

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
Special Education 489b: Directed Teaching in Special Education
(Student Teaching in Moderate to Severe)
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.

Office:

CP 570-26

E-mail:

clewischiu@fullerton.edu

Phone:

(657) 278-7916

Office hours:

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

Zoom Room:

<https://fullerton.zoom.us/my/lewischiu>

Seminar Leader:

Erica Howell, Ph.D.

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



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>

DEPARMENT 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 classroom for students with moderate to severe disabilities, 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, 488; 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. **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 E
9. For Students Completing their Credential this Semester: Individual Development Plan = Credit/NC;
Due 12/12
- Upon finishing your credential this semester, you will need to complete this document.

- This document will help transition you from your preliminary credential program to your clear credential program.
- The document template will be provided for you on Canvas.
- You will submit an electronic copy of the document on Canvas; and you will need to have a hard copy signed by your supervisor.
- Keep this signed copy for your records- you will need to refer back to it and may need to provide a copy of it in your next program.
- See Appendix F

10. For Students Completing their Credential this Semester: CSU Exit Survey = Credit/NC; Due 12/12

- Upon finishing your credential, you will need to take the CSU Survey and submit verification to your University Supervisor.
- Instructions to access this survey will be provided on Canvas the last week of the semester.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, 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](#).

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| NETIQUETTE REQUIREMENTS |
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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 489b

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](#)

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| TENTATIVE CALENDAR |
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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

Monday

11/1/21

11:59pm

Student Teaching full days begin, Monday-Friday – Master Teacher’s start time to end time

Wednesday

11/3/21

11:59pm

Critical Incident #3 Original Posting Due

Sunday

11/7/21

11:59pm

Critical Incident #3 Replies to Two Peers Due

TPE Self-assessment due – See Canvas

Sunday

11/14/21

11:59pm

Seminar #4 Online Assignment Due – 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

Thursday

12/9/21

7:00-8:00pm

Seminar #5, Zoom: <https://fullerton.zoom.us/my/lewischiu>

Friday

12/10/21

Last day of Student Teaching

Sunday

12/12/21

11:59pm

Critical Self-reflection, Individual Development Plan, CSU Exit Survey Due

08/21

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
489B Lesson Plan Template

Student Teacher Name

General Information

Grade level(s) of the lesson:

Lesson topic:

Estimated time length of lesson:

Number of English learners:

Range of disabilities (*autism, speech/language impairment, learning disability, etc.*):

Materials and Technology

List all the materials you will need for the lesson including visual supports, assistive technology, etc.

Objectives

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

Alignment with Common Core Standards

Which Common Core Standard(s) does this lesson address?

Alignment with IEP Goals

Provide a brief summary of student IEP goals that will be addressed in this lesson.

Accommodations

Strategies used for specific students with specific needs that are meant to enable them to access the same curriculum as the other students in the class. Examples include using highlighted text, enlarged print, allowing student to work in a quiet area, using a sticker chart to keep student on task, providing a pre-printed template for notes.

Modifications

Changes you might make to the curriculum, expectations, or assessment of individual students based on their needs. Examples might include providing separate reading books at a lower level for some students, allowing unlimited time on a timed test, allowing student to tell a story while someone else transcribes it rather than writing it.

Procedure

Name of instructional model(s)

Your procedure will look different depending on the model of instruction (e.g., Cooperative Learning; Direct Instruction; Inquiry, Co-teaching using station teaching, etc.) being used.

Groupings:

Small groups, whole group, 1:1, etc.

A. Focus/Motivation (Open)

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

B. Development (Body)

How will you develop the content related to your objective? Who's going to do what and when? 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. Closure (Close)

How will you bring the lesson to a close? How will you have students identify what the lesson's learning was?

Assessment

How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).

Lesson Reflection

Reflect on your lesson after teaching it using the guidelines provided.

1. Describe the learning that occurred. Did students master the content to the extent you expected or hoped they would?
3. What parts of the lesson were particularly effective?
4. What parts of the lesson were less effective?
5. How did your accommodations/modifications work for the student(s) who needed them?
6. Did any teaching dilemmas come up? In other words, did anything happen that perplexed you, and you're not sure how to work through it (i.e., students just weren't getting a particular concept, there were problematic behavior challenges that seem to be repeating themselves, etc.)?
7. What changes would you make in this lesson?

On the next page, review the TPEs you demonstrated in this lesson. Focus on 3-5 TPE's per lesson.

Teaching Performance Expectations (TPEs)

Highlight the TPEs you demonstrated in 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 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 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. Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. Monitor student progress toward learning goals. Incorporate the visual and performing arts, as appropriate to the content and context of learning. | <ul style="list-style-type: none"> Develop accommodations and modifications including instructional and assistive technology, and alternative and augmentative procedures. Help students develop positive communication skills and systems to replace negative behavior. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students. Ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior. | <ul style="list-style-type: none"> Include the use of assistive technology in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. Adapt, modify, accommodate and differentiate the instruction of students. |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | TPE 5: Assessing Student Learning | TPE 6: Developing as a Professional Educator |
| <ul style="list-style-type: none"> Use assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development. Use evidenced-based high leverage practices aligned with the state-adopted core curriculum. Coordinate, collaborate, co-teach and communicate effectively. | <ul style="list-style-type: none"> Apply knowledge of the purposes, characteristics, and uses of different types of assessments. Uses assessment data from multiple measures to plan and modify instruction. | <ul style="list-style-type: none"> Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. Reflect on own values and biases, and exhibits positive dispositions to students and colleagues. |

In addition, review the Program Outcomes and keep in mind at all times during your teaching:

| PROGRAM OUTCOMES | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledgeable and Competent <ul style="list-style-type: none"> Demonstrates an interest in learning about students and teaching Takes initiative in practicing teaching skills Participates in classroom routines Uses appropriate and correct oral and written language | Reflective and Responsive <ul style="list-style-type: none"> Shows respect for multiple aspects of diversity in work with students and adults Reflects on and evaluates own work Communicates and collaborates with others Responds to professional feedback in a positive manner | Committed and Caring <ul style="list-style-type: none"> Arrives on time and follows through on commitments Dresses appropriately Displays a professional demeanor Takes advantage of opportunities for professional growth. |

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 489B Student Teaching in General Education
(100 points)

Dear Teacher Candidate,

Each week you will need to document most of these activities in your portfolio. Your portfolio will be the electronic filing system you create that is described on the next page. **An *asterisk has been placed at the beginning of each activity that needs to be included in your electronic portfolio.** These activities are designed to help you get the most out of your student teaching experiences so you are well-prepared as a special educator. Remember, your future students deserve the best, most well-prepared teacher you can be, so do your best on these activities! Your supervisor will check off your portfolio before every observation, so be sure to keep it up to date! You are expected to email your supervisor a copy of your updated portfolio at least 24 hours prior to each observation and again at the end of student teaching.

Please note: All of the TPEs will be address through multiple opportunities throughout the semester, but some weeks, you will not have activities to complete under every single TPE. This is because we want you to be able to focus on each one fully at different points in the semester.

*Denotes activity to be included/documented in electronic portfolio

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 1: 9/26-10/3

A. General

- Become familiar with the weekly virtual classroom schedule.
- Identify a weekly time for meeting (via phone or zoom) with Master Teacher (MT).
- Email a copy of the following 489b materials to your MT (Interns: to your supervisor): these weekly activities, the CSUF Credential Program Handbook, 489b competencies (all of these are located on the 488/489 page)
- *Email a copy of your weekly schedule to your University Supervisor and add to your portfolio.
- *Create an introduction letter to send home to families (non-Interns only and with MT permission)

B. Professional, Legal, & Ethical Obligations

- *Complete the "Get to Know Your School" worksheet (see page 3).
- Read school policies and procedures.

C. Teaching Performance Expectations

1.Engaging and Supporting Students in Learning

- *Discuss high and low-tech assistive technology normally used in your classroom and if possible, interview district Assistive Technology Coordinator for the procedure for obtaining AT for students in your placement. Make a note of this technology in your portfolio.

2. Creating and Maintaining Effective Environments for Student Learning

- Get to know each student's names, methods for communication, likes and dislikes, strengths and needs. Build rapport and be reinforcing! Remember to interact with the students in an age-appropriate

manner and not to talk about them in front of them or others- maintain respect & confidentiality.

- *Identify types of student motivators used by the classroom teacher. Identify types of management techniques used in virtual class meetings and live lessons.
- *Interview the teacher about the behavior support system normally used in the class (e.g., expectations/rules, positive and punitive consequences, preventative strategies). Compare this with any behavior supports in place through virtual learning.
- Review and take notes on any social and emotional learning (SEL) components in place through virtual and/or classroom instruction.

3. Understanding and Organizing Subject Matter for Student Learning

- *Document examples (either your own or those of a Master Teacher or colleague or some that you found online) of quality systematic virtual instruction and reflect on activities that motivate and engage students, and those that do not. Record how you identified “systematic” instruction.

4. Planning Instruction and Designing Learning Experiences for All Students

- Observe your MT teaching and ask questions about how they plan and design instruction. If virtual instruction is in place, review virtual learning activities and ask MT how they plan and design those activities with students’ needs in mind.

5. Assessing Student Learning

- Ask the teacher about ongoing assessment systems normally in place for academic, social, functional, and behavioral objectives.

6. Developing as a Professional Educator

- Review the fieldwork Dispositions Evaluation (located on the 488/489 site) so you are prepared for this important evaluation coming up in Week 3. Failure to pass this evaluation results in a No Credit for student teaching, so be sure to review and stay mindful of your actions and professionalism in the classroom starting now.
- *Create a portfolio (electronic filing system) for all of your student teaching materials that includes the following files to store your work. This can be one single Word document or other common program accessible by your supervisor. Update each section weekly with notes, lesson plans, photos, screenshots, etc. to document the *asterisked weekly teaching activities. Some sections may just include a couple of bullet points for certain weeks (i.e., “-Met with Assistive Tech Coordinator and discussed procedures for assessing students for AT devices. -Currently 2 students using the following AT in the classroom...””) and other sections may include a page of notes or a few screenshots and lesson plan attachments or a completed worksheet (i.e., Get to Know Your School worksheet).

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

SECTIONS FOR PORTFOLIO

A. General:

B. Professional, Legal, and Ethical Obligations:

C. Teaching Performance Expectations:

1. Engaging and Supporting Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

**Get to Know Your School
SPED 489A: Special Education**

| | 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: | |

**Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 2: 10/4-10/10**

A. General:

- *Review any distance learning materials, virtual and classroom routines, and technologies that facilitate teaching and learning. Are they culturally, linguistically, and age appropriate? Jot notes in your portfolio about this.

B. Professional, Legal, and Ethical Obligations:

- Email an administrator to inquire more about school-wide rules, concerns, supports, and consequences for students with disabilities.
- *Review IEPs for all students. Either ask the MT how they chart student progress toward the goals, or develop and chart your own system for tracking IEP goals in order to monitor progress. This may take a few weeks, so continue until it is complete, then include a tracking example in your portfolio by the end of student teaching. (Use first names only)

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- Create or obtain a copy of the paraprofessional(s) schedule normally in place. If you work with an MT, ask how this schedule was designed and how their duties are assigned. If you are an Intern, interview a veteran Moderate/Severe teacher for how they assign duties to their paraprofessional.

2. Creating and Maintaining Effective Environments for Student Learning

- Identify types of student motivators used by the classroom teacher to encourage class participation and/or distance learning completion.
- *For virtual instruction, observe and reflect upon opportunities for virtual interactions between teacher-student and student-student. Jot this in your portfolio.
- *Make a jot in your portfolio of the kinds of choices provided to students.

3. Understanding and Organizing Subject Matter for Student Learning

- *Design a virtual and/or classroom lesson in an area of your choice. Be sure to include modifications, accommodations, adaptations, and technology used. Ask your MT to review your lesson plan and also share with your supervisor. Implement with students if possible.

4. Planning Instruction and Designing Learning Experiences for All Students

- Begin working with a small group of students on a basic concept or skill, either virtually or face-to-face. Set up a system for tracking active participation of individual students.
- *List in your portfolio examples of quality, evidence-based instruction you have observed.

5. Assessing Student Learning

- 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).

6. Developing as a Professional Educator

- *Interview one of your moderate/severe credential peers about how they or their MT delivers virtual instruction. Record notes in your portfolio.
- Continue to keep track of weekly activities and materials in your portfolio

Schedule a time to meet with a school psychologist (or other specialist) to observe them administering formal and/or informal assessments. Ask them about their role and experiences related to students with moderate/severe disabilities.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 3: 10/11-10/17

A. General:

- Write questions, critical incidents, and/or general reflections in your journal.

B. Professional, Legal, and Ethical Obligations:

- *List relevant outside agencies that collaborate with the school to provide services for students with MS disabilities.
- Familiarize yourself with the district technology used by special educators for information management, record keeping, analysis of student progress, etc.
- *Interview one or more paraprofessionals about their roles, strengths, preferences, needs, and challenges. How are these things communicated to the teacher they work with? What level of interaction do they have with parents?
- From now until the end of your fieldwork, attend all meetings (virtual or in-person) required of the MT, 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.

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

*List the curriculum used for each subject area.

- Related to individualized instruction, be sure you are participating in programs related to the following areas: communication, socialization, self-help, self-determination, functional academics, and vocational training.
- Review curricular guides used by teachers to structure and plan instruction. Note sections designed for English Learners, Gifted, and Students with Disabilities, if applicable.

2. Creating and Maintaining Effective Environments for Student Learning

- Continue to observe and ask questions of your MT in terms of how they maintain an effective learning environment.

3. Understanding and Organizing Subject Matter for Student Learning

- Do one of the following: 1) Review a distance learning package and make note of examples of quality instruction and how effective teaching promotes engagement, or 2) Observe a classroom lesson and make

note of examples of quality instruction and academic engagement.

4. Planning Instruction and Designing Learning Experiences for All Students

- *Plan, teach, assess, and reflect a reading lesson. Implement the lessons, and include the lesson plan and a reflection in your portfolio.

5. Assessing Student Learning

6. Developing as a Professional Educator

- *Reminder that your Dispositions Evaluation is due online at the end of this week by your University Supervisor and MT. Self-evaluate your dispositions using the fieldwork Dispositions Evaluation and save all evaluations to your portfolio.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 4:10/18-10/24

A. General:

- Share your Portfolio so far with your University Supervisor over email if you haven't already.

B. Professional, Legal, and Ethical Obligations:

- *Detail the steps necessary to set up and conduct an IEP/ITP meeting, including collaborating with all members of the team.
- *Contact a parent with a positive student report (with MT permission, if applicable).

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- *During one in-class or virtual lesson/activity, observe and record individual student engagement (e.g., active v. passive, appropriate v. inappropriate). Think about and record possible factors that could improve engagement (e.g., varying the instructional format, instructional pacing, meaningful curricula, motivational strategies, connection to teacher, etc.).

2. Creating and Maintaining Effective Environments for Student Learning

- *Take a photo or draw a map of the classroom and note the effects of the environmental stimuli on student behaviors, communication, and socialization. Think about ways the physical space could improve whole class functioning. If your class is using only distance learning, review a classroom environment from a teaching video on youtube or other source, and take a screenshot or draw a map. Include both the photo/map and your notes.

3. Understanding and Organizing Subject Matter for Student Learning

- *Using the lesson plan template provided on the SPED 489b page, write 2 complete formal lesson plans this week across in two different subject areas (if you are in a high school setting and teach only one subject, be sure the lesson plans cover at least two different topic areas). Plan to teach the lessons in person or virtually. Include these lesson plans in your Portfolio.

4. Planning Instruction and Designing Learning Experiences for All Students

- Review at least one distance learning activity and/or face-to-face instruction in any subject. Be sure to note modifications, accommodations and adaptations.

5. Assessing Student Learning

- 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).

6. Developing as a Professional Educator

- *Conduct an email interview with a school psychologist. Write at least 5 questions related to their role and experiences related to students with moderate/severe disabilities. Include the completed interview in your portfolio.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 5: 10/25-10/31

A. General:

- *Complete a Midterm Competencies Evaluation (located on the 488/489 site) on yourself.

B. Professional, Legal, and Ethical Obligations:

- Continue reviewing IEPs and attending meetings.

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- Write in your portfolio about the teaching you have engaged in so far this semester. Reflect specifically about what strategies, activities, accommodations, etc. seemed to help or hinder student engagement.
-

2. Creating and Maintaining Effective Environments for Student Learning

- Continue observing your MT and noticing the practices that create an engaging learning environment. Notice any connections between classroom practices and what you've learned in the program.

3. Understanding and Organizing Subject Matter for Student Learning

- Continue to participate in classroom routines and instruction. Ask your MT for more opportunities to teach small and large group lessons.

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Student Learning

- Administer a standardized test or subtest to an individual student with supervision and guidance from your MT, if possible.
- *Write an instructional plan for the next two weeks that addresses several IEP goals in the class. If possible, implement the instructional plan, and then evaluate the instruction at the end of two weeks in terms of IEP objectives.

6. Developing as a Professional Educator

- *Begin your Individual Development Plan (IDP), and continue working on it with your University Supervisor between now and the end of the semester. This should be a working document at this point, meaning you add a little to it each week, revise it as your skills and experiences evolve, and send it several times back and forth to your supervisor for input. NOTE: If you have an existing clear credential already in any area, you are exempt from the IDP.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 6: 11/1-11/7

A. General:

- Send a copy of your portfolio to your University Supervisor

B. Professional, Legal, and Ethical Obligations:

- Identify what is required of an Education Specialist for maintaining confidentiality of records, assessments, and all other information pertaining to students with disabilities. Interview a paraprofessional for their knowledge of these procedures.

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- Track how students are monitored during transitions, especially when being pulled from general education, and during recess, lunch, hallways, bathrooms, between classroom activities, job sites, etc. For virtual instruction, ask the MT how they track student participation and work completion.

2. Creating and Maintaining Effective Environments for Student Learning

- For virtual instruction, ask your MT how they help students organize their learning environments at home.

3. Understanding and Organizing Subject Matter for Student Learning

- *Write a lesson plan that includes elements of Universal Design for Learning. This lesson plan should be written with an inclusive general education setting in mind. If possible and applicable, implement the lesson during a mainstreaming period.

4. Planning Instruction and Designing Learning Experiences for All Students

- *Encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, storytelling, informal discussion, or formal presentations. For students who utilize communication devices, adapt the activity to incorporate engagement for students using AT. Write a formal lesson plan for the activity you choose, implement the lesson, and evaluate student learning. For virtual instruction, design a live lesson you can implement on a live lesson platform (ie, Zoom or similar).

5. Assessing Student Learning

- Conduct a progress monitoring assessment on at least one student related to a reading IEP goal. .
- Conduct a progress monitoring assessment on at least one IEP goals related to math.

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities

SPED 489b Moderate/Severe

Special Education Directed Teaching Experience: Week 7: 11/8-11/14

A. General:

- Review Portfolio contents with University Supervisor.

B. Professional, Legal, and Ethical Obligations:

- Continue from previous weeks.

C. Teaching Performance Expectations:**1.Engaging and Supporting Students in Learning**

- *Teach two lessons based on the Common Core Standards and related IEP goals in a one on one or small group setting. Discuss with your MT which goals to address. Be sure to have your MT review the lessons. Include your lesson plans, a reflection of the lessons, and MT feedback in your portfolio.

2. Creating and Maintaining Effective Environments for Student Learning

- *What obstacles are students facing to stay organized and engaged with virtual learning? If learning in in-person, what are common distractors among students in class? Attempt to gain information from a student's parent in regard to challenges and successes of virtual instruction. Make note of this in your portfolio.

3. Understanding and Organizing Subject Matter for Student Learning

- Continue individual and small group instruction (virtual or in-person) and tracking of progress.

4. Planning Instruction and Designing Learning Experiences for All Students**5. Assessing Student Learning**

- *Determine how instructional effectiveness is measured for students, especially in relation to the RTI model. Make note of this in your portfolio.

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 8: 11/15-11/21

This week, your course assignments which are tied to this semester of student teaching (SPED 522 and SPED 482b) have increased. Therefore, your weekly teaching activities have decreased for these final weeks in order to allow you to focus more fully on those learning experiences.

A. General:

B. Professional, Legal, and Ethical Obligations:

- *At some point, you should have attended and possibly participated at least one IEP meeting (with principal and parent permission). Document your role in the meeting (note-taker, goals presented, assessment data, etc.) and write a review of one of the meetings you have attended (maintain confidentiality by using pseudonyms). If you haven't attended an IEP yet, plan to do so. If you are unable to attend an IEP because you cannot gain permission, discuss this with your University Supervisor.

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Student Learning

- *Reflect on one student's progress on all IEP objectives so far – choose a student who has been struggling in at least one area. Plan for modifications if no progress or little progress is evident. Share this with your US and/or MT for advisement and suggestions.

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 9: 11/29-12/9

A. General:

B. Professional, Legal, and Ethical Obligations:

- *Interview your MT and one other teacher at your site on how they stay current in their profession and maintain their love of teaching. (Interviews may be conducted by email or phone, but zoom or face-to-face (if allowed) will provide you with a more optimal experience).

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- Identify a student who has acquired and demonstrated fluency and maintenance with an IEP goal. Teach how to generalize a skill or strategy they have learned and practiced over the past 9 weeks (either taught by your or by another teacher) and encourage them to use it outside of the learning environment. Do this over the next two weeks.

2. Creating and Maintaining Effective Environments for Student Learning

- *Reflect on the variety of supports you observed and/or used throughout your time in this classroom (choose three of the following areas for reflection: curricular, instructional, environmental, behavioral, social, cultural, functional, vocational and technological). Which do you think were more successful and which were less? And why? Consider getting your MT's perspective on this as well.

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Student Learning

- Use a new technology this week and assess student learning.
- *Reflect in your journal on the use of the types of technology you have used this semester. Which ones seemed to be the most engaging and effective for student learning? Which ones were problematic or less effective?

6. Developing as a Professional Educator

- Work toward completing your IDP for submission to your supervisor.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

Directed Teaching Activities
SPED 489b Moderate/Severe
Special Education Directed Teaching Experience: Week 10: 12/6-12/12

A. General:

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

B. Professional, Legal, and Ethical Obligations:

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- Continue teaching generalization of skills.

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Student Learning

- *Conduct an informal assessment or review of overall student learning over the past 10 weeks. Reflect on the implications for your own teaching. Record this in your journal.

6. Developing as a Professional Educator

- *Complete a “Critical Reflection” on your overall instructional and class-wide support skills and include in your portfolio.
- Finish your IDP and submit to your supervisor by the due date.

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?
- In what ways are you supporting student civic action?
- In what ways are you supporting teacher civic action?

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 |
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| 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 |
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| Date | Beginning Time | Ending Time | Master Teacher Initial |
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Student Teacher Signature: _____

Master Teacher Signature: _____

University Supervisor Signature: _____

Appendix E: 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

Appendix F: Individual Development Plan

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

Candidate Name:

Credential:

Date:

District: _____ Mentor Teacher : _____

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

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

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

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

Candidate Signature: _____

Date: _____

Supervisor Signature _____

Date: _____

| STUDENT TEACHER | UNIVERSITY SUPERVISOR | SEMESTER | DATE OF OBSERVATION |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| | | | |
| MASTER TEACHER | SCHOOL/DISTRICT | GRADE AND SUBJECT | LESSON TOPIC |
| | | | |
| PROGRAM 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 | |
| <ul style="list-style-type: none"> 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. Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. Monitor student progress toward learning goals. Incorporate the visual and performing arts, as appropriate to the content and context of learning. | <ul style="list-style-type: none"> Develop accommodations and modifications including instructional and assistive technology, and alternative and augmentative procedures. Help students develop positive communication skills and systems to replace negative behavior. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students. Ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior. | <ul style="list-style-type: none"> Include the use of assistive technology in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. Adapt, modify, accommodate and differentiate the instruction of students. | |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | TPE 5: Assessing Student Learning | TPE 6: Developing as a Professional Educator | |
| <ul style="list-style-type: none"> Use assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development. | <ul style="list-style-type: none"> Apply knowledge of the purposes, characteristics, and uses of different types of assessments. Use assessment data from multiple measures to plan and modify instruction. | <ul style="list-style-type: none"> Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. Reflect on own values and biases, and exhibits positive dispositions to students and colleagues. | |

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| <ul style="list-style-type: none"> • Use evidenced-based high leverage practices aligned with the state-adopted core curriculum. • Coordinate, collaborate, co-teach and communicate effectively. | | |
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| <p>OBSERVATION DATA</p> <p>Observation notes, constructive feedback, suggestions, and insights from University Supervisor</p> |
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| <p>POST OBSERVATION</p> |
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| <p>Feedback/Notes regarding lesson plan:</p> |
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| <p>Student Teacher’s reflection on the lesson (Suggested prompts: “What do you think went well?” “What might you do differently next time?”):</p> |
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| <p>Next steps and targets:</p> |
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| <p>Was this lesson recorded or observed live?</p> |
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| <p>Don’t forget:</p> <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 |
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