California State University, East Bay

College of Education and Allied Services

Department of Educational Psychology

SPED 616 Fieldwork ll Mild Moderate Support Needs

3 units

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Telephone:

Office Hours: Mondays 4-5 and by appointment

The google meet link will only be open during class sessions, office hours or scheduled appointments

Location: **meet.google.com/knv-nqnu-orc (Links to an external site.)** **Links to an external site.**

Dial-in: (US) +1 620-869-1120

PIN: 231 528 200#

Class Schedule: online: synchronous and asynchronous sessions

Candidates who are. Interns must enroll in SPED 616 in addition to SPED 695.

All course participants must turn on course notifications in order to receive communication from the course instructor and classmates.

Course Description

Provides candidates with opportunities to merge theory with practice through completion of course-based experiences, opportunities for observation and participation in general and special education environments and service delivery. Candidates document their progress towards meeting the 270 hour Fieldwork ll requirement.

Additional Course Information

Supervision of field work takes place in person. Candidates meet at least 4 time face-face at the school site with the course instructor or supervisor for observation, supervision and consultation purposes.

Fieldwork takes place in districts where the program has an MOU for internships/student teachers and supports teachers or record. Candidates complete the course as a student teacher or a teacher of record teaching on a permit or an intern credential. Candidates who are interns teaching on a CTC intern credential must also enroll in SPED 695 section 02 or 03.

Prerequisites: Instructor consent; successful completion of prior coursework, SPED 615.

Communicating with the instructor. Candidates are expected to communicate with the instructor via e-mail or google

College of Education and Allied Studies Mission

To prepare collaborative leaders committed to professional excellence, social justice and democracy, who will influence a diverse and interconnected world. We strive to exemplify the ideals of social justice and democracy, distinguished by excellence in teaching, scholarship, vibrant programs, and graduates who are powerful actors in their communities.

Department of Educational Psychology Mission

To empower socially just-minded practitioners as collaboratives school counselors, school psychologists, marriage and family therapists, and special educators advocating for equity in local and global communities, participating in intentional interdisciplinary collaboration and engaging in transformative work with fellow communities of practitioners.

CEAS Unit Learning Outcomes

• Equitable Learning

Our candidates will demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

•Equitable Environment

Our candidates will demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

• Working Collaboratively

Our candidates will work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

• Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and **professional** knowledge and skills, and professional dispositions

necessary to help all students learn. Assessments indicate that candidates meet the Teaching Performance Expectations, professional, state, and institutional standards.

• Institutional Learning Outcomes/Program Learning Outcomes

Sustainability ILO

PLO 1 Apply knowledge, skills and dispositions aligned with professional and licensure standards to implement universal design, evidence and research based programs to achieve equitable learning outcomes and environments for students across their lifespan.

Introduced, Developed

Diversity ILO and Social Justice ILO

PLO 2 Demonstrate understanding of the impact of ethnic, cultural, socioeconomic, linguistic diversity, ability status, gender, gender identification, sexual orientation, language, religion and geographic origin on the opportunities provided to and the learning of students.

Introduced, Developed

Collaboration & Teamwork ILO

PLO 3 Work collaboratively with students, parents, teachers, stakeholders and professional colleagues to achieve positive, equitable, inclusive learning environments and outcomes.

Introduced, Developed

Specialized Education ILO & Social Justice ILO

PLO 4 Develop and implement learning systems and environments based on assessment data that reflect and incorporate evidence and research based practices (ie. MTSS, UDL, Restorative Justice, PBIS, differentiated learning) to achieve anti-racist, equitable and inclusive outcomes for students.

Introduced, Developed

Written & Oral Communication ILO

PLO 5 Demonstrate critical thinking in reading, oral and written communications as evidenced by analysis and synthesis of research, professional materials and application to ethical, responsible, professional and inclusive practices.

Introduced, Developed

Critical Thinking ILO

PLO 6 Develop reflective and critical thinking skills and the ability to view and implement content and practices that reflect a variety of positions and perspectives.

Introduced, Developed

Course Objectives: given the narure of

Required Applications: 1) Candidate subscription to Time2Track Links to an external site.. A fee is associated with this subscription and is the responsibility of the candidate. All candidates must log their SPED 612 activities through Time2Track to receive credit for the course. Candidates are expected to log activities every two weeks. Approval of field based activities will take place near the time of the observation. 2)

Candidate use Go React Links to an external site. to upload, review and archive lessons. Candidates will need to enroll in their supervisor's section of SPED 612 in the application. Candidates upload two teaching videos using GoReact. Videos will be reviewed and commented upon by the candidate and the fieldwork supervisor. Two of six observations must be reviewed online.

Resources:

Candidates may utilize these resources thought the Fieldwork/Student Teaching Experiences

Wunderlich Links to an external site., K.C., House Links to an external site.,

S.N., McCarney Links to an external site., S.B. (2014) Pre-Referral Intervention Manual 4th edition. Columbia, Missouri: Hawthorne Educational Services, Inc.

Jackson, Selina (2013) *Emotional Competence*. Orting WA: Missing Piece Press

Lemov, D. (2014). *Teach Like a Champion* 2.0. San Francisco, CA Jossey Bass Publishers.

Rohrer, M. & Samson, N. (2014) *10 Critical Components for Success in the Special Education Classroom*. Thousand Oaks, CA Corwin.

Vaughn, S. & Bos, C. (2015) Teaching Students with Learning and Behaviors Problems. London, England, Pearson

Martin, C. & Heath, C. (2015) *The Survival Guide for New Special Education Teachers*. Council for Exceptional Children.

Additional Course Information

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  - Fieldwork II takes place in districts where the program has an MOU for internships/student teachers.

- Fieldwork II provides opportunities for candidates to have structured and course-based experiences in general and special education environments and models of service delivery.
- Candidates employed as teachers of record will need to make arrangements to visit programs and other models of service delivery
- Candidates complete the fieldwork ll experience as a teacher of record or a student teacher. Student teachers are placed with cooperating teachers who have met the requirements for their role. Candidates build on their prior experiences and demonstrate increased competency in carrying out the responsibilities of an education specialist. Candidates complete the remaining hours in general education needed to meet the required 50 hours prior to student teaching.
- Candidates will complete the form at

  https://docs.google.com/forms/d/1vEbRdXiXZybODu7eOnfuiYwSIckKnCzjQ0Z-UDgTI7U/edit Links to an external site.

Given the nature of the Fieldwork ll experience across general education and special education environments the Universal TPE's are noted. Specific Authorization TPEs are included in the authorization specific fieldwork and student teaching courses. Education Specific Candidates engage in participation and observation experiences that will provide opportunities for them to practice and demonstrate competence with respect to the Universal and Authorization TPEs.

Table 1. Universal and Authorization Specific TPEs

	TPE 1 Engaging & Supporting All Students in Learning	TPE 2 Creating & Maintaining Effective Environments for Student Learning	TPE 3 Understanding & Organizing Subject Matter for Student Learning	TPE 4 Planning Instruction & Designing Learning Experiences for All Students	TPE 5 Assessing Student Learning	TPE 6 Developing as a Professional Educator
Universal TPES	**1.3, 1.5, 1.8**	**2.1, 2.2, 2.3, 2.5, 2.6**	**3.3, 3.4, 3.5, 3.6**	**4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8**	**5.1, 5.2, 5.3, 5.4, 5.5, 5.8**	**6.1, 6.2**

ESN TPEs	1.1, 1.2, 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, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13	3.1, 3.2, 3.3, 3.4, 3.5	4.1, 4.3, 4.4, 4.5, 4.7, 4.8	5.1, 5.2, 5.3, 5.4, 5.7	6.1,

Course Requirements

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  - E-mail: Candidates should check their horizon e-mail on a daily basis and be prepared to respond to instructor and supervisor e-mails within 48 hours

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  - Internet: Candidates and faculty are required to have access to the Internet including the capability to access materials via a mediated learning environment such as Canvas, Google, and Zoom. This may require high speed Internet capability. Candidates must be able to send and receive e-mail with attachments, download and open attachments. Candidates should have the internet bandwidth to participate in video conferencing with their camera and microphone on.

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  - Software: All written materials must be completed in Microsoft Word or submitted as a Word document. Unless specifically requested for a submission PDF and Google documents will be returned to the candidate for reformatting and resubmission.

Course Assignments

The course assignments are completed as the candidate is engaged in the Fieldwork experience in general and special education environments and service delivery. Candidates observe and participate at the elementary or secondary levels and in range of models of delivery of services across general education and special education environments. Over the course of the program candidates will have experiences working with diverse students across the k-12 to 22 programs. Candidates complete 270 hours of observation and participation in general and special education environments.

Schedule

Candidates arrange their schedule for observations and participation. Candidates who are student teachers may need to make arrangements with their cooperating teachers to complete the 50 hour general education observation and participation requirement.

Synchronous sessions will take place September 1, October 6 and December 1. A session may be scheduled during early November. I

Use the google meet link on the syllabus for the course synchronous meetings.

Preparation for Supervisor Observations

-
  - Complete lesson plans for 6 observations to be carried out by your university supervisor.
  - Complete your lessons using the lesson template shared by your university supervisor.
  - Submit your lessons to your university supervisor for review 48 hours prior to the scheduled observation
  - Two of the lessons will be the lessons for the Video Review of Participatory Teaching. assignment
  - Cancellation of observation may result in a No Credit for the observation.

Schedule of Observations

-
  - Observation 1 Weeks 1-3 Consultation (initial meeting between supervisor and candidate)
  - Observation 2 Weeks 4-5 In Person Observation
  - Observation 3 Weeks 6-8 Go React Upload and Annotations
  - Observation 4. Weeks 9-10 In Person Observation
  - Observation 5 Weeks 11-12 Go React Upload and Annotation
  - Observation 6. Weeks 13-14 In Person Observation
  - Final Evaluation Weeks 15-16 Final Evaluation
  - If appropriate, one of the observations can be of the candidate leading an IEP meeting

Video Review of Participatory Teaching

-
  - Enroll in your supervisor's section for the SPED 616 course/section
  - Record and upload 2 lessons to Go React Links to an external site.

1.
   - Use the template provided by your supervisor to create a standards based lesson to teach to your assigned students
   - Send the lesson plan to your supervisor **no less than 48 hours** in advance of the instructional time

- Video and then upload your lessons.A total of 2 uploaded lessons is required
- Upload your video, lesson plan and reflection to Go React.
- Review the video and use the annotation tool to annotate the lesson. There should be at least 5 annotations. The annotations should be completed within 5 days of the date of the lesson. Let your supervisor know when you have completed the annotations.
- The supervisor will review the lesson and candidate annotations. The supervisor will then annotate the lesson.
- Complete a post conference with the supervisor
- Note: the expectation is that the candidate will demonstrate growth in skills from one videoed lesson to another

Fieldwork Binder

1.
- Complete the Fieldwork Binder for Year 2 candidates. Begin the binder at the beginning of the semester. Include as much information

  as possible. Review the instructions Links to an external site. for binder downloading and completion.
- Insert the plans for 15 lessons that you have taught across contexts
- Include additional information for each of your sections
- Share the binder with your fieldwork supervisor at each observation. Binder completion is required to receive credit for the course.
- There will be no extensions or incomplete grades for this course due to incomplete binders

Hours of Observation and Participation

1.
- Candidates complete a total of 270 hours of observation and participation over the course of the semester.

- Using Time2Track Links to an external site. continue to log observation and participation hours in general and special education environments. Candidates complete the remaining hours of observation and participation in general education environments to reach the required 50.

Reflections

1.

- Complete end of the month reflections of your work over the course of the semester. Reflections should be based on experiences over the month.
- Reflections should represent critical thinking and analysis.
- Reflections should be shared with the university supervisor.

Assignments for Concurrent Courses

Complete all assignments for courses taken concurrently. Some assignments may require that you identify an additional context in which to complete the course assignment. The hours noted indicate the approximate number in general and special education environments that the candidate will need to complete the assignment. Not all course assignments are completed within the fieldwork experience.

Coursework/Clinical Practice

SPED 609 Assessment Curriculum & Instruction: Extensive Support Needs Hours and Assignments Links to an external site.

Fieldwork Mid-Term Evaluation **Links to an external site.**

If requested, complete the end of fieldwork self evaluation at the midpoint for yourself. Share your evaluation with your cooperating teacher and supervisor. They will have each completed the same form. Based on the content of the evaluation, make plans with your cooperating teacher and supervisor to address areas of need. If needed an intervention plan will be developed.

End of Semester Fieldwork Self Evaluation Links to an external site.

Complete the fieldwork evaluation for yourself. This evaluation will be shared with your supervisor at the end of the semester. The final fieldwork evaluation is based on the teaching performance expectations and may be found on the course Blackboard.

Evaluation of University Supervisor Links to an external site.

Complete the evaluation of your University Supervisor. Notify the Program Coordinator once the evaluation has been completed.

Evaluation of Cooperating Teacher Links to an external site.

Complete the evaluation of your Cooperating Teacher. Notify the Program Coordinator once the evaluation has been completed.

Candidate Evaluation

Data for the candidate evaluation is collected over the course of the semester. Each

observation is documented by a supervisor completed observation form Links to an external site.. An end of the semester evaluation documenting progress towards meeting specific Universal and Authorization Specific Teaching Performance Expectations, Mild

Moderate Support Needs Links to an external site. is completed each semester by the University Supervisor and when appropriate the cooperating teacher. Candidates have the opportunity to share their perception of their performance through completion

of a self evaluation Links to an external site..

Grades

In accordance with university policy, this course is graded **Credit/No Credit** rather than a letter grade. In order to receive a **Credit** for the class candidates must:

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  - Have a record of participation in the fieldwork experience as evidence by content logged into Time2Track
  - Documentation of a minimum of 270 hours of observation and/or participation in general education and special education environments;
  - Completion of a the Fieldwork Binder including monthly reflections
  - Completion of 6 observations/consultations, uploaded and reviewed lessons

Course instructors are responsible for the evaluation of the course assignments completed in the Fieldwork Experience II.

Note

Incomplete grades are reserved for lack of completion of a course due to extenuating circumstances and are at the discretion of the course instructor.
See https://catalog.csueastbay.edu/content.php?catoid=19&navoid=12535#academic-sy

mb Links to an external site.

Attendance

Candidates employed as teachers of record student teachers will need to make arrangements with current employers or cooperating teachers to complete the observation and participation requirement. Candidates are expected to attend three seminars to be scheduled over the course of the semester. Attendance during the seminar sessions in addition to fieldwork is required. Candidates are expected to have their camera on for the duration of the synchronous session.

Make up or extra credit work is not an options and will bot be assigned.

The information below is presented for candidates who are completing SPED 612 as a student teacher

Before Beginning the Fieldwork Experience

Once candidates have learned of the fieldwork placement, they should complete any pre-placement requirements including a second fingerprint clearance. Submit any information such as Certificate of Clearance, verification of negative TB test, Basic Skills Requirement and/or Subject Matter Competency results and letter of good standing to the district's Human Resources Department. Candidates should familiarize themselves with the expectations for the specific placement including those outlined in the syllabus and assignment guidelines.

Below appears a guide for the SPED 612 fieldwork experience. The items identified in the chart are suggested time and activity sequences. The order of some of the activities may be altered to meet the needs of the site and/or the candidate. The weeklong 'solo' teaching experience should take place after week 10 of the placement. The final two weeks of the placement and school semester may not be appropriate.

During the Fieldwork Experience

Day 1	• Introduce yourself to faculty, school staff, and students. Make sure these people understand your role as a teacher of record or student teacher. • Become familiar with the school layout and resources. • Determine the hours of your participation with your cooperating teacher. • Learn procedures for notifying school staff if you will be absent. • Share your contact information and supervisor information with your cooperating teacher.
Weeks 1 - 2	• Provide your Cooperating Teacher if you are a student teacher with the final evaluation form. • Obtain the weekly schedule for the model of service delivery. • Observe and become familiar with the service delivery routines, students, and instructional materials. • Learn procedures for bringing student to the classroom or taking students to other services or activities. • Review IEPs and become familiar with students' goals and needs.

	• Become familiar with service delivery behavior support systems. • Observe in order to become familiar with cooperating teacher's instructional planning and delivery methods. • Keep notes throughout the day and conference with teacher regarding observed lessons. • Assist with activities in all instructional groupings • Develop a schedule with Cooperating Teaching for gradually assuming service delivery responsibilities over the course of the placement including but not limited to instruction, assessment, monitoring students learning and behavior. • Schedule the first observation with University Supervisor and Cooperating Teacher. • Introduce yourself to paraprofessionals and other service providers. Work with your cooperating teacher to identify your role in relation to volunteers, paraprofessionals and other service providers. • Plan, develop and teach lessons, including modifications as needed, and reflect on them with the Cooperating Teacher on a daily basis. • Schedule subsequent observations with University Supervisor and Cooperating Teacher. • Gradually increase responsibility for several activities/subject areas per day, including individual, whole group and/or small group lessons. • Take initiative to assist the Cooperating Teacher with teaching, assessment and classroom routines.
Weeks 3 - 9	• Begin to work with and direct the activities of paraprofessionals (if appropriate). Begin to plan paraprofessional development activity. • Establish relationships/communication with family members (if appropriate). • Participate in data collection/monitoring of students' progress in curricular areas and toward IEP goals. Assist in development of the IEP. Participate in SST, IEP, 504 and other meetings as appropriate • Assume responsibilities for more activities/modifications as appropriate • Make arrangements for the midterm conference with cooperating teacher and university supervisor. Complete Fieldwork Evaluation Form for review at midterm conference.

	• Continue to assume more responsibility for management, instruction, monitoring and assessment routines. • Complete a week long solo teaching experience assuming responsibility for all aspects of the program • Assume primary responsibility for several activities/subject areas and routines per day.
Weeks 10 – 16	• Plan, develop and teach lessons, including accommodations/modifications as needed, and reflect on them with the cooperating teacher. • Schedule final observation with University Supervisor and Cooperating Teacher. Final observation should take place prior to the end of the placement. • Continue to work with and direct the activities of paraprofessionals (if relevant). • Continue relationships/communication with family members (if appropriate). • Observe and participate in assessment, writing and monitoring of IEPs. • Participate in at least one IEP meeting.

CSUEB Syllabus Statements

To access student services offered at Cal State East Bay, click on the MyCompass to get you to your one-stop online student support hub for information on academic advising, tutoring, financial aid, the library, technical /technology support, career counseling, campus life, equity programs and more

Land Acknowledgement

https://drive.google.com/file/d/1ElddCVKFpk_xS-i7Ee0CcsHREGBdlwNU/view Links to an external site.

Muwekma Ohlone Tribal Land Acknowledgment For Cal State University East Bay located in Hayward, CA Jalquin/Yrgin Ancestral Muwekma Ohlone Territory

Accommodations

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the course instructor as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services: Library Complex 2400, (510)

885-3868, as@csueastbay.edu, http://www.csueastbay.edu/accessibility/ Links to an external site.

East Bay Cares

If you are experiencing personal or academic challenges, including, but not limited to food or housing issues, family needs, or other stressors, please visit the East Bay Cares team page to learn about resources that can

help: http://www.csueastbay.edu/care/students.html Links to an external site. If you feel comfortable doing so, please also let the instructor know you are experiencing challenges as they may be able to assist you in connecting with campus or community supports. The Pioneers for H.O.P.E program offers immediate access to on-campus

resources of free food, career clothing and CalFresh Links to an external site.(free application or food aid renewal for the CalFresh program). Call 510-885-H.O.P.E.(4673),

Email hope@csueastbay.edu or make a H.O.P.E. appointment Links to an external site.on BaySync.

Academic Integrity/ Plagiarism

By enrolling in this class, the student agrees to uphold the standards of academic integrity described
at: http://www.csueastbay.edu/academic/academic-policies/academic-dishonesty.html

Links to an external site.

Classroom and Online Civility

Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. The Standards for Student Conduct are the standard within which classroom civility is expected. These standards can be found

here: http://www.csueastbay.edu/studentconduct/student-conduct.html Links to an external site.

Emergency Information

California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found
at: http://www.csueastbay.edu/af/departments/risk-management/ehs/emergency-manag

ement/index.html Links to an external site. Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

Audio/ Video Recording

To protect the intellectual property interests of the instructor, the privacy of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the prior written consent of the instructor.

Canvas

To facilitate learning in the class, Canvas will be utilized to provide course-related materials and to convey grades. Contact information for support as well as student tutorials are available to you. If you encounter technical difficulties with using Canvas, please contact Canvas Support (before contacting the instructor as the instructor does not have the information to do so.

Phone: (510) 885-4152

Email: stsc@csueastbay.edu

In person: Library Learning Commons

Online: https://bb.csueastbay.edu/ultra/stream Links to an external site.

Overflow calls, after-hours, weekend, and holiday Phone: 1-855-414-9911

Sexual Misconduct Policy and My Reporting Obligations

The University and its faculty are committed to assuring a safe and productive educational environment for all students. You can find information regarding the reporting of sexual

misconduct, and the resources available to you, on the Title IX resources Links to an external site. page. Please familiarize yourself with the reporting requirements. Faculty members are required to report to the Title IX Coordinator if an individual shares that they were a victim or perpetrator of Sexual Violence, even when confidentiality is requested.

Immigration Legal Services Statement

Free immigration legal services at Cal State East Bay for students, faculty, staff, their immediate family (spouses, parents, siblings, and children), and alumni. Please contact Miguel Pimentel, Coordinator for the Undocumented Student Resource Center at undocumented@csueastbay.edu or visit the center on the second floor of the New University Union (UU 2009) to make your appointment.

On Pregnancy, Childbirth, and Breastfeeding

Under federal law, Title IX prohibits sex-based discrimination in educational institutions

Links to an external site., so your rights are protected such that any absences due to

pregnancy, childbirth, or related medical conditions must be excused and accommodated by your professors. If you are experiencing complications during pregnancy,

contact Accessibility Services Links to an external site. in order to obtain temporary accommodations. If you have been discriminated against for reasons related to pregnancy

or childbirth, then you are eligible to file a Title IX complaint Links to an external site.. If you are pregnant, you are encouraged to discuss your situation with your instructor so you can receive the supports/accommodations legally due to you.

Commitment to Accessible Teaching and Learning

Cal State East Bay is committed to creating inclusive and accessible classroom environments. This commitment extends to our explicit and implicit curriculum (i.e. the content and process of teaching and learning), which seeks to reflect the range of human diversity, including race/ethnicity, age, socioeconomic status, disability, sexual orientation, gender identity, culture, religion, immigration status, family structure, immigration experience, caste, and more.

TPEs for ESN SPED Fieldwork

Extensive Support Needs candidates have specific fieldwork experiences related to the Universal and the Authorization Specific Teaching Performance Expectation as a part of the SPED 615, 616 and SPED 617 Fieldwork courses. Unless otherwise specified, the Teaching Performance Expectations are Practiced (P) in SPED 615 (Fieldwork I, Early Fieldwork) and SPED 616 (Fieldwork II) and Assessed (A) in SPED 617 (Final Student Teaching)

Universal TPE 1

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ESN TPE 1

1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. *616 P, 617 A*

1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)

1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)

1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3) *617 A*

1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)

Universal TPE 2

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. *617 A*

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

ESN TPE 2

2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)

2.4 Collaborate with families and appropriate related services personnel to support access to, optimal learning experiences for, students with mild to moderate support needs

in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/2.6)

2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)

2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)

2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)

2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)

Universal TPE 3

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge. *616 P, 617 A*

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum

ESN TPE 3

3.3 Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)

3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2*) 612 P, 613 A*

3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

Universal TPE 4

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. AAA

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students. PPP

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. PPP

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

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    - appropriate use of instructional technology, including assistive technology;
    - applying principles of UDL and MTSS;
    - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable. PPP

4.5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

ESN TPE 4

4.3 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)

4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequences, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)

4.1 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)

4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)

4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)

Universal TPE 5

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

ESN TPE 5

5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)

5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)

Universal TPE 6

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. 611 I, *612 P*, *613 A*

MMSN TPE 6

6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4). *617 A*

6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. *617 A*