

## Preliminary Education Specialist Credential

### Requirements of Cooperating Teachers

The California Commission on Teacher Credentialing (CTC) requires that Cooperating Teachers (district employed supervisors):

- hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-22 teaching experience.
- have demonstrated exemplary teaching practices as determined by the employer and the preparation program.
- engage in a minimum of 10 hours of initial orientation, to include information on program curriculum, program expectations, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
- remain current in the knowledge and skills required for candidate supervision.
- For more information, please refer to the [CTC Education Specialist Standards](#)

Please see the Student Teaching Handbook for additional information and resources.

### Orientation

Each semester CSULB Education Specialist Cooperating Teachers are invited to 2 hours of orientation for the ESCP Program. During this orientation the triad (Cooperating Teacher, University Supervisor, and Student Candidate) meet to prepare for the semester. The Program Orientation Meeting will provide an overview of the program curriculum, expectations, cognitive coaching, and role of supervision.

### Independent Modules for Professional Development

During the first semester of service as a Cooperating Teacher, it is required that professional development hours are completed and documented. Cooperating Teachers will be asked to document their hours through a platform called Intersegmental Project. Professional Development is across 3 broad areas: Coaching adult learners, instructional strategies for all learners, and inclusive education. Documentation for these professional development hours could be pulled from *trainings, continuing education, and orientation to professional role* (coach, mentor, TOSA, etc) that have already been completed. Again, it is not required that the 10 hours be completed during the first semester, but they must be documented. Any remaining hours needed can be completed through the complementary access to the Intersegmental Project modules.

## Intersegmental Project

The self-paced modules ([link will be here](#)) consists of eight hours of professional development in coaching adult learners, inclusion, and instructional strategies. Participation in the Program Orientation Meeting will complete the remaining two hours, and Cooperating Teachers will receive a certificate documenting their participation. A summary of completed PD will be shared with the Office of Clinical Practices.

Invitations to the course will be issued by our Office of Clinical Practice. ([directions for this will be here](#))

### Curriculum Outline

1. **Coaching Adult Learners** (Four Hours)
  - a. What and Why of Coaching
  - b. Principles of Adult Learning Theory
  - c. Learning Focused Relationships
  - d. Providing Evidence vs. Opinion
  - e. Maximizing Time and Attention
  - f. Applying Verbal Tools to Invite Thinking
  - g. When you Can't Meet Face-to-Face
2. **Instructional Strategies for ALL Learners** (Two Hours)
  - a. An Introduction to Teacher Development
  - b. Elements of Effective Lesson Design
  - c. Content-Specific Pedagogy Using the New Frameworks
  - d. Managing the Instructional Environment
  - e. Classroom Technology Integration
3. **Inclusive Education** (Two Hours)
  - a. Introduction to Inclusive Education
  - b. Multi-Tiered System of Support (MTSS)
  - c. Universal Design for Learning (UDL)
  - d. Differentiated Instruction