



Special Education Credential Programs: EDSP 4800 Early Field Experience in a Diverse Classroom Waiver Application

A request to waive the required Early Field Experience in a Diverse Classroom (EDSP 4800) is based on having a minimum GPA of 2.5 and at least 50 hours of experience in a special education and a general education setting. To request a waiver, a candidate must complete this form and provide verification of the experience along with a written narrative reflection of the experience. In addition, a Candidate Competency form (pg. 2) must be completed by an administrator at the school site and returned to the appropriate advisor.

Instructions:

Step 1. A confidential evaluation is required for this request. Please complete the Applicant Information section then send this form to your supervisor or principal to complete the evaluation.

Step 2. Send this form, employment verification, and your reflection of experience to the appropriate advisor.

For Employment verification:

A copy of your employment contract or a signed letter of employment verification on the institution's letterhead from a supervisor or administrator indicating you have at least 50 hours of experience in a special education and a general education setting. A minimum of 25 hours must be in a special education setting.

For Reflection of Experience – A 2–3-page double-spaced description of your experience based on the following areas:

- Planning (Individual & Group) - What did you observe regarding how the teacher planned and carried out instruction?
- Curriculum - How was the curriculum shared or articulated with other teachers, paraprofessionals, parents, and the students? How did the teacher differentiate the curriculum for individual students?
- Instructional Methods, Routines, Techniques & Strategies - What instructional methods, routines, techniques, or strategies did you observe or help provide? What types of instructional materials and supports were used to help students acquire and use targeted skills or learning objectives?
- Student Management - What behavioral intervention strategies were used for the entire class versus individual behavioral support? How did the teacher use positive reinforcement? What did you learn about the role of effective classroom management and student engagement and learning?
- Student Assessment & Performance Monitoring - What information or data did the teacher collect and analyze to determine if students were improving their academic and/or behavioral performance?

Once the advisor has received all your documents, your waiver application will be submitted for evaluation. You will receive a copy of the evaluation once it has been completed. **Please allow 4-6 weeks for processing.**

Applicant Information: (you may leave the CSUB ID blank if you do not have one yet)

Name: _____ CSUB ID: _____ Email: _____

Summary of your experience: Location: _____ Setting: _____ Grade level: _____

Dates (mo/yr): _____ to _____ Times: # of days per wk: _____ # of hrs per day: _____ Total hrs: _____

Please indicate which campus this form should be returned to:

Bakersfield Campus: Amani Hernandez, aalshaif@csub.edu

Antelope Valley Campus: Jenny St. George, jst-george@csub.edu

Special Education Program Use Only

Waiver: Accepted Denied, comments: _____

Special Education Director/Coordinator's Signature: _____ Date: _____



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Name: _____ CSUB ID: _____ Email: _____

Candidate Competency Evaluation

Administrator/Supervisor please complete the candidate competency evaluation below and return to appropriate campus as marked by Applicant on page 1. Please do not cc Applicant on email.

Please use the following rating scale: P= proficient D=developing B=beginning

Competencies/Ratings	P	B	D	Comments:
Demonstrates awareness and knowledge of professional, legal, and ethical practices. (Std. 2; TPE 12)				
Demonstrates understanding and addresses diverse learner characteristics and needs of the students with moderate/severe disabilities including those with cultural and language differences. (Std, 3,11; TPE 8)				
Demonstrates skills in learner assessment, diagnosis, and evaluation. (Std. 5; TPE 2, 3)				
Demonstrates skills in providing effective curriculum and instruction in teaching: reading language arts, mathematics, science, and social studies curricula content and practice or functional reading language arts, mathematics, communication skills, social skills, and adaptive behavior skills and practice. (Std. 9, 13; TPE 1, 4, 6, 10, 11)				
Implements and evaluates instructional strategies to accommodate English Language Learners, particularly in the areas of reading/language arts or in the area of communication and functional reading/language arts. (Std. 10; TPE 7,8)				
Demonstrates skills in creating, planning, and managing healthy learning environments. (Std. 14; TPE 11)				
Demonstrates skills in classroom management and provides behavioral, social, and environmental supports for learning. (Std. 12; TPE 4, 5, 6, 8, 9, 11)				
Demonstrates effective communication and collaborative partnerships with staff and community agencies. (Std. 4; TPE 12)				
Works effectively with parents, teachers, and other professionals. (Std. 4; TPE 12)				
Maintains a case management system. (Std. 6; TPE 8, 12)				
Demonstrates knowledge and skills in working with students with sensory impairments, physical disabilities, and/or specialized health care needs. (Std 5; TPE 6)				

Additional comments: _____

Administrator/Supervisor's name: _____ Title: _____

Administrator/Supervisor's signature: _____ Date: _____