course or within one subject area • Assigned to one student to conduct an assessment and implement a learning plan • Observe IEP meetings and help with goal development with assessed student
		ED 530: Methods of Teaching Language and Literacy in a Diverse Classroom	30	
	Fall II	SPED 563: Teaching Students with Mild/Moderate Disabilities: Creating Inclusive Learning Environments	30	
		ED 531: Teaching and Learning Methodologies for English Language Development (prerequisite: ED 531) <i>RICA due*</i>	30	
11	Spring I	SPED 562: Studies of Assessment in Special Education and Transition Planning	40	<ul style="list-style-type: none"> • Teach two or three courses or subject areas • Conduct assessment and set learning plans for at least two students in assigned classrooms • Begin IEP writing responsibilities under guidance of Mentor Teacher
		ED 549: Contemporary Methodologies in Teaching Mathematics	30	
	Spring II	SPED 542: Behavior Assessments, Interventions, and Positive Support Methods	50	
		ED 579: Advanced Assessment and Management <i>CSETS due*, Student Teaching Review</i>	30	
8	Summer I	SPED 552: Communication and Collaboration: Developing Student, Family, and School Community Partnerships	10	
		ED 578: Advanced Teacher as a Leader (prerequisite: ED 579)	10	
	Summer II	ED 573: Healthy Children and Classroom Communities: Cultivating Safe and Productive Learning Environments	20	
Total pre-student teaching clinical practice hours			300	

STUDENT TEACHING			600 hours over 4 semesters	<ul style="list-style-type: none"> Enter student teaching program and work in partnership with Mentor Teacher and Fieldwork Supervisor
6	Fall I	SPED 591: Directed Teaching Placement I		
	Fall II	SPED 592: Directed Teaching Placement II (prerequisite: SPED 591)		
6	Spring I	ED 693: Research in the Art of Teaching		
	Spring II	ED 694 : Action Research in Accomplished Teaching		
43	Total student teaching and clinical practice hours		900	

For candidates interested in pursuing both a Mild/Moderate and Moderate/Severe Authorization, there will be an option to take three additional courses.

COMPLETION RECORD OF CREDENTIAL ITEMS

(For questions about any of the items below, please contact credentials@pacificoaks.edu.)

Item	Date Completed	Credential Analyst Initials
Basic Skills / CBEST <i>Prerequisite for Admission</i>		
Certificate of Clearance / CTC Permit <i>Prerequisite for Practicum / Clinical Hours</i>		
Tuberculosis (TB) Test: Negative <i>Prerequisite for Practicum / Clinical Hours</i>		
Reading Instruction Competence Assessment (RICA) <i>Due after ED 531. Candidates may retake until successfully completed but RICA must be initially taken upon completion of ED 531.</i>		
*CSETs <i>Registration Prerequisite for Admission; Passing Score Prerequisite for Student Teaching. CSETs may be taken until successfully completed but candidates cannot advance to Student Teaching candidacy until the CSET requirement is satisfied.</i>		
U.S. Constitution Requirement		
Infant, Child, Adult CPR		

*Please visit <https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-subject-matter-competence.pdf> to find out which CSETs are accepted for a Preliminary Education Specialist Credential.

For questions about any of the items above, please email credentials@pacificoaks.edu or call 626-529-8420.



Teacher Residency Sample Year One Schedule

This document provides details about Resident and Mentor roles in the classroom throughout the first year of the Teacher Residency program. Residents' adherence to this calendar is part of completing their courses and the **required 300 clinical practice/fieldwork hours** before student teaching begins. Fieldwork Supervisors and Mentor Teachers may modify this document as needed if appropriate.

NOTE: Each week, Residents will need to document and describe their hours on the Teacher Resident Hours Log. Once Residents begin teaching, they should submit a calendar of content areas they will be leading or co-teaching to their Fieldwork Supervisor **NO LATER THAN 5 PM FRIDAY FOR THE UPCOMING WEEK**. This calendar will be sent to Fieldwork Supervisors based on the format determined by the Fieldwork Supervisor.

Timeline	Calendar Items	Resident Role	Mentor Role	Time Together
Semester 1a, Weeks 1 & 2	Courses begin	<ul style="list-style-type: none"> -Learn routines of classroom and observe classroom culture -Take notes in a Field Experience Notebook 	<ul style="list-style-type: none"> -Provide Resident with explicit information regarding beginning of the year procedures and routines/classroom management -If applicable, provide explicit information about setting up a schedule of services across case load 	Minimum one-hour weekly meeting
Semester 1a, Month 1	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Review students on Mentor teacher's case load by reading through student IEPs and behavior plans -Schedule responsibility increases with Mentor Teacher -Take over a small group (or 1:1 instruction) in one content area two to three days a week -Work with an individual student to conduct an assessment and implement a learning plan 	<ul style="list-style-type: none"> -Provide most recent evaluation and IEP documents of students for whom you provide services to with Resident -Collaborate with Resident to identify a focal student for conducting an assessment and implementing a learning plan -Provide learning targets and resources for Resident as they take over a small group or 1:1 instruction -Actively observe and provide feedback to Resident 	Minimum one-hour weekly meeting to determine learning targets and discuss a focal student

Month	Calendar Items	Resident Role	Mentor Role	Time Together
Semesters 1a and 1b, Month 2	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Begin to take on one to two classroom routines (morning meeting, walking to and from lunch, etc.) -Teach small group lesson in math and/or literacy each week (at least one in each content area each week) -Continue working with an individual student and conduct additional assessments for implementing a learning plan -Observe IEP meeting(s) 	<ul style="list-style-type: none"> -Collaborate with Resident to identify a focal student for conducting an assessment and implementing a learning plan -Provide learning targets and resources for Resident and co-plan lessons they teach -Actively observe and provide feedback to Resident 	Minimum one-hour weekly meeting to determine learning targets and co-plan Resident lessons
Semesters 1a and 1b, Month 3	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Teach and help plan one content area block for the week (should be the same content area for at least two weeks and a minimum of three lessons per week) -Continue to share responsibility for classroom routines (lead one to two each day) and small group teaching/tutoring -Observe IEP meetings and help with goal development with assessed student 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with Resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Co-teaching approaches are discussed -Collaborate with Resident to identify a focal student for co-writing an IEP 	<ul style="list-style-type: none"> -Minimum one-hour weekly meeting to create learning targets for Resident's lessons -Mentor should observe and provide feedback on lesson planning and delivery

Month	Important Calendar	Resident Role	Mentor Role	Time Together
Semester 1b, Month 4	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Teach and help plan one content area block for the week (should be the same content area for at least two weeks and a minimum of three lessons per week) -Continue with sharing responsibility for classroom routines and small group teaching/tutoring -Co-write one section of an IEP (administering or observing assessments; writing a present level of performance statement and measurable goals) -Provide feedback and ask questions about a Mentor-developed IEP 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Co-teaching approaches are implemented -Collaborate with Resident on the co-writing of one section of an IEP (assessment, present levels, and goal development) 	<ul style="list-style-type: none"> -Minimum one-hour weekly meeting to create learning targets for Resident's lessons -Mentor should observe and provide feedback on management practices
Semester 2a, Month 5	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Teach and help plan two to three content block areas for the week or begin increasing instructional load from one content area toward goal of half-time teaching by the end of the month -Identify one student and begin collecting Reading CBM data -Continue working on IEP (administering or observing assessments; writing a PLAAFP statement and measurable goals) 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Collaborate with Resident on the co-writing of an IEP (assessment, present levels, and goal development) 	<ul style="list-style-type: none"> -Minimum one-hour weekly meeting to create learning targets for Resident's lead teaching -Mentor should observe and provide feedback on management practices

Month	Important Calendar	Resident Role	Mentor Role	Time Together
Semester 2a, Month 6	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Teach half day (AM or PM) two to three days each week -Increase IEP preparation load, leading for two to three students and providing feedback and support on remaining caseload -Continue collecting Reading CBM data 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with Resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Collaborate with Resident to determine which conferences to attend and provide guidance for them to lead one -Continue implementing co-teaching approaches -Collaborate with Resident on the co-writing of an IEP (assessment, present levels, and goal development) 	<ul style="list-style-type: none"> -Minimum one-hour weekly meeting to create learning targets for Resident's lessons -Mentor should observe and provide feedback on management practices
Semester 2b, Month 7	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Continue to teach half day (AM or PM) two to three times each week -Continue to share responsibility for classroom routines when teaching -Continue working on IEP (administering or observing assessments; writing a PLAAFP statement and measurable goals) -Continue collecting Reading CBM data -Attend three to five parent-teacher conferences and lead one with guidance from Mentor 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with Resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Collaborate with Resident to determine which conferences to attend and provide guidance for them to lead one -Continue implementing co-teaching approaches -Collaborate with Resident on the co-writing of an IEP (assessment, present levels, and goal development) 	<ul style="list-style-type: none"> -Minimum one-hour weekly meeting to create learning targets for Resident's lessons -Mentor should observe and provide feedback on management practices

Month	Important Calendar	Resident Role	Mentor Role	Time Together
Semester 2b, Month 8	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Teach half day (AM or PM) each day -Continue working on IEP (administering or observing assessments; writing a PLAAFP statement and measurable goals) -Continue collecting Reading CBM data -Plan a spring project with students and continue to attend and/or lead parent-teacher conferences with the guidance of Mentor Teacher 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with Resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Continue implementing co-teaching approaches -Collaborate with Resident on the co-writing of an IEP (assessment, present levels, and goal development) 	Minimum one-hour weekly meeting to create learning targets for Resident's lessons
Semester 2b, Month 8	All-day seminars on Saturday and Sunday	<ul style="list-style-type: none"> -Continue to teach half day (AM or PM) with ability to take on extra duties Note: by the end of the school year, Resident should have taught in ALL core content areas -Continue to share responsibility for classroom routines -Continue working on IEP (administering or observing assessments; writing a PLAAFP statement and measurable goals) -Continue collecting Reading CBM data -Beyond core teaching time, plan a unit project for a group of students -Plan for and implement lead teaching week 	<ul style="list-style-type: none"> -Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with Resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Continue implementing co-teaching approaches -Collaborate with Resident on the co-writing of an IEP (assessment, present levels, and goal development) -Provide necessary resources in advance to Residents for preparing for student teaching: includes unit goals/topics, curriculum materials, learning targets, lesson plans 	<ul style="list-style-type: none"> -Minimum one-hour weekly meeting to create learning targets for Resident's lessons -Mentor should observe and provide feedback on management practices and lesson delivery

Month	Important Calendar	Resident Role	Mentor Role	Time Together
*ESY	<i>*For Residents with ESY/Summer Duties</i>	-Teach a minimum of half time or begin gradual increase to full-time teaching responsibilities for preparation for August 2020 school year start -Prepare introduction letters home for parents to welcome students for 2020-2021 school year in partnership with Mentor Teacher *For Residents with ESY/Summer Duties	-Provide necessary resources in advance to Residents for preparing: includes unit goals/topics, curriculum materials, learning targets, lesson plans -Collaborate with Resident to develop learning targets -Review lesson plans for feedback -Actively observe and provide feedback to Resident -Continue implementing co-teaching approaches -Collaborate with Resident on the co-writing of an IEP (assessment, present levels, and goal development)	Minimum one-hour weekly meeting to create learning targets for Resident's lessons
STUDENT TEACHING				
Year 2		-Start full-time teaching -Full responsibility of instruction, IEP development, student assessment, parent contact	-Act as a guide, feedback, and soundboard for resident - Support resident in establishing and balancing workload as the full-time teacher	-Minimum one-hour weekly meeting to create learning targets for Resident's lessons -Provide feedback on instructional strategies and classroom management

Lead Teaching in Year One

A general description of the lead role is as follows:

- **When the Resident is lead teacher, she or he is primary executor of lessons and is responsible for submitting lesson plans to Mentor for all content areas.**
- Mentor teacher is the lead on planning learning targets and assessment with input from Resident, using whatever strategy is best for students. This may include times when the Resident and Mentor Teacher share in lead for particular lessons (e.g., parallel teaching, team teaching). Resident will write detailed lesson plans based on the outline established by Mentor and will submit to Mentor in advance of lead teaching week.
- Resident takes the lead on classroom management strategies. Mentor will support and provide feedback as needed.
- Resident is responsible for classroom administrative duties (attendance, discipline, etc.) and grading with Mentor Teacher support.
- Resident takes on responsibility for connecting with parents (with support of Mentor Teacher).
- Resident participates in student support meetings (with counselors, special services, disciplinary team, etc.).
- A variety of co-teaching approaches should be applied, including but not exclusive to solo teaching.
 - Solo teaching should be built in at times when the particular lesson(s) are supported by this approach.
 - Should solo teaching be applied, Mentor Teacher should continue to support class and be engaged observing, video-taping followed by review, or pulling out individual students or small groups.

These documents are adapted from the Seattle Teacher Residency 2018-2019 Handbook.