

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
Special Education 488: Directed Teaching in Special Education
(Student Teaching in General Education)
Fall 2021

Location:

Assigned school site and virtual

Student Teaching Dates/Times:

- 9/27/21 – 12/10/21: times based on school placement:
 - ½ days + 1 full day per week 9/27/21 – 10/29/21
 - Full days 11/1/21 – 12/10/21

Synchronous Seminar Dates and Time:

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

Instructor:

Calli Lewis Chiu, Ph.D.

Seminar Leader:

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>

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.

Conceptual Framework Outcomes

The theme “Reach. Teach. Impact.” also serves as the foundation for the COE’s conceptual framework outcomes which serve as the foundation for program specific and learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes, provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes

IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

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

Ten-week supervised practice field/clinical experience in a K-8 general education classroom, as assigned by the department, 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: CSET, SPED 322, 371, 425. Co-requisites: SPED 429, 432, 433.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

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

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 an online 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-5pm 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 emails 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-6pm 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.
- Grades for course will be entered into the grade book as Credit or No Credit.
- Credit will be assigned for work that is determined to have met 80% proficiency/mastery or better.
- To receive a grade of Credit in the course, students must receive a grade of Credit on *all* course requirements, assignments, *and* satisfactory performance on the formal evaluations (Dispositions, Teaching Performance Expectations [TPEs]).
- If a Master Teacher or University Supervisor has a dispositional or TPEs-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 grade of 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.
- I do not track student online activities, for example, by maintaining a copy/log of online discussions and chat sessions, etc.
- Deadlines and due dates are posted in the course 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. **Lesson Plans** = 90 points (6 lesson plans @ 15 points each)
 - You must write, perform, reflect, and be formally observed and evaluated on a minimum of 6 lesson plans.
 - You must submit a lesson plan to your Supervisor before you teach the lesson.
 - At least one of these evaluated plans must include co-teaching with another educator and at least one must involve reading/language arts.
 - These plans must be 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 Master Teacher and/or University Supervisor.
 - Two or three plans should be completed by the midterm evaluation. Your remaining plans 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 post four different Critical Incidents and reply to the Critical Incidents posted by at least two other members of your supervision group.
 - Critical Incidents and replies to peers must be posted by the dates indicated in the calendar.
 - 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
 - Complete the Weekly Teaching Activities, see Canvas.
 - These activities will be graded by your Supervisor.
 - Please also have your Master Teacher review them.
 - Complete the activities each week and keep them in your online Student Teaching Portfolio
 - 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. **Community Mapping Assignment** = 30 points; Due 12/5
 - See information in Canvas.
 - See Appendix E

8. **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.
- See Appendix F

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with 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:
 - Safari web browser is NOT COMPATIBLE with the Outlook, the platform used for the Student Teaching Portfolios
 - Not all web browsers support Outlook on the web or Outlook.com, and some browsers will have problems loading Outlook.com if ad blockers or pop-up blockers are enabled.
 - Use the most recent versions of the following browsers for the best experience with Outlook on the web and Outlook.com. If you're using an old browser, you'll see the light version of Outlook
 - o Windows 10: Microsoft Edge
 - o Internet Explorer 11
 - o Mozilla Firefox
 - o Google Chrome
 - o Windows 8, 8.1, or 7 (SP1): Internet Explorer 11, Firefox or Chrome
 - o Windows Vista (SP2): Firefox or Chrome, but some features may not be available. We recommend updating to at least Windows 7 (SP1)
 - o Mac OS X (10.10 and later): Apple Safari 10+ or Chrome
 - o Linux: Outlook.com and Outlook on the web work in both Firefox or Chrome on Linux, but some features may not be available.
 - Most mobile browsers will work with Outlook on the web and Outlook.com. Make sure you keep your mobile device and its apps up to date.
 - o A phone or tablet with Android 5.0 or later.
 - o An iPhone, iPad, or iPod touch with iOS 10.0 or later.
 - o A phone running Windows Phone 7.5 or later.
 - Some browsers will have problems with Outlook.com if ad blockers or pop-up blockers are enabled, specifically:
 - o Adblock
 - o Ublock
8. Utilize 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. Attendance is essential for a successful Student Teaching experience. As such, students are required to attend all assigned Student Teaching hours. If an absence is absolutely necessary (due to extenuating circumstances), you must notify the school, Master Teacher, and University Supervisor in advance. If you are responsible for any instruction on the day of your absence, your instructional materials and lesson plans must be delivered to your Master Teacher (for Student Teachers) or substitute (for Interns). Any absence must be made up (work with your University Supervisor and Master Teacher to create an appropriate make-up schedule). More than four absences may result in a No Credit from the course.
2. 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/>
3. 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.
4. 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 488

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](#) Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

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. [A map of all campus evacuation areas](#)

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 [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, **CALL 911.**

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

For more information

Ask your instructor, or go to [Campus Preparedness website](#)

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 – See Canvas

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 – See Canvas

TPE Evaluation from Master Teacher due to Student Teacher

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

Sunday

11/14/21

11:59pm

Seminar #4 Online Assignment Due – See Canvas

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

Sunday

12/5/21

11:59pm

Community Mapping Project 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

08/21

Sunday

12/12/21

11:59pm

Critical Self-reflection Due

All work due to Supervisors

Sunday

12/19/21

11:59pm

All Supervisors' documents due uploaded to OneDrive

Appendix A: Lesson Plan Template
California State University, Fullerton
Lesson Plan Template
SPED 488, Directed Teaching (Student Teaching) in General Education

- This is a template. It includes only necessary headings/subheadings of a lesson, and it is generic.
- Add as much detail as you need.
- Depending upon the teaching model you choose to use, you will need to adapt the procedure section to reflect the teaching steps of that particular teaching model.
- Leave all headings and subheadings in the document.
- You must submit your lesson plan to your Supervisor in advance of teaching the lesson.

Your Name

General Information

- Grade level of the lesson:
- Lesson topic:
- Estimated time length of lesson:
- Proficiency level of English Language Learners (beginning; early intermediate, early advanced, advanced)

Teaching Performance Expectations (TPEs)

- For each lesson plan that you write for an observation and evaluation, please highlight 3-5 TPEs you will focus on.
- Your Supervisor will evaluate your teaching and progress toward meeting the TPEs below.
- Below is the abbreviated language, the full verbiage is presented on the last page of the lesson plan for your reference.

TPE 1: Engaging and Supporting and Students in Learning
1. Applies students' experiences, cultures, social-emotional needs, and funds of knowledge to engage them in learning.
2. Maintains ongoing communication with students and their families to communicate expectations and student progress.
6. Supports English Learners using evidence-based strategies.
7. Provides opportunity to access the curriculum via visual and performing arts.
8. Monitors student learning and adjusts instruction while teaching to actively engage students.
TPE 2: Creating and Maintaining Effective Environments for Student Learning
2. Creates learning environments that supports diverse student needs and positive interactions among students.
3. Establishes a safe learning environment free of bullying, racism, and sexism.
5. Maintains high expectations for all students.
6. Establishes clear expectations for positive classroom behaviors and interactions.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
1. Demonstrates knowledge of subject.
2. Makes accommodations and modifications to the curriculum based on students' needs.
4. Consults and collaborates with educators to plan for instruction and support student learning.
5. Uses subject specific strategies to develop academic literacy among all students including English Learners.
6. Utilizes appropriate instructional resources to ensure equitable access to curriculum.
7. Uses technology to support learning and develop digital citizenship.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
1. Applies knowledge of students, including linguistic and cultural background and development to plan, design, implement, and monitor instruction.
2. Applies knowledge of atypical child development to support student learning.
3. Makes cross-disciplinary connections.
5. Promotes self-advocacy among students with diverse needs.
6. Collaborates to access resources for planning and instruction.
8. Uses technology to support learning among all students.
TPE 5: Assessing Student Learning
1. Applies knowledge of assessment to design and administer a wide range of assessments.
2. Uses different types and forms of assessment to plan and modify instruction and document student learning over time.
3. Involves students in self-assessment.
5. Communicates assessment results in a timely manner to students and families.
8. Uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
TPE 6: Developing as a Professional Educator
2. Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues.
4. Demonstrates effective communication to support teacher and student learning.

Materials and/or Technology

List all materials needed for the lesson.

Concept(s)

State the "big idea" that all students will acquire or develop.

Alignment with Standards

Include the standard(s) this lesson teaches to? Include the number and full text of either a state or Common Core

Objectives

08/21

Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?

Vocabulary/Literacy Skills

Identify the vocabulary/literacy skills (listening, speaking, reading, writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English Language Learners.

Procedure

Name of Instructional Model - your procedure will look different depending on the model of instruction (e.g., cooperative learning, direct instruction, inquiry, etc.) being used:

Student groupings (if any):

A. Focus/Motivation (Open)

- What will you do to gain students' attention, build interest in the lesson, and introduce the topic?
- What will students do?

B. Development (Body)

- How will you deliver and teach the content/new skills related to your objective?
- How will you deliver instructions to the students about what they need to do?
- What will the students do?
- How will you support interaction with the subject matter and materials?
- Include some questions you might ask when the lesson is going on. You may be surprised how difficult it is to remember what you intended to ask when everything is happening.

C. Differentiation

Describe strategies, procedures, and/or processes to support the needs of:

- English Language Learners
- Students from diverse cultures
- Students with special needs

D. Closure (Close)

- How will you bring the lesson to a close?

Assessment

Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).

- How will you measure the students' progress toward the lesson objective(s)?

Lesson Reflection – to be submitted after you teach the lesson.

If the lesson is recorded and submitted to you supervisor, view your recorded lesson and then reflect it using the guidelines provided. You'll notice a lot of things about your teaching when you view a recording of it that you don't notice when you are teaching it!

1. To what extent did students master the objective?
2. What evidence do you have of student learning? Use the language of the objective and the academic standard(s) in your response.
3. What parts of the lesson were particularly effective?
4. What changes would you make in this lesson?

Complete Verbiage for TPEs on Which You Will be Evaluated in SPED 488

TPE 1: Engaging and Supporting and Students in Learning Elements

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, Week 2reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

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: Weekly Activities
California State University, Fullerton
SPED 488 Student Teaching in General Education
(100 points)

- Create a folder in your online Student Teaching portfolio labeled, “First Name Last Name Weekly Activities”. For example, “Mandy Lusk Weekly Activities”.
- Create ten subfolders, one for each week. Label as “Week 1”, “Week 2”, etc.
- Throughout your time in SPED 488, you are expected to make progress on the [Teaching Performance Expectations](#) (TPEs) in the context of your day-to-day student teaching work.
- The Weekly Activities correspond to the TPEs and the activities should be completed in relation to the work you are doing at your student teaching site.
- Each week there some activities marked “Provide Documentation in your Student Teaching Portfolio”.
- You can document the activities any way that you see fit. Be creative! Some examples include:
 - pictures of student work
 - lesson plans
 - highlighted areas of a lesson plan
 - classroom materials you have created
 - written reflections
 - student work samples
 - screen shots
 - documents you have created
- Your Supervisor will review your Student Teaching Portfolio weekly to evaluate your progress on the TPEs.
- For the TPEs that are not marked as needing documentation, please work toward them, but specific documentation/evidence is not required. CTC expects students completing a credential program to have mastered all TPEs.
- Interns: For all activities that say “with Master Teacher”, work with your Mentor Teacher as applicable.
- Some TPEs are marked “Weekly Reflection Log”. Please reflect on and write about these in your Weekly Reflection Log.
- We encourage you to work ahead of schedule. Peruse all of the Weekly Activities and begin and uploading your evidence/documentation, etc. whenever you have it!
- Stay up to date with the Weekly Activities and Weekly Reflection Log. Do not wait until the end of the semester to upload your work to your Student Teaching Portfolio. Doing so may result in a grade of No Credit for the course.

WEEK 1: 9/26-10/3

Primarily Observation

Interns: You may have already completed many or all of “General” items and/or they may not pertain to you.

General:

- Become familiar with the weekly virtual classroom schedule.
- Identify a weekly time for meeting (via phone or virtual) with Master Teacher (Interns: Mentor teacher or General Education teacher, other school personnel who work with your students).
- Email a copy of the following 488 materials to your Master Teacher (Interns: to your Mentor Teacher), these Weekly Activities, the CSUF Credential Program Handbook
- Email a copy of your weekly schedule to the University Supervisor.
- Create an introduction letter to send home to families (non-Interns only, and with Master Teacher’s permission).
- With your Master Teacher, identify “focus students” (preferably within this group). Try to identify a group of students who meet these criteria:
 - reading/language arts needs
 - math needs
 - behavioral needs
 - ELL needs

Note: Select as many individual students as necessary in order to focus on these support areas. You may need to identify four students, however, if two students meet all four of these criteria, then you may have only two focus students.
- Review important documents pertaining to these students including
 - IEPs
 - 504 plans
 - ELL plans
 - Behavioral Intervention Plan
- Get to know the students!
 - What are their interests?
 - Hobbies? Favorite people?
 - Favorite things? What do they like about school?
 - What do they not like about school?
 - Any other information?

Professional, Legal, & Ethical Obligations:

- *[Provide Documentation in Your Student Teaching Portfolio]* Complete the "Get to Know Your School" worksheet (located at the end of the Weekly Activities). Read school policies and procedures.

TPE 1: Engaging and Supporting Students in Learning Elements

- Identify support personnel/service providers who serve these students.
- Discuss high and low-tech assistive technology normally used in the Master Teacher's classroom.
- Interview your Master Teacher (and/or other teachers/service providers) for their ideas, strategies, perspectives, and goals related to your individual Focus Students. Discuss their curricular and instructional plans for including them in various activities/lessons (e.g., modifications, specific strategies), and ways in which they reflect on and evaluate this process.
- Observe your focus students' instructional experience in light of what you learned from your discussions about approaches to planning, inclusion, modifications, and specific strategies. How do the focus students' needs and strengths play a role in instructional decision-making? What needs to be done to meet the needs of *all* students?

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- Identify resources at the school to help students who are in need of additional support including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- Learn about any positive behavioral supports that are in place and become involved with implementation of the positive behavior supports.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Note modifications, accommodations, and adaptations that students in the classroom receive and note how they are implemented. (If you are in your own classroom as an Intern, plan your own activities.)
- Begin thinking about how you can plan, design, and implement, and monitor reading, writing, and math instruction using evidence-based practices.
- Begin thinking about how you can design and implement cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Review a lesson in each area [reading, writing, math, social studies, science] and examining how each one relates to the California State Standards and curriculum frameworks.
- Ask your Master Teacher how he/she plans and collaborates with others on campus.
- Learn about the resources, standards-aligned instructional materials, technology, including assistive technology, your Master Teacher uses to facilitate students' equitable access to the curriculum

TPE 5: Assessing Student Learning

- Engage your students in conversations about their perceived strengths, weaknesses.
- [*Provide Documentation in your Student Teaching Portfolio*] Review your focus students' assessment data and information in their IEPs, IFSPs, ITPs, or 504 Plans to help them develop their goals. Work with your focus students and have them create short term and long term academic (and behavioral if necessary) goals.
- Formally or informally assess at least one student in any area. (Check district policies on distance assessments first. If not possible to assess students, review prior assessments with MT and plan instruction accordingly).

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection Log

Write a brief (1 well developed paragraph) reflection/response for each of the following:

- Consider the ways in which your background is similar to the students you are working with. In what ways is it the same? In what ways is it different?
- Think about your own values and implicit and explicit biases and the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students.

WEEK 2: 10/4-10/10

Work with your Master Teacher to develop a plan in which you gradually teach more lessons throughout your time at this setting.

- Review learning materials, virtual and classroom routines, and technologies that facilitate teaching and learning. Are they culturally, linguistically, and age appropriate? You may want to use this info in your Weekly Reflection for this week.

TPE 1: Engaging and Supporting Students in Learning Elements

- Familiarize yourself with the different assessments used by your Master Teacher and the School Psychologist
- Use the students' assessment data to begin developing and carrying out instructional activities/lessons based upon the student's backgrounds and interests. This should be ongoing for the duration of the semester!
- Attend IEPs when possible.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- For each lesson that you teach, incorporate opportunities that promote positive

interactions between students.

- Work with your Master Teacher to become involved in establishing and maintaining clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- For each lesson that you teach, adapt materials/procedures etc. for students who are English learners

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Locate and apply information about your focus students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. This information should be used to plan your lessons/instruction for the remainder of your time at this site!

TPE 5: Assessing Student Learning

- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- Review the students' assessment data, including information from students' IEP, IFSP, ITP, and 504 plans. Begin planning how you will to establish learning goals, plan, differentiate, make accommodations and/or modify instruction for the students.
- [*Provide Documentation in your Student Teaching Portfolio*] Work with your Master Teacher to develop a system for collecting data on all of the lessons you teach and all of the positive behavior strategies/interventions you implement.

TPE 6: Developing as a Professional Educator

- [*Provide Documentation in your Student Teaching Portfolio*] Develop professional learning goals for yourself. In what ways do you hope to grow and develop as an educator during this semester of student teaching?
- Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Weekly Reflection

Select one item in each category and write a brief (1 well developed paragraph) reflection/response for each.

Category 1: General Teaching Reflection Questions

- What do you see that works in the classroom?
- What evidence-based practices are being implemented?
- What classroom management procedures are being effectively implemented?
- What challenges did the students have in completing this lesson/activity?
- Describe an effective lesson. What made it effective?
- What problems have arisen while you are teaching?
- How are you checking daily to make sure students understand the concepts you are teaching?
- What have you learned about public school life for students and teachers? How does this correspond with what you expected?
- What are you learning about yourself as a teacher? What are your strengths? What are your challenges or needs?
- What concerns do you have? Who can you seek out for help and guidance?

Category 2: Just, Equitable, and Inclusive Education

- In what ways are you critically examining your implicit biases?
- In what ways are you critically examining your explicit biases?
- In what ways are you critically examining your privilege?
- In what ways are you engaging in anti-racist teaching that is culturally relevant, linguistically relevant?
- In what ways are you examining and dismantling systems of oppression?

WEEK 3: 10/11-10/17

From now until the end of Week 10, attend all meetings required of your Master Teacher, such as SST, school-wide intervention team meetings, IEPs, and/or parent conferences (be sure to get principal's permission). However, do not miss any CSUF classes if held at the same time.

TPE 1: Engaging and Supporting Students in Learning Elements

- For the remainder of your time in this classroom and for all of the lessons you plan and teach, give careful consideration to strategies can use to meet the needs of your focus group students.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- Interview your Master Teacher
 - How does he/she establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn?
 - How does he/she recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism?

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Use the California State Standards and curriculum frameworks to guide your lesson planning.
- Consider how you can begin incorporating technology into your lesson planning and teaching to increase equitable access to standards all content for your focus group students.
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- [*Provide Documentation in your Student Teaching Portfolio*] Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. This should be on-going throughout your time at this site.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- [*Provide Documentation in your Student Teaching Portfolio*] Identify how you are applying your knowledge of atypical child development in your lesson planning.

TPE 5: Assessing Student Learning

- Interview your Master Teacher – to learn about how and when he/she uses different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. This should be ongoing for the duration of the semester!
- Collect data on student performance on all lessons you teach. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection

Write 1 well developed paragraphs in response to each of following:

- Observe the ways in which your Master Teacher monitors student learning. How does he/she adjust instruction so that students continue to be actively engaged in learning? For interns, reflect on and write about your own practices.
- How are you maintaining high expectations for learning with appropriate support for *all* range of students in the classroom?

WEEK 4: 10/18-10/24

TPE 1: Engaging and Supporting Students in Learning Elements

- [*Provide Documentation in your Student Teaching Portfolio*] Use evidence-based practices in your lesson planning to support English Language Learners. Apply strategies you are learning in your coursework!
- [*Provide Documentation in your Student Teaching Portfolio*] How are you monitoring student learning and adjusting instruction while teaching so that students are actively engaged in learning? This should be done during every lesson you teach. Your supervisor will be looking for evidence of this!

TPE 2: Creating and Maintaining Effective Environments for Student Learning

n/a

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- [*Provide Documentation in your Student Teaching Portfolio*] Include California State Standards in your lesson plans.
- Speak with your Master Teacher, other teachers at your school site, fellow Student Teachers, and gain information from your SPED courses to get ideas for how to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- Consider ways in which you could incorporate visual or performing arts into some of your lesson plans.
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. This should be ongoing for the duration of the semester!

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Plan a lesson or series of lessons on student self-advocacy in which students understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

TPE 5: Assessing Student Learning

- Continue documenting the progress of the students you are working with for all of the lessons you teach and for all of the positive behavioral interventions and strategies you

implement.

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection

Select one item in each category and write a brief (1 well developed paragraph) reflection/response for each. Select items that you have not already responded to!

Category 1: General Teaching Reflection Questions

- What do you see that works in the classroom?
- What evidence-based practices are being implemented?
- What classroom management procedures are being effectively implemented?
- What challenges did the students have in completing this lesson/activity?
- Describe an effective lesson. What made it effective?
- What problems have arisen while you are teaching?
- How are you checking daily to make sure students understand the concepts you are teaching?
- What have you learned about public school life for students and teachers? How does this correspond with what you expected?
- What are you learning about yourself as a teacher? What are your strengths? What are your challenges or needs?
- What concerns do you have? Who can you seek out for help and guidance?

Category 2: Just, Equitable, and Inclusive Education

- In what ways are you critically examining your implicit biases?
- In what ways are you critically examining your explicit biases?
- In what ways are you critically examining your privilege?
- In what ways are you engaging in anti-racist teaching that is culturally relevant, linguistically relevant?
- In what ways are you examining and dismantling systems of oppression?

WEEK 5: 10/25-10/31

TPE 1: Engaging and Supporting Students in Learning Elements

- [*Provide Documentation in your Student Teaching Portfolio*] Work with your Master Teacher to draft communication with the families of the students you are working with. Include your achievement expectations and their achievements/progress they have made.
- Under the guidance of your Master teacher, develop a plan to remain in communication with the families of you focus students. In the communication make sure you are asking

for the family's information and feedback on their student.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- Consider a student who is demonstrating challenging behavior. Apply your knowledge of behavioral principles and determine if student's behavior is a manifestation of his or her disability.
- [*Provide Documentation in your Student Teaching Portfolio*] Develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems (differentiated, student-centered, and individualized to student needs) of supports that may be needed to address these behavior issues.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- [*Provide Documentation in your Student Teaching Portfolio*] Plan and teach lessons in which you integrate visual and performing art into the content you are teaching.
- Plan and teach lessons in which you use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Teach a lesson or series of lessons on student self-advocacy in which students understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

TPE 5: Assessing Student Learning

- Interview your teacher – how is technology used to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families?
- Use assessment information you have gained thus far to communicate with students and their families the progress that is being made toward the students' learning goals.

TPE 6: Developing as a Professional Educator

- For the remainder of your time in the classroom, follow the guidance from your Master Teacher regarding student concerns that arise.
- [*Provide Documentation in your Student Teaching Portfolio*] After your Master Teacher completes your Teaching Performance Expectation evaluation and reviews it with you, please evaluate yourself. You can do this by using a different color of ink/marker/font than what you Master Teacher used. Save it to your Student Teaching Portfolio. As "First Name Last Name TPE Self-Evaluation"

Weekly Reflection

Select one item in each category and write a brief (1 well developed paragraph) reflection/response for each. Select items that you have not already responded to!

Category 1: General Teaching Reflection Questions

- What do you see that works in the classroom?
- What evidence-based practices are being implemented?
- What classroom management procedures are being effectively implemented?
- What challenges did the students have in completing this lesson/activity?
- Describe an effective lesson. What made it effective?
- What problems have arisen while you are teaching?
- How are you checking daily to make sure students understand the concepts you are teaching?
- What have you learned about public school life for students and teachers? How does this correspond with what you expected?
- What are you learning about yourself as a teacher? What are your strengths? What are your challenges or needs?
- What concerns do you have? Who can you seek out for help and guidance?

Category 2: Just, Equitable, and Inclusive Education

- In what ways are you critically examining your implicit biases?
- In what ways are you critically examining your explicit biases?
- In what ways are you critically examining your privilege?
- In what ways are you engaging in anti-racist teaching that is culturally relevant, linguistically relevant?
- In what ways are you examining and dismantling systems of oppression?
-

WEEK 6: 11/1-11/7

Student teaching starts full days – Master Teacher’s start time to end time including all meetings.

TPE 1: Engaging and Supporting Students in Learning Elements

- Plan and teach multiple lessons in which you incorporate visual or performing arts.
- [*Provide Documentation in your Student Teaching Portfolio*] Provide examples of how you are modifying according to the students’ needs using strategies related to Universal Design for Learning (multiple means of representing, expressing, and engaging students to demonstrate their knowledge) and Multi-tiered Systems of Support (differentiation, student-centered learning, teaching to individualized student needs). To do this, incorporate specific strategies you are learning in your courses.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

n/a

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- [*Provide Documentation in your Student Teaching Portfolio*] Provide documentation of how you use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- Familiarize yourself with of effective teaching strategies aligned with the internationally recognized educational technology standard.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- In your lessons, promote a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

TPE 5: Assessing Student Learning

n/a

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection

Write one or two well-developed paragraphs in response to the following:

- Reflect on your time in the classroom. Have you seen instances of intolerance and harassment among students, such as bullying, racism, and sexism? What have you done (or – what could you do) to establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students? What does your Master Teacher do?

WEEK 7: 11/8-11/14

TPE 1: Engaging and Supporting Students in Learning Elements

- In the lessons you plan and teach, make sure you consider and include ability-appropriate, evidence-based instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning and Multi-Tiered System of Supports to support access to the curriculum for your focus student. Remember – these

are strategies you are leaning your courses!

TPE 2: Creating and Maintaining Effective Environments for Student Learning

n/a

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Collaborate with your Master Teacher to begin developing at least three co-taught lessons.
- Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- [*Provide Documentation in your Student Teaching Portfolio*] Incorporate technology into your lesson planning and teaching to increase equitable access to standards all content for your focus group students.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Talk with your Master Teacher to find out how he/she implements instruction and assessment that reflects the interconnectedness of subject matter.

TPE 5: Assessing Student Learning

n/a

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection

Write one well-developed paragraph for both of the following questions.

1. How are you using assessment data and/or progress monitoring data to plan your lessons/strategies/interventions?
2. Reflect on your time in the classroom thus far. How do you think you are doing regarding?:
 - professional responsibility for all aspects of student learning
 - classroom management
 - The learning outcomes of all students
 - policies regarding the privacy, health, and safety of students and families

WEEK 8: 11/15-11/21

TPE 1: Engaging and Supporting Students in Learning Elements

- Work with your Master Teacher to develop goals for a future IEP meeting for one or more of your focus students. Develop instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

n/a

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Continue collaborating with your Master Teacher to finalize to write at lesson plans in which you work together to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- [*Provide Documentation in your Student Teaching Portfolio*] In your lessons, note specific ways you are adapting subject matter curriculum, organization, and planning to support the acquisition and use of academic language promote subject matter knowledge among English learners, students with disabilities.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Teach a lesson that is reflective of the interconnectedness of subject matter.

TPE 5: Assessing Student Learning

- [*Provide Documentation in your Student Teaching Portfolio*] Administer a standardized test or subtest to an individual student with supervision and guidance from your Master Teacher, if possible.

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection:

Write one well-developed paragraph for each of the following.

1. Consider any students you have concerns about. Talk to your master teacher about how he/she determines how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
2. Reflect on one lesson you taught that did not go as you anticipated. What were the weaknesses of the lesson? What could you have done differently? What “take aways” do you have that you can remember for future lessons?

WEEK 9: 11/29-12/9

TPE 1: Engaging and Supporting Students in Learning Elements

n/a

TPE 2: Creating and Maintaining Effective Environments for Student Learning

n/a

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- [*Provide Documentation in your Student Teaching Portfolio*] In coordination with your Master Teacher, co-teach at least one lesson in which you work together to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Ask your master teacher, your fellow student teachers, and look around online to investigate different digital tools that can be used in your lessons across subject areas. Consider how you can use the tools to engage students, promote their digital literacy, and offer them different ways to demonstrate their learning.

TPE 5: Assessing Student Learning

n/a

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection

Select one item in each category and write a brief (1 well developed paragraph) reflection/response for each. Select items that you have not already responded to!

Category 1: General Teaching Reflection Questions

- What do you see that works in the classroom?
- What evidence-based practices are being implemented?
- What classroom management procedures are being effectively implemented?
- What challenges did the students have in completing this lesson/activity?
- Describe an effective lesson. What made it effective?
- What problems have arisen while you are teaching?
- How are you checking daily to make sure students understand the concepts you are teaching?
- What have you learned about public school life for students and teachers? How does this correspond with what you expected?
- What are you learning about yourself as a teacher? What are your strengths? What are your challenges or needs?
- What concerns do you have? Who can you seek out for help and guidance?

Category 2: Just, Equitable, and Inclusive Education

- In what ways are you critically examining your implicit biases?
- In what ways are you critically examining your explicit biases?
- In what ways are you critically examining your privilege?
- In what ways are you engaging in anti-racist teaching that is culturally relevant, linguistically relevant?
- In what ways are you examining and dismantling systems of oppression?

WEEK 10: 12/6-12/12

- Meet with your Master Teacher by the end of the week to discuss your fieldwork participation.
- Kindly remind your Master Teacher that the Final Competencies are due.
- Review the Competencies Evaluation to ensure that you have provided your Master Teacher and Supervisor with all necessary evidence of your ability to meet these standards, including your portfolio.

TPE 1: Engaging and Supporting Students in Learning Elements

- [*Provide Documentation in your Student Teaching Portfolio*] Provide documentation about how you are supporting the learning of English Learners.
- Develop and teach a lesson that involves critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

n/a

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- Plan and teach lessons in which you use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- [*Provide Documentation in your Student Teaching Portfolio*] In your lessons, make note of specific ways you are adapting subject matter curriculum, organization, and planning to support the acquisition and use of academic language promote subject matter knowledge among English learners, students with disabilities.

TPE 4: Planning and Instruction and Designing Learning Experiences for All Students

- Use digital tools in multiple subject areas to create new content and provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

- [*Provide Documentation in your Student Teaching Portfolio*] Provide documentation of how you have used assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
- Use assessment information you have gained thus far to communicate with students and their families the progress that is being made toward the students' learning goals.

TPE 6: Developing as a Professional Educator

n/a

Weekly Reflection

Select one item in each category and write a brief (1 well developed paragraph) reflection/response for each. Select items that you have not already responded to!

Category 1: General Teaching Reflection Questions

- What do you see that works in the classroom?
- What evidence-based practices are being implemented?
- What classroom management procedures are being effectively implemented?
- What challenges did the students have in completing this lesson/activity?
- Describe an effective lesson. What made it effective?
- What problems have arisen while you are teaching?

- How are you checking daily to make sure students understand the concepts you are teaching?
- What have you learned about public school life for students and teachers? How does this correspond with what you expected?
- What are you learning about yourself as a teacher? What are your strengths? What are your challenges or needs?
- What concerns do you have? Who can you seek out for help and guidance?

Category 2: Just, Equitable, and Inclusive Education

- In what ways are you critically examining your implicit biases?
- In what ways are you critically examining your explicit biases?
- In what ways are you critically examining your privilege?
- In what ways are you engaging in anti-racist teaching that is culturally relevant, linguistically relevant?
- In what ways are you examining and dismantling systems of oppression?

Get to Know Your School

	Name and Contact Email (if applicable):
Master Teacher:	
School:	
District:	
SELPA:	
Director of Special Education:	
Principal:	
Vice Principal (If applicable):	
Secretary:	
Other Important Office Staff:	
Superintendent:	
Custodian:	
Other Education Specialists:	
Psychologist:	
Reading Specialist:	
Librarian:	
Instructional Assistant(s):	
Adaptive PE Instructor:	
Other Important Personnel:	
University Supervisor:	

Appendix D: Collaboration/Support and Teaching Logs

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: Community Mapping Assignment SPED 488 Student Teaching Community Mapping Project Guidelines



Assignment Overview

A major aspect of your fieldwork experience is to gain a better understanding of the community that surrounds your school site. One way to get to know your school is to “map” the surrounding community to learn more about both its needs and resources. It is a way to get to know the people, service providers, regional centers, organizations, non-profit agencies, spaces/locations, community leaders, employment opportunities/industry, and the cultural and linguistic identity of a community. Schools are located in dynamic, ever-changing communities with both historical legacies and contemporary resources (Tredway, 2003). As such, community mapping is a method that can be utilized by teachers to help them accommodate students and families’ life realities to school instruction and curriculum. For many educators, community mapping can also promote increased interactions among teachers and communities by removing potential barriers and unearthing social, cultural, and linguistic assets (Ordonez-Jasis & Jasis, 2011).

According to O’Sullivan (2001), mapping the community surrounding the school by taking photos/videos, observing the neighborhood, writing field notes, and interacting with the people who work and live in the area should allow teachers to “see” the needs and resources of a community with new lenses. Armed with this knowledge, teachers can develop the critical knowledge necessary to change their perspective from one of an outsider to that of an insider so they may better address the needs and build upon the strengths of the whole child. As part of your student teaching experience, this project will serve as a learning opportunity to help us become reflective upon our dispositions and practice so we can recognize the richness, as well as the complexities, of the lives of the students outside the walls of the classroom.

Directions:

1. Create a Map

Scout and detail a map as you move around in the community highlighting places or people that you would like to visit. You can use a template such a Google Maps.

2. Pictures

Take pictures of the buildings, libraries, recreation areas, parks, community centers, regional centers, businesses, service providers, health and mental health providers, natural resources, places where residents come together, cultural centers, museums, and other things of interest. Do not include pictures of students or their families. Specifically, within a 3-mile radius of your school identify and photograph:

- 2 resources for infants, children, and youth
- 2 general resources for the community
- 2 resources specifically designed for children with special needs and their families
- At least 1 resource related to workplaces that employ individuals with disabilities and/or an agency that aides in the process of identifying employment for individuals with disabilities

3. Upload to Canvas a reflection paper or create a PowerPoint presentation. If you write a paper, include a cover sheet, include no more than 3 pages (not including over sheet and appendices) typed, double-spaced with one-inch margins, Times New Roman, 12 point font.

Include:

- A. Introduction
 - a. brief description of the school site, total school population, class size
 - b. student demographics such Title I, special needs, ELL
- B. Description of two (2) community needs.
- C. Description of two (2) general community resources. Discuss how your photographs represent resources.
- D. Description of two (2) community resources for students with disabilities. Discuss how your pictures represent resources specific to this student population.
- E. Description of at least one community employment resource for individuals with disabilities. Discuss how your photograph(s) represent resources specific to this population.
- F. Reflection/Conclusion. Reflect upon what you have learned through this community mapping assignment. Address such issues as:
 - a. What new insights have you gained?
 - b. What new information helped change your thinking about the school community?
 - c. How does this process and information relate to anchoring learning in families' diverse life contexts?
 - d. Were your initial assumptions about the school community's resources or needs confirmed or questioned?

- e. What are the implications for teaching all students at your school site?
- f. What are the implications for teaching students with special needs?
- g. What additional information would you like to learn about the school or community?

G. Attachments

- a. all pictures of resources
- b. map you created

References

- Ordonez-Jasis, R. & Jasis, P. (2011). Mapping literacy, mapping lives: Teachers exploring the sociopolitical context of literacy and learning, *Multicultural Perspectives*, 13(4), 189-196.
- O'Sullivan, M. (2001). Community awareness and community mapping. Unpublished manuscript prepared for The Urban Summer Institute. Knoxville, TN.
- Tredway, L. (2003). Community mapping: A rationale. Unpublished manuscript prepared for the Principal Leadership Institute, University of California, Berkeley.

Appendix F: Critical Self-Reflection Instructions

- 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.
- At the end of 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
 - teaching performance expectations for your area
 - providing all students with a just, equitable, and inclusive education
 - the professional goals you have for yourself
 - the path you plan to take to reach your goals

STUDENT TEACHER	UNIVERSITY SUPERVISOR	SEMESTER	DATE OF OBSERVATION
MASTER TEACHER	SCHOOL/DISTRICT	GRADE AND SUBJECT	LESSON TOPIC
COLLEGE OF EDUCATION OUTCOMES			
REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.	TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.	IMPACT schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.	
TEACHING PERFORMANCE EXPECTATIONS Highlight or check off the TPEs observed during this 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	
<ol style="list-style-type: none"> 1. Applies students' experiences, cultures, social-emotional needs, and funds of knowledge to engage them in learning. 2. Maintains ongoing communication with students and their families to communicate expectations and student progress. 6. Supports English Learners using evidence-based strategies. 7. Provides opportunity to access the curriculum via visual and performing arts. 8. Monitors student learning and adjusts instruction while teaching to actively engage students. 	<ol style="list-style-type: none"> 2. Creates learning environments that supports diverse student needs and positive interactions among students. 3. Establishes a safe learning environment free of bullying, racism, and sexism. 5. Maintains high expectations for all students. 6. Establishes clear expectations for positive classroom behaviors and interactions. 	<ol style="list-style-type: none"> 1. Demonstrates knowledge of subject. 2. Makes accommodations and modifications to the curriculum based on students' needs. 4. Consults and collaborates with educators to plan for instruction and support student learning 5. Uses subject specific strategies to develop academic literacy among all students including English Learners. 6. Utilizes appropriate instructional resources to ensure equitable access to curriculum. 7. Uses technology to support learning and develop digital citizenship. 	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator	
<ol style="list-style-type: none"> 1. Applies knowledge of students, including linguistic and cultural background and development to plan, design, implement, and monitor instruction. 2. Applies knowledge of atypical child development to support student learning. 3. Makes cross-disciplinary connections. 5. Promotes self-advocacy among students with diverse needs. 6. Collaborates to access resources for planning and instruction. 	<ol style="list-style-type: none"> 1. Applies knowledge of assessment to design and administer a wide range of assessments. 2. Uses different types and forms of assessment to plan and modify instruction and document student learning over time. 3. Involves students in self-assessment. 5. Communicates assessment results in a timely manner to students and families. 8. Uses assessment data to establish learning goals and to plan, 	<ol style="list-style-type: none"> 2. Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues 4. Demonstrates effective communication to support teacher and student learning. 	

8. Uses technology to support learning among all students.	differentiate, make accommodations and/or modify instruction.	
--	---	--

OBSERVATION DATA Observation notes, constructive feedback, suggestions, and insights from University Supervisor
--

--

POST OBSERVATION

Feedback/Notes regarding lesson plan:
--

Student Teacher’s reflection on the lesson (Suggested prompts: “What do you think went well?” “What might you do differently next time?”):

Next steps and targets:

Was this lesson recorded or observed live?

Don’t forget: <ul style="list-style-type: none"> ✓ Make contact/check in with Master Teacher ✓ Save this form as a PDF and email it to the Student Teacher
