CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 489C: Directed Teaching in Special Education
(Early Childhood Fieldwork)
Fall 2022

Location:
School site and virtual

Student Teaching Dates/Times:
- 9/12/22 – 1/18/22 based on school placement:
  - o 4 days ½ days 9/11/22 – 10/7/22 (Infant/Toddler Placement)
  - o   4 full days 10/10/22 – 11/18/22

Synchronous Seminar Dates and Tim :
Via Zoom: https://fullerton.zoom.us/my/lewischiu
Seminar 1 - Wednesday 9/15/21, 7:00pm-9:00pm
Seminar 5 - Thursday 12/9/21, 7:00pm-8:00pm
Seminars 2, 3, and 4 are asynchronous - see information & dates in Canvas
Additional dates may be scheduled by your seminar leader.

Instructor:
Calli Lewis Chiu, Ph.D.

Office:
CP 570-26

E-mail:
clewischiu@fullerton.edu

Phone:
(657) 278-7916

Office hours:
Wednesdays, 3:00pm – 6:00pm
Also available by appointment.

Zoom Room:
https://fullerton.zoom.us/my/lewischiu

Seminar Leader:
Janice Myck-Wayne – jmyck-wayne@fullerton.edu

Technical support:
(657) 278-8888
StudentITHelpDesk@fullerton.edu

http://www.fullerton.edu/it/students/helpdesk/index.php

Chat with IT: Log into: http://my.fullerton.edu/ and Click *Online IT Help* Click on *Live Chat*

Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
    a) demonstrate a strong foundation of knowledge
    b) implement effective practice
    c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
    a) advance just, equitable, and inclusive education
    b) make informed decisions
    c) participate in collaborative endeavors
    d) think critically and creatively

3. Committed and Caring Professionals who
    a) demonstrate leadership potential
    b) maintain professional and ethical standards
    c) engage in continuous improvement

COVID-19
For updates and resources related to COVID-19 please visit http://coronavirus.fullerton.edu/

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (http://ed.fullerton.edu/about-the-college/strategic-plan.php). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research-based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

COURSE DESCRIPTION

Supervised practice field/clinical experience with exceptional individuals birth to three years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

COURSE PREREQUISITES/COREQUISITES

Prerequisites: SPED 514 or concurrent enrollment and admission to the credential program.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

The course was developed to address the standards for professional teacher preparation set forth by CCTC, CEC, and NCATE.

California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness for Education Specialist Credential Programs
http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf

Teaching Performance Expectations (TPEs) Aligned with the California Standards for the Teaching Profession
   • Engaging and Supporting All Students in Learning
   • Creating and Maintaining Effective Environments for Student Learning
   • Understanding and Organizing Subject Matter for Student Learning
   • Planning Instruction and Designing Learning Experiences for All Students
   • Assessing Student Learning
   • Developing as a Professional Educator

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at http://www.iste.org/ and http://www.cec.sped.org/

REQUIRED TEXTS

There is no required text for this class. Students are responsible for accessing and familiarizing themselves with all course materials from the department website and course Canvas site. Students are also responsible for creating and maintaining a Student Teaching portfolio. The contents of this portfolio will be reviewed at the orientation seminar.

Special Education Department website: http://ed.fullerton.edu/sped

Access the Canvas site through your portal.

RECOMMENDED MATERIALS

N/A

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the University's webpage on Student Information regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

RESPONSE TIME

Email is the best way to reach me. I will respond to student emails within 48 hours except on Saturday and Sundays. I am typically online 9am-pm Monday – Friday. You can also call my phone number listed above and I will receive the message and return your phone call.

COURSE COMMUNICATION

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course. I am typically online 9am-5pm Monday – Friday. You can also call my phone number listed above and I will receive the message and return your phone call.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

- Credit/No Credit will be assigned for this course. Incompletes are not an option for this course. Students must receive at least 80% on *each* course requirement *and* satisfactory performance on the formal evaluations (Dispositions, Final Competencies). If a Master Teacher or University Supervisor has a dispositional or competency-related concern, a Candidate Improvement Plan (CIP) will be developed, unless an immediate dismissal is determined to be necessary. The goals outlined on the CIP must be met in order to remain in the program. Students who are dismissed from their placements will automatically receive a No Credit, as will students who drop or change from student teacher to intern status after the second week of the semester. Two No Credits will result in program dismissal.
- Your participation and grade in this course will come from the course assignments.
- I do not track student online activities, for example, by maintaining a copy/log of online discussions and chat session, etc.
- Deadlines and due dates are posted in the class calendar.

LATE ASSIGNMENTS

In accordance with professional dispositions, it is expected that all work be submitted on time. Late work will not be accepted, though extenuating circumstances will be considered should they arise.

EXTRA CREDIT OPTIONS

None.

ASSIGNMENT DESCRIPTIONS

1. **Student Teaching Seminar Attendance/Completion** = 50 points (10 points x 5)
    - Students must to attend the 2 seminars via Zoom as indicated on the course calendar (9/15 and 12/9) and complete the online assignments (in lieu of synchronous seminars) by the following due dates:
        - 10/17, information in Canvas
        - 10/31, information in Canvas
        - 11/14, information in Canvas

2. **Activity Plans/Lesson Plans** = 90 points (6 lesson plans @ 15 points each)
   - You must write, perform, reflect, and be formally evaluated on a minimum of 6 activity plans.
   - At least one of these evaluated plans must include collaboration with another educator or specialist.
   - These plans must be directly observed and evaluated by the University Supervisor.
   - You will also be required to self-evaluate ALL six of these plans after implementation and compare your self-evaluations with the Cooperating Teacher and/or University Supervisor.
   - Two or three plans should be completed by the midterm evaluation. Your remaining plan(s) must be completed after the midterm evaluation.
   - Students should use the lesson plan format from your seminar leader available in Canvas.
   - See Appendix A

3. **Critical Incidents** = 40 points (4 @ 10 points each); original postings due 10/6, 10/20, 11/3, 11/17
   - You will be required to post four different Critical Incidents and reply to the Critical Incidents posted by at least two other members of your supervision group.
   - Critical Incidents must be posted by the dates indicated in the calendar and you may not post your Critical Incidents more than one week prior to the due date.
   - Critical Incidents must be posted in the designated Canvas.
   - You will receive 7 points for posting your original Critical Incident and 3 points for the responses to colleagues if submitted by the deadline as listed on the schedule/calendar.
   - Students will be evaluated on both the quantity and the quality of entries. Please see guidelines for these critical incidents posted in Canvas.
   - See Appendix B

4. **TPE Self-Assessment** = 10 points, due 11/7
   - After your Master Teacher evaluates you on your progress on the TPEs, you will assess yourself
   - See Canvas: Disposition and TPEs Evaluations Information and Instructions

5. **Weekly Teaching Activities** = 100 points
   - Download the Weekly Teaching Activities from Canvas.
   - These activities must be signed off by your Supervisor and/or Master Teacher. If a particular activity is not possible in your specific placement, your Supervisor will approve an appropriate alternative activity. No more than 15% of the activities may be replaced by an alternative activity.
   - Fill out these forms each week and keep them in your Portfolio along with your Weekly Reflective Journal and additional supportive documentation demonstrating how you completed the Weekly Activities and met the competencies.
   - See Appendix C

6. **Collaboration/Support and Teaching Log** = 15 points, to be updated weekly
   - Download the Record of Collaboration, Support, and Teaching form from Canvas.
   - Throughout the Student Teaching experience, maintain a log of ALL support received (i.e., emails, phone calls and in-person visits from University Supervisor, Master Teacher, etc.).
   - Support related to English Learners should be specifically noted/highlighted.
   - See Appendix D

7. **Critical Self-Reflection** = 20 points; Due 12/12
   - At the end of your Student Teaching experience, you must write a three-page, typed summary of your Student Teaching experience.
   - This should be a Critical Self-Reflection where you reflect on your experience in Student Teaching (as it relates to the competencies), your specific path of professional growth, and your professional goals for the future.
   - Please post this in Canvas by the date in the calendar.
   - See Appendix E

8. For Students Completing their Credential this Semester: **Individual Development Plan** = Credit/NC; Due 12/12
   - Upon finishing your credential this semester, you will need to complete this document.
   - This document will help transition you from your preliminary credential program to your clear credential program.
   - The document template will be provided for you on Canvas.
   - You will submit an electronic copy of the document on Canvas; and you will need to have a hard copy signed by your supervisor.
   - Keep this signed copy for your records- you will need to refer back to it and may need to provide a copy of it in your next program.
   - See Appendix F

9. For Students Completing their Credential this Semester: **CSU Exit Survey** = Credit/NC; Due 12/12
   - Upon finishing your credential, you will need to take the CSU Survey and submit verification to your University Supervisor.
   - Instructions to access this survey will be provided on Canvas the last week of the semester.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas/Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278- 5453 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to
1. Have basic computer competency which includes:
   a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
   b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
   c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
   d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Canvas/Canvas to access course materials and complete assignments

Software for Students (recommended)
Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the CSUF Student Software website.

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the Netiquette website. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

COURSE POLICIES

1. Assignments must follow APA 7th Edition guidelines including Times New Roman font, 12-point font, double-spacing, title page, running head, page numbers. See http://www.apastyle.org/learn/

2. Withdrawals

Withdrawals are only granted for SERIOUS and COMPELLING reasons per university policy. We sometimes have students request a withdrawal because they took on too much and are feeling overwhelmed several weeks into the semester. If this is the case, I am happy to work with you to help you successfully complete the course and balance out the remainder of the semester, but I cannot grant a withdrawal for that type of circumstance. It is the student's responsibility to make a course withdrawal request. Withdrawals must be reviewed by the Special Education Department Chair for approval. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

3. Incompletes

Similar to withdrawals, a grade of Incomplete is granted for SERIOUS and COMPELLING reasons only. In addition to this, you must have a passing grade in the class at the time of your request. An Incomplete does not affect your GPA, but you must complete the rest of the work from the course and get a passing grade within one year or the Incomplete grade will automatically get changed to an "F" by the university. However, if you do successfully complete the rest of the course requirements within a year, your grade gets changed to the grade you earn. Keep this in mind: statistically, the majority of people who take an Incomplete never end up completing the work. It is the student's responsibility to make a course Incomplete request. Incompletes must be reviewed by the Special Education Department Chair for approval. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

UNIVERSITY INFORMATION

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two Week Plan for Distant Instruction Should On-campus Instruction be Interrupted

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Canvas groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444 Emergency Contact

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support

Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work

Review UPS 320.005

VETERAN AND MILITARY SERVICES STATEMENT

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the VRC website at http://www.fullerton.edu/veterans; call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

CLASSROOM EMERGENCY PREPAREDNESS GUIDE

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: SPED 489C
On the first day of every semester:
  - Know the emergency exits and evacuation areas for every classroom.
  - Devise "buddy systems" so that everyone is accounted for in an evacuation.
  - Evaluate the challenges that you might face during an evacuation and speak with your instructor.
  - Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
  - Personal Preparation website

<u>Emergency Communication</u>

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. <u>A guide to update your personal information</u>

<u>Evacuations – Drills or real</u>

You may not know if this is a drill or not, so take every call to evacuate seriously.

Take your personal belongings and immediately leave the building.

Know where the evacuation area is for every building. <u>A map of all campus evacuation areas</u>

Re-enter buildings only when directed by Building Marshals or other campus authority.

Leave the campus only if instructed.

For this class, the closest 2 exits are: n/a

We will meet at: n/a

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.
- Shelter in Place or Dangerous Situation
- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See <u>some helpful videos on sheltering in place</u>

<u>When you need help Immediately or to report a dangerous situation, CALL 911.</u>

University Police non-emergency line: (657) 278-2515

<u>For more information</u>

Ask your instructor, or go to <u>Campus Preparedness website</u>

TENTATIVE CALENDAR

Tuesday
9/15/21
7:00pm-9:00pm
Seminar #1, Zoom: https://fullerton.zoom.us/my/lewischiu

Monday
9/27/21
Student Teaching begins Monday-Friday: teachers' start time to lunch/noon **PLUS** one full day per week to be scheduled with your Master Teacher

Wednesday
10/06/21
11:59
Critical Incident #1 Original Post Due

Sunday
10/10/21
11:59pm
Critical Incident #1 Replies to Two Peers Due

Sunday
10/17/21
11:59pm
Seminar #2 Online Assignment Due – Mandated Reporter

Wednesday
10/20/21
11:59
Critical Incident #2 Original Post Due

Sunday
10/24/21
11:59pm
Critical Incident #2 Replies to Two Peers Due

Sunday
10/31/21
11:59pm
Seminar #3 Online Assignment Due – Building Inclusive Child Care: Universal Design for Learning

https://northampton.edu/early-childhood-education/ece-student-resources/bicc-universal-design-for-learning.htm

Center for Inclusive Childcare: https://www.inclusivechildcare.org/

Monday
11/1/21
11:59pm
Student Teaching full days begin, Monday-Friday – Master Teacher's start time to end time

Wednesday
11/3/21
11:59pm
Critical Incident #3 Original Posting Due

Sunday
11/7/21
11:59pm
Critical Incident #3 Replies to Two Peers Due
TPE Self-assessment due – See Canvas

Sunday
11/14/21
11:59pm
Seminar #4 Online Assignment Due – Models of Collaborative Teaming: https://ectacenter.org/decrp/topic-teaming.asp

Wednesday
11/17/21
11:59pm
Critical Incident #4 Original Posting Due

Sunday
11/21/21
11:59pm
Critical Incident #4 Replies to Two Peers Due

Thursday
12/9/21
7:00-8:00pm
Seminar #5, Zoom: https://fullerton.zoom.us/my/lewischiu

Friday

12/10/21
Last day of Student Teaching

Sunday
12/12/21
11:59pm
Critical Self-reflection, Individual Development Plan, CSU Exit Survey Due
All work due to Supervisors

Appendix A: Lesson Plan Template

Cal State Fullerton **Early Childhood Special Education Credential** **Activity Plan Format-Infant/Toddlers and Families**	**California State University, Fullerton SPED 489C**

Program/School Date	Main Goal/Purpose:
Candidate Cooperating Teacher	

https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf

1) Infant/Toddler Learning Foundation target

2) Specific Task:

3) UDL Components:
   a. Multiple Means of Representation
   Give young learners various ways to gain information and access content. Refers to the use of materials, visuals, and environments that allows all children to understand the learning process and reach desired outcomes. Provide content through different and multiple sensory features, communicate with children by talking, singing, reading, gesturing, reading books, showing visuals, etc. Consider the complexity of actions, expectations, materials, processes, and supports.
   b. Multiple Means of Expression
   Provide young learners with a variety of ways for demonstrating what they know. Refers to the use of a variety of methods the early interventionist or caregiver uses to allow children to express what they are able to do and demonstrate their knowledge in achieving outcomes. Think auditory, kinesthetic, tactile, and visual. Consider complexity of actions, expectations, materials, processes, and supports.
   c. Multiple Means of Engagement
   Refers to the use of a variety of activities for children to be actively involved, in a developmentally appropriate manner. Recruit and sustain children's engagement by implementing multiple and varied learning opportunities, routine activities, and providing children choices in materials. Think about sensory features, varied difficulty level of activity/material, and support level needed.

Objectives by Domain:

       1.   Fine Motor:

       2.   Social:

       3.   Cognitive:

       4.   Motor:

       5.   Communication

Family component:

Materials
Specific Questions:
Instructional Strategies:
Activity Ending:
Assessment of Learning Activity:

Reflection:

- *What went well?*
- *What would I do differently?*

- *How do I know the activity objective was achieved?*
- *How did this activity inform my teaching?*

*Review the TPEs you demonstrated in this lesson. Focus on 3-5 TPE's per lesson.

TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning
1.1 Demonstrates knowledge of early development in planning, organization and sequencing of intervention/instructional activities. **1.2** Demonstrates applied knowledge of young children's CLD background, socioeconomic status, prior experiences and SEL and developmental learning needs in instructional planning.	**2.1** Facilitates positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs). **2.2** Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive. **2.3** Organizes space, time, and materials in consideration of all children's unique	**3.1** Demonstrates comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning **3.2** Demonstrates sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children.

1.4 Demonstrates knowledge of children's language development across disabilities, including typical and atypical language development, communication skills and vocabulary/semantic development as related to acquisition of academic knowledge and skills. **1.5** Communicates effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes. **1.6** Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities. **1.8** Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting **1.9** Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches **1.10** Monitors student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. **1.11** Facilitates the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).	strengths and learning needs within safe, natural, and structured environment, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences. **2.4** Creates an environment that promotes positive child behavior and participation through the use of principles of positive behavior support **2.5** Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.	**3.4** Identifies key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting. **3.5** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context. **3.8** Plans for effective content instruction appropriate for young children in the special education setting and provides multiple ways for young learners to demonstrate their learning development.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	**TPE 5: Assessing Student Learning**	**TPE 6: Developing as a Professional Educator**
4.2 Applies knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices. **4.3** Applies knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in	**5.1** Demonstrates knowledge of age and developmentally appropriate purposes, characteristics, and used of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance). **5.6** Uses ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring, and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities. **5.7** Interprets English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable,	**6.2** Demonstrates practices that promote shared decision making with other service providers and families. **6.3** Holds and/or participates effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code. **6.6** Demonstrates knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families. **6.9** Demonstrates the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.

learning across developmental and curricular **4.4** Uses and adapts resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. **4.5** Identifies each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and cross routines, activities, and environments. **4.7** Uses systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts **4.9** Collaboratives, creates and implements instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains. **4.11** Implements services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences. **4.12** Provides instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language. **4.13** Uses coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.	and use this information in planning instruction. **5.8** Communicates and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.	**6.11** Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting. **6.12** Demonstrates how to organize and supervise the work of other adults in the early childhood setting/program **6.13** Demonstrates how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

Appendix B: Critical Incident Guidelines

DIRECTIONS
- **Posting:**
  - In the required format, post a critical incident to the designated Forum by the due date.
  - Protect the anonymity of your incident by using fictitious names of people, places or events.
  - Posting should be of high quality (see criteria below).
  - Each entry should be limited to approximately 500 words.
  - Late entries will receive no points.
- **Response:**
  - Respond to at least two other Critical Incidents postings. Be sure to select postings that have less than two responses.
  - Lack of responses will result in deduction of points.
  - Response should be of high quality (see criteria below).
  - Late entries will receive no points.

REQUIRED FORMAT
- **Posting:**
  - Description of the incident or situation in observable measurable terms
  - From your perspective, why incident is "critical"
  - How your reasoning reflects personal philosophy of teaching and learning
  - Perceptions of others (cooperating teacher, program colleagues) regarding the incident
  - How your perceptions have changed over time (as you've moved through the program and your student teaching experience)
  - What actions you and others took to address this incident
  - What outcomes occurred as a result of the incident and these actions
- **Response:**
  - How your perspective differs or resonates with that of the poster
  - What different actions you or others might take
  - What similar incidents you have experienced

DESCRIPTION OF A HIGH QUALITY DISCUSSION
Content Understanding
Postings reflect a deep understanding of the content through the use of detailed examples and comparisons. Relevant terms are used appropriately.
Connections
There are meaningful connections between the course content and the personal learning/classroom practice of the participants. Topics are connected to broader issues and ideas.
Collaboration
Participants post often with thought-provoking insights and questions. Participants take risks by sharing areas of confusion and concern. Participants respond frequently and seriously to colleagues' comments by asking questions, elaborating, paraphrasing, and extending their ideas.
Initiative
Participants post early to facilitate meaningful interaction. Participants respond often to colleagues' posts and make efforts to extend and enhance the discussion.

Conventions

Writing is easy to understand with no errors in grammar or spelling. Participants follow online conventions for creating a positive and productive discussion environment.

Appendix C: SPED 488 Student Teaching in Mod/Severe
Weekly Activities

Coming soon!

Appendix D: Collaboration and Support Log

Student Teacher/Intern: **CWID:**
Master Teacher: **School/District:**

Collaboration and Support Log

- Log time and provide brief description of collaboration/support with Master Teacher, University Supervisor, Program Advisor, or other.
- The log needs to be signed and submitted to your University Supervisor at the end of the semester.
- If you are an Intern, your regular support hours must total at least 72 hours and your EL support hours must total at least 23 hours. EL support hours are not needed if you already hold a Clear credential.
- Add additional rows as needed.
- The totals do not automatically calculate.

-After entering in the times you'll right click on the total cell and click "Update Field" to refresh it.

-Enter in the times as decimals. For example, for an hour and a half, use 1.5.

Date	Brief Description of Collaboration/Support with Master Teacher or Support from University Supervisor or Program Advisor	Person Collaborating with/Receiving Support From	Hours: Minutes	Interns Only EL Support Hours: Minutes
			Totals	0.00	0.00

Teaching Log

- Please print this document and record the time you begin teaching and the time you end teaching every day.
- Please ask you Master Teacher to initial the log every day.
- You will submit a hard copy of this document at the end of the semester.

Date	Beginning Time	Ending Time	Master Teacher Initial

Date	Beginning Time	Ending Time	Master Teacher Initial

Student Teacher Signature: _____

Master Teacher Signature: _____

University Supervisor Signature:_____

Appendix E: Critical Self-Reflection Instructions

- At the end of the your student teaching experience, type a three-page critical reflection and analysis of your experience.

- Reflect on your areas of strength and needs for improvement.

- Relate your reflection to the competencies you were working toward, the professional goals you have for yourself, and the path you plan to take to reach your goals.

- There is no "right answer" but the quality of your reflection and analysis will be reviewed so be honest and be sure that your reflection is balanced and comprehensive.

- Submit this reflection by the due date listed in the syllabus.

Appendix F: Individual Development Plan

This document is designed to "bridge" the candidate who is transitioning from the Preliminary to Clear Education Specialist Program. Experiences documented here will serve as a guide to develop the Individualized Learning Plan during Clear coursework. The Individualized Learning Plan (ILP) is a main component of induction and should guide the professional development of the beginning teacher throughout the first years of teaching.

Candidate Name: Credential: Date:

District: _____ Mentor Teacher : _____

Directions: Based on evidence gathered during your teacher preparation program, complete the following with your Student Teaching Supervisor and Master Teacher. __Note:__ *No Candidate may begin Clear Coursework until the Preliminary Coursework and this document have been completed.*

Teaching Performance Expectation (TPE) Domain	I. Formative Assessment of Teaching Performance and Field Experience:	II. Identified strengths	III. Areas for Further Development:
TPE 1: Engaging and Supporting and Students in Learning			

TPE 2: Creating and Maintaining Effective Environments for Student			
TPE 3: Understanding and Organizing Subject Matter for Student Learning			
TPE 4: Planning Instruction and Designing Learning Experiences for All Students			

TPE 5: Assessing Student Learning			
TPE 6: Developing as a Professional Educator			

Candidate Signature: _____   **Date:** _____

Supervisor Signature _____   **Date:** _____