

DRAFT 2023-4-11

MILLS
C O L L E G E

**Northeastern
University**

EDUT 6209

ECSE: SEMINAR & FIELD EXPERIENCE

PRESCHOOL-KINDERGARTEN

DRAFT

Instructor: Jaci Urbani, Ph.D.

Associate Professor & Director
Early Childhood Special Education

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[Schedule an Appointment](#)

Time:

Classroom:

Credit Hours: 3

Google Drive Link

Canvas Link



COURSE DESCRIPTION

This course is for graduate students who are participating in a supervised student teaching practicum with children from preschool through kindergarten with disabilities. It prepares reflective and innovative professionals who ensure the development and education of diverse populations within a dynamic context, including English language learners, children with disabilities, and children who need psychosocial support for maximum development.

CA TEACHING PERFORMANCE EXPECTATIONS

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program and can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7). These are:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE 7: Effective Literacy Instruction

This course addresses the following TPEs:

➤ **Introduced:**

➤ **Practiced:** [3.7](#)

➤ **Assessed:** 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10; 1.11; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.8; 3.9; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8; 4.9; 4.10; 4.11; 4.12; 4.13; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 6.1; 6.2; 6.3; 6.4; 6.5; 6.6; 6.7; 6.8; 6.9; 6.10; 6.11; 6.12; 6.13; 6.14; 6.15; 6.16; 6.17; 6.18; 7.1; 7.2; 7.3; 7.4; 7.5; 7.6; 7.7; 7.8; 7.9; 7.10; 7.11; 7.12; 7.13; 7.14

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MISSION GOALS

This course introduces and allows students to practice the following Mission Goals as set forth by the School of Education. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



Goal #1: Students will learn to think critically:

- a. Students will recognize different points of view and value assumptions, and will assess their effects on the interpretation and nature of the information collected.
- b. Students will extract complex data from various sources, present data in summary form, and make appropriate connections and inferences consistent with the data while relating it to a larger context.



Goal #2: Students will develop as leaders and innovators in their chosen endeavors:

- a. Students will demonstrate confidence in their knowledge and engage in professional dialogues.
- b. Students will recognize the importance of advocacy work and engage in public policies.



Goal #3: Students will learn to push the traditional boundaries of their disciplines:

- a. Students will embrace new ideas and changes.
 - b. Students will examine multiple perspectives on a range of issues.
 - c. Students will combine acquired knowledge with personal and cultural perspectives to illuminate and deepen their analysis of the data gathered.
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POLICIES



DIVERSITY

Mills College is committed to providing an environment where all students have the opportunity to participate equally in the academic experience.

All class members are asked to consider the lived experiences of others in discussions and activities. Student success in this course is a **collective responsibility**.

This requires active support of each other's learning efforts and full engagement in making this a positive environment and experience.

Please demonstrate respect, honesty, inclusiveness, and compassion through your words and actions, both during class time and in online activities. Disagreements are expected to occur, and are also expected to be addressed professionally and politely, to further all of our learning.

The content, pedagogy, assessment, and design of this course enable active consideration of **diversity issues** in conceptual, theoretical, and applied contexts. Central to the course is an inclusive curriculum, which addresses issues of diversity—and dis/ability in particular—as a primary construct for analysis and learning. Students are expected to learn and demonstrate cross-cultural skills and competencies throughout the course through discussions, online posts, and assignments.

Mills College is an environment where students are offered the safety and support to explore their gender and sexuality. Students are asked to identify their **personal gender pronouns** in class and to the instructor. Students are asked to be responsive and respectful with regard to others' personal pronoun and name preferences.

Reasonable accommodation is the legal right of people with disabilities, and as a professor of special education, I am fully committed to supporting students who need accommodations. Every effort will be provided to make this class universally accessible, regardless of disability or other individual categorization. In addition to informing the instructor of your needs, students should contact the Division of Student Life/Services for Students with Disabilities (SSD) in the Cowell building in order for access to be arranged adequately and promptly (X2130 or ssd@mills.edu).

***For students who are parents, for the unexpected times when regular childcare falls through, please bring your children and we will attempt to make it work. While this is not a permanent fix, it will allow you to participate in class. If possible, bring toys/books. For breastfeeding mothers, bring your infant to class as necessary.*

ENGAGEMENT

Class **preparation** is essential for student success. Students are expected to come prepared for every class by having read all assigned materials, responded via Canvas, and completed assignments due.



Active class **participation** is expected through discussion, small group work, and other activities, both online and in person.

Class **attendance** is crucial to your successful completion of the course. More than 2 absences will result in a lower grade; any additional absences may necessitate a withdrawal from the course. If you must be absent, please inform me as soon as possible; you are accountable for any absence from class. The instructor reserves the right to determine what constitutes an excused absence.

Late **arrivals** are disruptive to the class, particularly because we will be working collaboratively in small groups. Please join in a timely manner.

All discussions about observations, assessments, and instruction with specific children are **confidential** and for educational purpose only. Information shall not be shared with anyone outside of the classroom.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

Below is an overview of the broad range of support services available to students at Mills College at Northeastern University to ensure your successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)

- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

Safety & Transportation: Campus security provides escorts to car or residence halls after dark.

P: 510.430.5555

CPM, Room 113

If you feel anxious about your work, *talk to me immediately.*

Do not struggle alone in this class (or others).

You will do much better—mentally & academically—if you let yourself talk about what’s hard and let people help you identify strategies for success.

COURSE MATERIALS



Canvas Access: This course will require students to access and respond to materials on Canvas. Please tour the site to familiarize yourself with the organization of materials.

Materials posted to *Canvas* are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Texts:

French, N. (2003). *Managing paraeducators in your school: How to hire, train, and supervise non-certified staff.* Corwin Press, Inc.

Murawski, W. W. & Scott, K. L. (Eds). (2019). *What really works with universal design for learning.* Corwin.

- Ch. 11 UDL & Implementation

Shelton, C. & Pollingue, A. (2009). *The exceptional teacher's handbook: The first-year special education teacher's guide to success.* Corwin Press, Inc.



Required Resources:

- CA Preschool Foundations (all volumes)

- [Vol. 1](#)
- [Vol. 2](#)
- [Vol. 3](#)
- [ELA/ELD Framework](#)
- [Meeting the Needs of ELs with Disabilities Resource Book](#)
- [CA Dyslexia Guidelines](#) (2017).
- [CA Practitioner's Guide for Educating English Learners with Disabilities](#) (2019). Read Ch. 1. Identification of English Learners, Ch. 2 Supports for EL within MTSS, and Ch. 7 Teaching and Learning to Meet Student Needs
- [English Language Arts/English Language Development for CA Public Schools: Kindergarten-Grade Twelve](#) (2014). Read Ch. 1 (Overview of Standards), Ch. 2 (Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment), and Ch. 3 (Content and Pedagogy: Transitional kindergarten Through Grade One) and Ch. 9 Access and Equity from the
- [Kindergarten Common Core State Standards: ELA](#) for designing instruction.

Additional Materials on Canvas:

CA Handbook on IFSP/IEP in ECSE

Education Specialist Program Standards

Education Specialist TPA Cycle 2 Program

Canvas Access: This course will require students to access and respond to materials on Canvas and the class Google Drive site. Please tour the site to familiarize yourself with the organization of materials and activities.

ASSIGNMENTS & GRADING

1. Contributions to In-Class Learning:

- a. **Checking-in-Forms & Discussion Posts, Attendance & Participation (weekly):**
Complete the Checking-in-Form on Google Drive by *the night before each class*. Respond to the readings and make connections between them and your own placement experiences. Attendance and participation are critical to your success and development as a new teacher. More than one unexcused absence is not acceptable.
- b. **Professional Learning Communities (PLCs; ongoing as situations arise):** Professional Learning Communities are often used in the field to help a practitioner gain greater insight into a situation with a child/family/colleague. PLCs provide an opportunity to reflect on the strategies and ethics of your practice as well as your interpersonal interactions, thereby furthering your skills as a professional. You will share at least one PLC with your colleagues in class, detailing a situation that has challenged your work. The class will participate in a discussion that will advance your understanding and offer multiple strategies for resolution. We will practice the conversational next steps in class before you implement them in your field placement. You will report back on the situation

in your Reading Response and/or in class.

2. Field Placement Activities (*place materials in Digital ECSE Portfolio, Section: Preschool-Kindergarten Student Teaching*):

a. Collaboration as a Triad

- Attend an initial 3-way meeting between you, the Cooperating Teacher, and Mills Supervisor
- Plan with your Cooperating Teacher on a weekly basis.
- Meet your Mills Supervisor following each observation.
- Share your reflections & digital portfolio with supervisor for feedback.
- Participate in a mid-semester 3-way meeting to assess your progress and determine new areas for focus.
- Conduct the final 3-way meeting between you, Cooperating Teacher, and Mills Supervisor near the end of your placement. Complete an evaluation on your performance and discuss it with your support team; use it to develop your induction plan for your first year of teaching.

b. Journal Reflections (weekly): Students are to keep a journal of their instruction and interactions in the field. The journal is a reflective tool to help you gain insights into your student teaching experience, and are to be shared with your supervisor and seminar instructor. Detail the professional feedback you have received and how you integrated it into your practice. Keep these reflections/journal as a shared document on Google Drive.

c. Lesson Plans: Include at least 10 lesson plans, incorporating appropriate CA curricula, developmentally appropriate practices, and multiple facets of effective literacy instruction, with a reflection of how and why the plan was successful and with recommendations on necessary changes. Include supervisor feedback.

CASE STUDY: Identify a child/family to help you deepen your understanding and further your skills with multiple areas of early childhood education (you may choose multiple children/families for these different areas as necessary)

d. Assessment: Learn the different forms of assessment that occur at your placement. Participate in administering informal and formal assessments of the children at the internship placement. Write a statement describing the experience and include a copy of the assessment protocol (name withheld) in your portfolio. Based on your involvement in the assessment, what are recommendations for instruction and accommodations? (Examples of assessment include DRDP, developmental assessment prior to an IEP/IFSP, ongoing data collection, progress report on an IEP/IFSP, or other forms of intervention plans.)

e. IEP: Participate in an IEP and/or transition meeting. Include copies of the documents *with identifying information removed*. Provide a reflection on the meeting, including participation from family and appropriateness of goals for moving forward.

- f. **Behavior Plan:** what is your site's behavior support system? How does the site support families with behavior modification? How does the family modify the child's behavior? What are recommendations you can offer to the site and home, and why do you feel these will be beneficial? In addition, find out if there is a child with a behavior plan. Obtain a copy of the child's behavioral plan. If appropriate, take part in the behavioral intervention for this child. Reflect and write about your experience carrying out the behavioral plan for this child.
 - g. **Accommodations, Modifications, & Assistive Technology:** What are necessary supports for the child/family to succeed? How did you creatively address their needs? What were obstacles?
 - h. **English Learner with Disabilities:** What were the necessary supports when providing instruction in English language development (ELD) for young children with disabilities? How did you use and/or adapt appropriate CA curriculum? What tiered instruction did you implement? How did you rely upon the child/family's cultural and linguistic assets to further their multilingual learning?
3. **Professional Development** (*place materials in Digital ECSE Portfolio, Section: Professional Development*): Students will continue to expand their digital portfolio with the following new elements related to student teaching in Early Intervention:
- a. **Professional Goals:** Develop at least three goals to guide your professional development. Make two short term goals that pertain specifically to your learning at the current placement. Make a long-term goal that allows you to project how you see yourself as a professional a year or two from now. Construct these in communication with your cooperating teacher, supervisor, and/or seminar instructor.
 - b. **Resume:** Develop a professional resume to highlight your experiences, particularly in EI.
 - c. **Cover Letter:** Compose a cover letter introducing your talents and skills as an EI educator
 - d. **Induction Plan, Preschool-Kindergarten**
 - Consider evidence gathered during your teacher preparation program to explicitly describe 1-2 strengths and 1-2 next steps or needs in relation to the Teacher Performance Expectations (TPEs; these will be referred to as the California Standards for the Teaching Profession [CSTPs] when you are a teacher.) Based on this evaluation, create specific goals for professional growth that are related to the content of each section.
4. **Teaching Performance Assessment (TPA):**
 You will participate in a 2-cycle/2-semester process of the Teaching Performance Assessment (TPA). The TPA requires candidates to demonstrate their teaching skill through a variety of means: written narratives, lesson plans, student work, assessments, and a videorecording of your work as a teacher. These products will also be used to determine your grade as part of

the seminar. (A rubric based on the TPA expectations will be created once the assessment has been shared).



The state will separately assess your TPA submission, which requires a passing grade to earn your teaching credential. The professor of the student teaching seminars will guide you through the multiple steps and will provide appropriate guidance as detailed by the CTC. The program guide for the TPA will provide specific information about registering for, completing, and submitting the TPA. The program guide is required reading for this course.

Grades	Assignment	Points
97-100 A	Contributions to In-Class Learning	20
93-96 A-		
88-92 B+	Field Placement Activities (ECSE Digital Portfolio)	35
83-87 B		
79-82 B-	Professional Development (ECSE Digital Portfolio)	20
76-78 C+		
73-75 C	Teaching Performance Assessment	25
70-72 C-		
	Total	100

COURSE SCHEDULE

This is a *tentative* schedule. It is possible the schedule will change, due to life or course events; if so, a new schedule will be shared in class and on Canvas. You are responsible for managing new due dates and information. Please have your readings and notes in each class for discussion.


Readings and assignments are due on the date within the same row.

<i>Week # Date</i>	<i>Readings</i>	<i>Topics & Activities</i>	<i>Assignments Due</i>
<i>Meet via Zoom</i>	<i>Have completed these readings</i> 	<i>Because we're gonna do this:</i> 	<i>Turn this in by the start of class.</i>
#1	Ø	-Introductions -Syllabus & Course Overview -Checking-in-Form & Discussion Posts -Student Teaching Handbook -Tour Canvas Site	Ø
#2	-Syllabus -Student Teaching Handbook, review -CA Program Standards and TPEs pp. i-11 -TPE Program Guide Cycle 2: Intro	Syllabus Review Review of TPEs & TPA, Cycle 2 Expectations	Checking-In-Form & Discussion Post
#3	TPE 1: Engaging & Supporting All Students TPE 2: Creating & Maintaining Effective Environments Preschool Learning Foundations -Vol. 1 Language & Literacy	Preschool Learning Foundations: Language & Literacy Classroom Environment	Checking-In-Form & Discussion Post Professional Goals-Preschool-Kindergarten

#3 cont.d	pp. 47-102 CA ELA/ELD: -Ch. 9, review CA ELL w/Disabilities: -Ch. 7 Teaching & Learning		
#4	TPE 3: Understanding and Organizing Subject Matter TPE 4: Planning Instruction and Designing Learning Experiences Preschool Learning Foundations -Vol. 1 ELD, pp. 103- 142 Kindergarten CCSS CA ELA/ELD: -Ch. 3, TK-Grade 1	Preschool Learning Foundations: English Lang Development Lesson Planning for Preschool-Kindergarten: Language & Literacy Curriculum Comparisons	Checking-In-Form & Discussion Post
#5	TPE 3: Understanding and Organizing Subject Matter TPE 4: Planning Instruction and Designing Learning Experiences CA Dyslexia Guidelines: -Ch. 1-6 Preschool Learning Foundations -Vol. 1 Soc/Emot	Strategies to Support Dyslexic Learners Soc/Emotional Curriculum	Checking-In-Form & Discussion Post
Week # Date	Readings	Topics & Activities	Assignments Due
#6	TPE 6: Developing as a Professional Educator	PLCs & Communities of Practice	Checking-In-Form & Discussion Post

	Building Blocks -Ch. 3 Keys to Collaboration -Daniel: “Communities of Practice” French -Ch. 2 Problems w/Paras -Ch. 8 Para Training -Ch. 9 Monitor & Eval Paras CA Dyslexia Guidelines: -Ch. 8 Pre-/In-Service Prep	Paraprofessionals: Management vs. Collaboration <i>TPA Workshop 1: Planning</i>	
#7	TPE 3: Understanding and Organizing Subject Matter TPE 4: Planning Instruction and Designing Learning Experiences Preschool Learning Foundations -Vol. 1 Math -Vol. 2 Arts -Vol. 3 Science	Encouraging Young Scientists & Artists	Checking-In-Form & Discussion Post
#8	TPE 5: Assessing Young <i>-Stockall, Developing a progress monitoring portfolio</i> CA ELA/ELD: -Ch. 8 Assessment CA ELL w/Disabilities: -Ch. 4 Assessment DEC statement on MTSS	Assessing Young Children’s Learning and Development <i>TPA Workshop 2: Teach & Assess</i>	Checking-In-Form & Discussion Post
Week # Date	Readings	Topics & Activities	Assignments Due
#9	TPE 5: Assessing Young Children’s Learning and Development CA ELL w/Disabilities:	Assessment for Young English Learners	Checking-In-Form & Discussion Post

	<ul style="list-style-type: none"> -Ch. 2 Supports w/in MTSS -Ch. 3 SPED Referral -ELLs <p>CA Dyslexia Guidelines:</p> <ul style="list-style-type: none"> -Ch. 9 Screen & Assess -Ch. 10 SPED & 504 Plans <p>-Preschool Inclusion: Ch 5</p>		
#10	<p>Assistive Technology for ECSE https://connectmodules.dec-sped.org/connect-modules/learners/module-5/</p> <p>CA Dyslexia Guidelines:</p> <ul style="list-style-type: none"> -Ch. 12 Assistive Tech <p>Preschool Learning Foundations</p> <ul style="list-style-type: none"> -Vol. 2 Physical/Health -Vol. 3 History/SS 	<p>Assistive Technology</p> <p>Integrated Curriculum</p> <p><i>TPA Workshop 3: Reflect</i></p>	<p>Checking-In-Form & Discussion Post</p> <p>Assessment</p>
#11	<p>IEP</p> <p>CA Handbook: IEP pp. 20-29</p> <p>CA ELL w/Disabilities:</p> <ul style="list-style-type: none"> -Ch. 5 IEPs for ELLs <p>CONNECT Module 2: Transition https://www.connectmodules.dec-sped.org/connect-modules/learners/module-2/</p>	<p>IEP Meetings</p> <p>Transition Planning for ECSE</p> <p><i>TPA Workshop 4: Apply</i></p>	<p>Checking-In-Form & Discussion Post</p> <p>Assessment</p>
Week # Date	Readings	Topics & Activities	Assignments Due
#12	<p>TPE 6: Developing as a Professional Educator</p> <p>Shelton & Pollingue:</p> <ul style="list-style-type: none"> -Ch. 10. Prof Learning, review -Resource A: Emergencies in 	<p>Updates:</p> <ul style="list-style-type: none"> -Resume -Cover Letter for Pre-Kind 	<p>Checking-In-Form & Discussion Post</p> <p>IEP</p>

	Schools Crisis Management-article IEPs/ERs		
#13	TPA Program Guide	<i>TPA Workshop 5: Submission</i>	Checking-In-Form & Discussion Post
#14	TPE 6: Developing as a Professional Educator	Workshop: Digital Portfolio—Preschool Section	Checking-In-Form & Discussion Post Induction Plan
#15	TPE 6: Developing as a Professional Educator	Workshop: Digital ECSE Portfolio—update and final reflection across portfolio	Digital ECSE Portfolio
		Graduation	