SPED 980B: Advanced Practicum in Special Education: Extensive Support Needs
Fall 2025/Spring 2026
Schedule Number: 10645/XXXXX

COURSE INFORMATION

Class Days / Times: TBA	Instructor: Janice Chan, BCBA
Class Location: TBA	Email: jchan2@sdsu.edu
Mode: Discussion with lab	Office location: NE-97
Platform: Hybrid/Canvas	Office hours: By appointment

LAND ACKNOWLEDGMENT

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State University community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land, the land of the Kumeyaay.

COURSE DESCRIPTION

Integration and application of skills and knowledge gained in credential coursework. May be repeated in other specialties. Maximum of 10 units applicable to the credential.

Regularly scheduled participation with students with disabilities currently placed in general and/or special education settings under the direction of a special education teacher OR in a state approved Internship Credential Program with the support and assistance provided by the participating School District. Credential candidates will be involved in a planned sequence of observation/participation activities with students with disabilities in various general and special education settings. The SPED 980 experience will generally be at a school/program site that serves both typical students and those with disabilities. Candidates in an Intern Program assume full program responsibility with support provided by the School District as appropriate. This support may be provided by the site, Intern Support Provider (ISP), or other district personnel.

The SPED 980 practicum is offered in separate sections for each of the credential authorizations. This practicum requires approximately 600 hours of participation in program settings, lasts two semesters, and completed concurrently with final credential specialization coursework. Candidates' responsibility for instruction will increase over the course of the semester, with them assuming full responsibility for all class or caseload

instruction for a minimum period of 10 consecutive school days at the end of the second semester. As previously stated, Intern candidates assume full classroom responsibility upon entering the Intern Program.

During the experience, candidates will be directly teaching individual, small groups, and large groups of students in addition to observing master teachers/guide teachers, parent conferences (as appropriate) and student study and IEP or multidisciplinary teams. Course requirements will include self-videotaping of components of instruction in the designated setting, lesson planning, and informal assessment of academic, social skills, and study skills behaviors. Candidates will record and analyze their own instruction in individual meetings with a university supervisor.

Fall Semester:
Span 15 weeks, with candidates participating in the identified program settings three full days per week during the 15 weeks.

Spring Semester:
Span 15 weeks, with candidates participating in the identified program settings three to four full days per week during the 15 weeks.

COURSE MATERIALS

In lieu of traditional course materials, candidates are required to pay for an annual subscription to SIBME. This web-based video upload program allows candidates and supervisors to provide time-stamped annotations. SIBME will also be the tool that Mentor Teachers and University Supervisors use to complete university-required forms throughout the 980B experience.

All other course materials will be provided at no cost through Canvas. Candidates will need to be able to log in to Canvas and access SDSU Library resources.

ELA & Literacy Standards:
https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

ELD Standards: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

ELA/ELD Framework: https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Teacher Performance Expectations: ESN TPEs and MMSN TPEs

COURSE DESIGN

In addition to the daily practicum activities at the school, this course will include seminar sessions led by the University Supervisors. Candidates must attend all scheduled meetings with their Supervisor.

TEACHER PERFORMANCE EXPECTATIONS (TPE)

Each domain of the Mild Moderate Support Needs & Extensive Support Needs TPEs begins with the Universal TPEs (U) followed by the program-specific TPEs. Candidates in the preliminary program must meet both the Universal and Education Specialist TPEs before being recommended for a credential. This link Universal & ESN TPEs and MMSN

TPEs takes you to a document that includes indicators for both the Universal TPEs and those for the ESN credential. This document is also provided in the 980B module on the SPED 545 Canvas site. The TPEs are listed below.

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 for All Students

ESSENTIAL STUDENT INFORMATION

For essential information about student academic success, please see the SDSU Student Academic Success Handbook. SDSU provides disability-related accommodations via Student Disability Services (sds@sdsu.edu |https://sds.sdsu.edu/). Please allow 10-14 business days for this process. Class rosters are provided to the instructor with the student's legal name. Please let me know if you would prefer an alternate name and/or gender pronoun.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

- Design and implement instruction that enhances and supports diverse learners.
- Use assessment results when writing long- and short-term objectives for individuals, instructional groups, and whole classes.
- Demonstrate skill in teaching strategies that capitalize on the strengths, linguistic and cultural, background of the student with disabilities.
- Contribute effectively to the development, implementation, and evaluation of annual IEPs.
- Evaluate and propose appropriate adaptations and differentiation in instructional materials for use in the individualized instructional programs.
- Monitor activities in the classroom while involved in teaching a student or group.
- Observe how schools/teachers use the skills described in California Dyslexia Guidelines using the COE Competency Rubric
- Communicate clear behavioral expectations to students.
- Provide positive feedback on desirable academic and classroom behavior.
- Evaluate and modify programs based on student performance data.
- Analyze student and class progress data to evaluate the usefulness of evidence-based instructional systems in individual cases and determine the need for program changes.
- Demonstrate the ability to teach using research-validated practices that maximize student academic learning time, teacher-directed instruction, student success, and content coverage.
- Adjust instruction to meet the special characteristics and needs of varying student populations.
- Develop an individualized plan for family and multidisciplinary team involvement in creating educational programs tailored to students with disabilities, including those from diverse cultural backgrounds.

- Carry out all assigned responsibilities promptly.
- Avoid discussing candidates/teachers/parents, particularly confidential information.

COURSE DESIGN: MAJOR ASSIGNMENTS AND ASSESSMENTS

Fall Assignments	Points
Completed Disposition Form Review, complete, and sign the disposition form and submit to your program coordinator.	100
TPE Review Candidates will review the California Teacher Performance Expectations (TPEs) for candidates seeking the Education Specialist Credential in Mild to Moderate Support Needs (MMSN) or Extensive Support Needs (ESN). The purpose is to deepen understanding of the knowledge, skills, and professional practices expected of educators working with students who have the most significant and complex learning needs. Candidates will carefully read the TPE document, and then write a 2–3 page reflection summarizing the key expectations within each domain, identifying which TPEs they feel most prepared to meet, which require further growth, and how these expectations align with their current understanding of best practices for their future students. Reflections should include specific examples from coursework, fieldwork, or student teaching experiences and cite relevant TPE language.	200
Reflection #1: School and Classroom Orientation Candidates will become familiar with the school site, classroom expectations, procedures, schedules, curriculum resources, and campus locations. They will meet and learn about the roles of classroom staff, related service providers, and students. Candidates describe how student information about prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds connects to reaching and learning in the classroom. Candidates will also develop a personal organization system to manage student teaching resources, schedules, and planning tools. As part of instructional observation, candidates will reflect on daily instruction led by the mentor teacher and begin co-facilitating daily opening routines (arrival, breakfast, morning meeting/circle/advisory). During the math block, candidates will observe small group instruction and engage in guided participation, focusing on the content area. Candidates will also review an IEP document and discuss student information with the mentor teacher. [U1.1: A]	200
Reflection #2: Morning Routine Leadership and Initial Co-Teaching Candidates will assume responsibility for teaching the beginning-of-day routines and maintain this leadership role for the rest of the semester. They will increase guided participation in instructional activities and co-teach select lessons with the mentor teacher. For the math block, candidates will plan one small group center/topic in consultation with the mentor teacher. Candidates will observe collaborative planning	200

between the mentor teacher and general education teachers and select focus student(s) for ongoing observation and support. Additionally, candidates will develop and submit a semester plan for participation in the IEP process, identifying one focus student to follow through the IEP process.	
Reflection #3: Non-Academic Routine Leadership and Expanded Math Instruction Candidates will assume responsibility for leading non-academic routines such as snack, recess, lunch, and other transitions. Instructional involvement will continue to grow, with candidates taking on planning responsibilities for at least two small group math centers/topics in consultation with the mentor teacher. Candidates will observe and assist with supporting the identified focus student(s) in general education settings. They will also observe the mentor teacher's collaboration with paraeducators, focusing on communication of weekly plans, student goals, roles, and expectations.	200
Reflection #4: Full Math Block Leadership and Data Collection Introduction Candidates will maintain leadership of morning and non-academic routines while assuming full responsibility for planning and delivering all math centers/topics, including utilization of classroom staff. They will begin targeted data collection with mentor support, using progress monitoring and assessment tools to track student progress. Candidates will take responsibility for planning support for focus student(s) in general education settings and will initiate planning conversations with general education teachers. They will also facilitate weekly planning meetings or check-ins with paraeducators.	200
Reflection #5: Expanded Content Responsibility and AT Observation Candidates will continue leading all routines and providing support in general education activities. They will independently collect and track data for 2–3 students aligned to IEP goals within one content area (e.g., math). In addition to the math block, they will assume responsibility for a second small group center/topic in another content area (e.g., social studies or science—literacy will be addressed in Semester 2). Candidates will conduct a series of assistive technology (AT) observations selected by the mentor teacher and reflect on the purpose, users, and impact of each tool or strategy. They will participate in reflective conversations with the mentor teacher and/or SLP regarding AAC access, setup, and instructional integration.	200
Reflection #6: Data Analysis and IEP Contribution Candidates will maintain all established leadership and instructional responsibilities. They will analyze and interpret recent academic and behavioral data collected, creating visual progress charts or graphs using digital or paper-based tools. Based on this analysis, candidates will summarize findings to inform progress monitoring reports and instructional planning. In the IEP process, candidates will contribute to progress reports, draft sections of the focus student's IEP (e.g., present levels, progress toward goals, proposed new goals), and participate in parent conferences	200

alongside the mentor teacher. [U 1.2 A]	
Total	1500

TPE Review Assignment Grading Rubric				
Criteria	**Exemplary (Full Points)**	**Proficient (75–89%)**	**Developing (60–74%)**	**Needs Improvement (<60%)**
Understanding of TPE Domains **(25 points)**	Provides accurate, thorough summaries of all seven TPE domains with a clear explanation of their purpose and significance in teaching.	Summarizes all domains accurately with minor omissions or limited detail.	Summarizes most domains but with notable gaps or unclear explanations.	Summaries are incomplete, inaccurate, or missing multiple domains.
Self-Assessment & Growth Areas **(20 points)**	Clearly identifies strengths and specific areas for growth; explanations are well-supported with examples and linked to TPE language.	Identifies strengths and growth areas with some examples or limited linkage to TPE language.	Lists strengths or growth areas without clear examples or connections to TPEs.	Lacks meaningful self-assessment or omits growth areas.
Connection to Practice **(20 points)**	Provides multiple, detailed examples from coursework, fieldwork, or student teaching that clearly illustrate understanding and application of TPEs.	Provides relevant examples, though some may lack detail or direct connection to TPEs.	Provides few or vague examples; limited connection to TPE application.	Provides no relevant examples or connections to practice.

Analysis & Insight **(15 points)**	Goes beyond description to analyze the implications of TPEs for effective teaching; demonstrates deep professional insight.	Includes some analysis of implications; insight is present but limited.	Minimal analysis; primarily descriptive with little interpretation.	No analysis or insight provided.
Organization & Professionalism **(20 points)**	Well-organized, clearly written, free of errors; adheres to formatting and citation requirements.	Organized and mostly clear; minor errors; meets most formatting and citation requirements.	Some organization but with frequent errors or unclear writing; formatting is inconsistent.	Disorganized, unclear, frequent errors, and missing formatting or citations.

Reflection Assignment Grading Rubric				
Criteria	**Exemplary (Full Points)**	**Proficient (75–89%)**	**Developing (60–74%)**	**Needs Improvement (<60%)**
Depth of Reflection **(25 points)**	Provides thorough, insightful analysis that goes beyond description; clearly connects experiences, challenges, and growth to teaching practice and professional standards.	Provides clear reflection with some analysis; makes partial connections to teaching practice and standards.	Reflection is mostly descriptive with minimal analysis; limited connections to teaching practice.	Minimal or off-topic reflection; lacks analysis and connections.
Specificity & Examples **(20 points)**	Uses multiple, detailed, relevant examples that strongly support and enhance key points.	Uses relevant examples to support most points; examples generally enhance understanding.	Uses few or vague examples; connection to reflection points is weak.	Lacks relevant examples or uses unclear/irrelevant ones.

Connection to Learning & Growth **(20 points)**	Clearly identifies specific skills, knowledge, and dispositions gained; provides strong explanation of how these will guide future teaching.	Identifies some skills, knowledge, or dispositions; provides partial explanation of their future impact.	Mentions growth areas but does not clearly connect them to future teaching.	Does not identify meaningful growth or make future connections.
Organization & Clarity **(15 points)**	Reflection is well-organized with logical flow, clear expression of ideas, and smooth transitions.	Reflection is organized with mostly clear ideas; minor issues with flow or transitions.	Reflection shows limited organization; some ideas unclear or out of sequence.	Reflection is disorganized or difficult to follow; ideas are unclear.
Professionalism	Writing is professional, free of errors, and meets all formatting requirements.	Writing is mostly professional; contains a few errors; meets most formatting requirements.	Writing contains multiple errors; formatting inconsistent.	Writing is unprofessional; frequent errors and missing/incorrect formatting.

Spring Assignments	Points
Materials Review: ● **Competency Rubric** focus areas and baseline strengths/needs. ● **POP Cycle** requirements, timelines, and links. Schedule first walk-through.	50
POP Cycle Sessions (2 sessions / 200 points each) ● pre-conference ● lesson observation (in person or video; candidate should record the lesson and upload it to **SIBME**) ● post conference (candidate should have the video tagged with the TPEs before the conference) ● video follow-up & conference using **SIBME**,	400
Discussion Topic Reflections (5 entries / 40 points each) Each week, candidates will complete a discussion activity designed to connect course concepts to real-world teaching practice and promote collaborative learning. After reviewing the question topics, candidates will post a 200–300 word initial response to the weekly prompt by the designated deadline, ensuring the response addresses all parts of the question, demonstrates critical thinking, and incorporates examples when relevant. All posts should be timely, professional, respectful, and clearly written. Grades will be based on completion, timeliness, quality of responses, meaningful engagement with peers, and adherence to professional communication standards.	200

IEP Matrix Candidates will develop a semester plan for active participation in the IEP process. In coordination with their mentor teacher, candidates will plan to observe any mentor-led IEP meetings scheduled during the semester and identify at least one focus student to follow through the IEP process from start to finish. The plan should include a schedule for gathering all necessary academic, behavioral, and other relevant information before the focus student's IEP due date, allowing time to draft select sections of the IEP—such as present levels, progress toward goals, and proposed new goals—under the guidance of the mentor teacher. The submitted plan should clearly outline observation dates, the IEP meeting timeline, and milestones for data collection and drafting, demonstrating a clear understanding of the IEP process and professional collaboration with the IEP team.	150
Data Collection AIP (Analyze, Interpret, and Plan): ● Review recent academic and behavioral data collected. ● Graph or chart student progress using visual tools (Google Sheets, paper graphs, apps, etc). ● Analyze and summarize data to guide progress monitoring reports and instructional decision-making.	200
AT Tools and Strategies-Self-Reflection: Reflect on observation and use of AT throughout the semester: ● Which AT tool (including AAC, if applicable) did you become more confident with? ● What challenge did you encounter with integrating AT into planning and teaching? ● Describe one specific moment where AT made a clear difference for a student. ● How could you collaborate with related service providers (e.g., SLP, AT specialist) to improve your understanding? ● What is one way you might begin to integrate AAC or assistive tech into a small group you teach? ● What questions do you have about setting up, programming, or troubleshooting AAC devices?	200
Culminating Student Teaching Reflection: ● What were your key takeaways from planning and teaching? How has your decision-making process evolved, and how will those insights guide your approach in your final semester? ● How has your confidence changed in understanding and participating in the IEP process, including using IEP goals to inform instruction and data collection? ● What did you learn about building effective working relationships with team members (e.g., paraeducators, gen ed teachers, etc.) and ensuring consistency in support across settings? How will this inform the way you collaborate with team members in your final semester? ● Reflect on your biggest challenges and mistakes—what didn't go as planned, what you learned from those moments, and how they shaped your growth. ● Identify your biggest areas of growth, what you now feel confident doing independently, and how this semester has shaped your identity as a teacher and prepared you for the final semester of student teaching. ● Describe at least one new skill that your mentor teacher taught you that you will adopt in your new classroom. Explain your rationale.	300
Total Points	1500

GRADING POLICIES

- Credit - Satisfactory performance at assigned school site, attendance, participation in all seminars, and scoring “competent” on SDSU SPED Competency Rubric. candidates must also demonstrate a disposition for teaching (see below).

- No-Credit – Unsatisfactory performance at assigned school site, lack of professional behavior regarding seminar, unsatisfactory performance on Final 980A/B competency rubric, and/or lack of evidence of disposition for teaching.

STUDENT CONDUCT AND DISPOSITION

You must demonstrate a “disposition” that aligns with the temperament, personality, judgment, problem-solving skills, and flexibility needed for effective teaching in public schools. An appropriate disposition is essential for faculty to recommend you for an Education Specialist credential. In addition to academic performance, shown by GPA and meeting practicum objectives and criteria on rating forms, maintaining a professional disposition is required to be recommended for a credential or degree in the Department of Special Education.

NOTE: All candidates must have a signed disposition form on file with your program coordinator.

Additionally, candidates are expected to conduct themselves in a highly ethical manner that is consistent with the Council for Exceptional Children *Code of Ethics and Standards of Professional Practice*, as well as with SDSU *Statement of Student Rights and Responsibilities*.

In this course, candidates are expected to create a positive learning atmosphere by being punctual, avoiding early departures, turning off cell phones, and demonstrating courtesy and respect. Their behavior, dress, and conduct within school districts should align with expectations and stay professional. Additionally, candidates must uphold the highest standards of honesty and integrity in their academic conduct. The Student Disciplinary Procedures at The California State University explicitly ban cheating and plagiarism, stating that such violations can lead to expulsion, suspension, probation, or other disciplinary actions.

AI SYLLABUS STATEMENT

Candidates should not use generative AI applications in this course except as approved by the instructor. Any use of generative AI outside of instructor-approved guidelines constitutes misuse. Misuse of generative AI is a violation of the course policy on academic honesty and will be reported to the Center for Student Rights and Responsibilities.

DIVERSITY AND INCLUSION

In this class, I am committed to creating a learning environment that promotes diversity and inclusion by encouraging productive student learning and positive interactions among students. Discussions will encourage candidates to reflect on diversity and multiple perspectives and use culturally responsive teaching practices.

COURSE PACING GUIDE

Semester 1	
Weeks	**Content and Assignments**
1 & 2	**Information & Introductions:** Become familiar with the school & classroom expectations and procedures, campus locations, classroom set-up, schedules, and curriculum resources. Get to know the school site and classroom staff, related service providers, and students. **Organization System:** Develop a system to organize all student teaching-related resources, schedules, planning tools, etc. **Instruction:** Observe and reflect on the daily instruction throughout the day led by the mentor teacher. Begin to co-facilitate the start of the day's routines, such as arrival, breakfast, morning meeting/circle/advisory. **Math Block:** Observe, then engage in guided participation during small group instruction led by the mentor teacher. First focus on the content area. **IEP Process:** Become familiar with the IEP document. Review and discuss student information with the mentor teacher.
3 & 4	**Morning Routines:** Assume responsibility for teaching the beginning of the day routines and maintain this responsibility for the remainder of the semester. **Instruction:** Continue to observe and reflect on the daily instruction throughout the day led by the mentor teacher. Increase guided participation and co-teaching of select lessons. **Math Block:** Plan for **one small group center/topic** with consultation from mentor teacher. **Gen Ed Support:** Observe collaborative planning discussions between the mentor teacher and the gen ed teacher(s). Select focus student(s) **IEP Process:** Develop a semester plan/schedule for participation in the IEP process. Select one focus student. **DUE: Reflection #1: School and Classroom Orientation**
5 & 6	**Non-Academic Routines:** Assume responsibility for snack/nutritional break, recess, lunch, and other non-academic activities.

	Instruction: Continue to observe and reflect on the daily instruction throughout the day led by the mentor teacher. Increase guided participation and co-teaching of select lessons. **Math Block:** Assume full responsibility for daily planning of at least **two small group math centers/topics** in consultation with the mentor teacher. **Gen Ed Collaboration:** Observe and assist the mentor teacher in providing support to the identified student(s) in gen ed settings. **Paraeducator Collaboration:** Observe the mentor teacher's collaboration with paraeducators, focusing on how weekly plans, student goals, roles, and expectations are communicated. **DUE: Reflection #2: Morning Routine Leadership and Initial Co-Teaching**
7 & 8	**Non-Academic Routines:** Continue leadership of the morning routine and all non-academic routines and activities. **Math Block:** Assume full responsibility for planning & delivering instruction of **all math centers/topics** with consultation from the mentor teacher. Include plans for utilizing all staff in the class. **Data Collection (Mentor-Supported Practice):** discuss the types of progress monitoring & assessment tools and strategies with the mentor teacher.. Begin targeted data collection with mentor support. **Gen Ed Collaboration:** Assume planning responsibility for providing the focus student(s) support in gen ed settings. Initiate a planning conversation with the gen ed teacher(s). **Paraeducator Collaboration:** Facilitate weekly check-ins or planning meetings. **DUE: Reflection #3: Non-Academic Routine Leadership and Expanded Math Instruction**
9 & 10	**Continue leadership of the morning routine, all non-academic routines and activities, student support for gen ed activities, and** full responsibility for planning and delivering instruction for the **math block,** including plans for all classroom staff. **Data Collection (Independent Practice & Planning):** Begin using assessment tools to monitor progress and inform instructional decisions. Independently collect data for 2–3 students aligned to IEP goals across one content area, e.g., math. **2nd Content Block:** Assume responsibility for the daily planning and teaching of **one small group center/topic** in **a second curriculum area,** e.g., social studies, science, etc. Anything but literacy, which will be covered next semester. **Integration of AT Tools and Strategies:** Conduct a variety of AT observations selected by the mentor teacher and reflect on all strategies and uses of AT. Focus on identifying the purpose, users, and impact of each tool or strategy used. Participate in reflective conversations with the mentor teacher and/or SLP to

	discuss modeling opportunities, AAC access/setup, and student initiation vs prompting, among other topics. **DUE: Reflection #4: Full Math Block Leadership and Data Collection Introduction**
11 & 12	Continue leadership of morning routine, all non-academic routines and activities, gen ed support plans, and full responsibility for planning and delivering instruction for the **math block** and **one small group center/topic** in **a second curriculum area**, including plans for all classroom staff. **Data Collection (Analyze, Interpret, and Plan):** Review recent academic and behavioral data collected. Graph or chart student progress using visual tools (Google Sheets, paper graphs, apps, etc). Analyze and summarize data to guide progress monitoring reports and instructional decision-making. **IEP Process:** Contribute to IEP Progress Reports, complete draft of sections of the focus student's IEP (e.g., present levels, progress toward goals, new goals). Participate in parent conferences. **DUE: Reflection #5: Expanded Content Responsibility and AT Observation**
13 & 14	**AT Tools and Strategies-Self-Reflection:** Reflect on observation and use of AT throughout the semester. **Observe the mentor teacher modeling** aided language during a co-planned activity. Collaborate with the **SLP or AT specialist** for AAC consultation. Model and discuss device setup, charging, and storage, vocabulary loading and customization, and simple troubleshooting (e.g., volume, screen freezes) **Cumulative Reflection:** ● Key takeaways from the process of lesson planning and teaching. ● Confidence in understanding and participating in the IEP process. ● Building effective working relationships with team members ● Challenges and mistakes— and how they shaped your growth. ● Areas of growth, and how this semester has shaped your identity as a teacher and prepared you for the final semester of student teaching. **DUE: Reflection #6: Data Analysis and IEP Contribution**
15	

Semester 2		
Weeks	**Content**	**Assignments**
1-2	Become familiar with the school & **classroom expectations and procedures, classroom set-up, schedules, and curriculum resources. Begin to build rapport with staff and students. TPE 2.1, 2.2, 4.1**	**Materials Review** **Discussion Topics:** ● Introduce TPEs 1, 2, and 6. Begin to draw connections between

	Create an organizational system to manage all student teaching materials (lesson plans, IEPs, schedules, tools, timelines). TPE 4.1, 6.3 **Observe and assist with daily instruction** as planned and modeled by the mentor teacher. **Observe the roles of paraeducators and related service providers** to understand the support structures and collaborative practices in place. TPE 1.1, 3.1, 6.1 **Co-facilitate the beginning of the day routines,** e.g., arrival, morning meeting/circle/advisory. 2.1, 2.2 **Participate in the math block** by initially shadowing, then engaging in guided participation during small group instruction led by the mentor teacher. **Review math curriculum materials**, including how they are differentiated to meet student needs. **Debrief math lessons** with the mentor teacher to reflect on instructional strategies and student responses. (Prep for CalTPA) TPE 1.1, 3.1, 4.2, 5.1, 6.2 **Review student IEP** present levels, goals (initial focus on math related goals for CalTPA prep), accommodations, modifications, behavior supports, AAC, and data collection methods. TPE 1.1, 3.1, 4.1, 5.2	these TPEs and the practices that the candidate is seeing in their placement. ● Facilitate reflection on the mentor teacher's teaching style and how it is similar or different to the candidate's natural style. Discuss the impact these similarities and differences may have on the candidate's experience. ● Consider the instructional decision-making process behind classroom design, curriculum resources, behavior support, and collaboration with paraeducators. **Schedule the first walk-through to be completed by 9/16/25**
3 & 4	**Assume responsibility for the beginning of the day routines,** e.g., arrival, morning meeting, circle, or advisory, and transition to first block. **Maintain leadership for the rest of the semester.** TPE 2.1, 2.2, 6.1, 6.1 **Math Block:** Plan and teach at least one small group center daily in consultation with the mentor teacher. **Differentiate instruction and materials** based on individual student IEP goals and needs. (CalTPA Prep) TPE 1.1, 3.1, 4.1, 4.2, 6.2, 5.1 **Gen Ed Collaboration:** ● **Select one student** to support with targeted academic and SEL goals in their assigned general education classroom. ● **Participate in discussions to coordinate** the collaboration schedule, paraprofessional involvement, and ongoing support needs with both the **gen ed and mentor teacher**. TPE 1.1, 3.1, 4.1, 4.2, 6.1, 6.2 **Develop a semester plan/schedule** for participation	**Discussion topics:** ● Reflect on your **experience with gradual release in morning routines and math block**. What were significant moments of success and learning opportunities? ● Discuss your **gen ed collaboration** tasks. What other ideas and tips do you have for this case? ● Describe your mentor teacher's **IEP system**, including scheduling, goal writing, data collection and analysis, progress reports.

	in the **IEP process:** ● **Plan to observe any mentor-led IEP meetings scheduled this semester** ● **Identify at least one focus student** to follow through the IEP process from start to finish this semester. ● Develop a schedule to gather the necessary information before the focus student's IEP due date, allowing you to **draft select sections of the IEP** (e.g., present levels, progress toward goals, new goals) with mentor teacher guidance. TPE 3.1, 4.1, 5.1, 5.2, 6.1, 6.2	
5 & 6	**Non-Academic Routines:** Assume **responsibility for snack/nutritional break, recess, lunch, and other non-academic activities.** Apply strategies that promote communication, independence, safety, and social interaction during these times. **Maintain leadership of these routines for the remainder of the semester.** TPE 1.1, 2.1, 2.2, 6.1 **Math Block:** Assume full responsibility for **daily lesson planning of** at least **two small group math centers/topics** in consultation with & under the supervision of the mentor teacher. Differentiate materials and activities based on each student's IEP goals. Provide a weekly planning guide for at least one paraeducator to follow for their small group center. (CalTPA Prep) TPE 1.1, 3.1, 4.1, 4.2, 5.1, 6.1, 6.2 **Gen Ed Collaboration:** **Observe and assist the mentor teacher** in providing support to the identified student(s) in **gen ed settings.** Begin to understand how academic and social-emotional goals are supported in inclusive settings. TPE 1.1, 3.1, 4.1, 4.2, 6.1, 6.2 **Paraeducator Collaboration:** **Observe the mentor teacher's collaboration with paraeducators,** focusing on how weekly plans, student goals, roles, and expectations are communicated. **Reflect on strategies for building effective team** relationships and supporting the success of paraeducators. TPE 3.1, 4.1, 5.1, 5.2, 6.1, 6.2	**IEP Matrix with a focus on non-academic routines.** **Discussion topics:** ● Reflect on your **experience with gradual release in morning routines, math block, and gen ed collaboration.** What are your moments of success and learning opportunities? ● **Connect** your reflection to **TPEs 1, 2, and 6**. ● Discuss **paraeducator collaboration with your mentor teacher**. What has worked for them? What concerns did they share? **POP Cycle Reflection #1 Due**
7 & 8	**Continue leadership of the morning routine and all non-academic routines and activities.** **Math Block:** Assume **full responsibility** for **planning** &	**Discussion topics:** ● Reflect on your experience with **gradual release in morning routines,**

	delivering instruction of all math centers/topics under the supervision of the mentor teacher. Include **plans for utilizing all staff in the class.** (CalTPA Prep) TPE**:** 1.1, 3.1, 4.1, 4.2, 6.1, 6.2 **Data Collection (Mentor-Supported Practice)** **Understand the purpose and tools of progress monitoring & assessment, and begin structured data collection with support.** ● Review selected student IEPs to identify the data being collected and the methods used. ● Observe mentor's use of data during instruction (academic & behavior). ● Begin documenting anecdotal observations using structured templates. ● Use a mentor-designed data method to track selected student responses during identified activities. ● Reflect with the mentor on how data connects to instructional decisions. ● Practice entering or organizing collected data in existing classroom systems (binders, spreadsheets, apps, etc). TPE**:** 1.1, 3.1, 4.1, 4.2, 6.2 **Gen Ed Collaboration: Assume planning responsibility** for providing the focus student(s) supports in general education settings **Initiate a planning conversation with the gen education teacher** regarding an upcoming lesson or activity and **develop identified supports to ensure meaningful participation** (e.g., visual aids, modified materials, AAC access, peer buddy system) **aligned with IEP goals and classroom learning targets.** TPE 1.1, 3.1, 4.1, 4.2, 6.1, 6.2 **Facilitate weekly check-ins or planning meetings** with paraeducators to review daily routines, clarify roles and expectations, and discuss small group math plans. TPE: 4.2, 6.1, 6.2	**math block, gen ed collaboration, and paraeducator collaboration**. What are your moments of success and learning opportunities? ● **Connect** your reflection to **TPEs 1, 2, and 6**. ● Review and discuss your mentor teacher's experience with **data collection.** What data collection tools and tips were shared?
9 & 10	**Continue leadership of the morning routine, all non-academic routines and activities, student support for gen ed activities, and** full responsibility for planning and delivering instruction for the **math block,** including plans for all classroom staff. **Data Collection (Independent Practice & Planning):** Begin using assessment tools to monitor progress and inform instructional decisions. ● Independently collect data for 2–3 students aligned	**Discussion topics:** ● In what routines or lessons is AT most effectively integrated? Are there times when it's underused? ● How does the teacher model the use of AAC (e.g., aided language input)?

	to IEP goals across one content area, e.g., math. ● Use data to plan and differentiate small group instruction (e.g,. reteach, extend, regroup). ● Embed informal assessments (exit tickets, picture choice checks, response boards, etc.) into lessons. ● Collaborate with paraeducators to model and coach in collecting reliable data. **2nd Content Block:** Assume responsibility for the daily planning and teaching of **one small group center/topic** in **a second curriculum area,** e.g, literacy, science, etc **Integration of AT Tools and Strategies:** Observe and reflect on how assistive technology tools and strategies are integrated throughout the day. Focus on identifying who uses the tools, what tools are used, when and how they are embedded into instruction or routines, and the impact they have on student learning, communication, and independence.	● Are students given opportunities to initiate communication with AAC, or mostly prompted? ● What supports are in place to ensure AAC is accessible (e.g., positioning, vocabulary loaded, volume settings)? ● How do staff respond when AT tools aren't working or when a student chooses not to use a tool? What backup strategies or alternatives are used?
11 & 12	**Continue leadership of morning routine, all non-academic routines and activities, gen ed support plans, and** full responsibility for planning and delivering instruction for the **math block,** including plans for all classroom staff and the daily planning and teaching of **one small group center/topic** in **a second curriculum area** e.,g literacy, science, etc	**Data Collection AIP Due** **POP Cycle Reflection #2 Due** **Discussion Topic Reflections Due**

13 & 14	**AT Tools and Strategies** ● Identify the AT tool (including AAC, if applicable) you have gained the most confidence using this semester. ● Document at least one challenge you faced when integrating AT into your planning or teaching. ● Record a specific instance where AT made a measurable difference for a student. ● Develop a plan for collaborating with related service providers (e.g., SLP, AT specialist) to deepen your understanding of AT use. ● Outline one strategy for incorporating AAC or assistive technology into a small group you teach. ● List any questions you still have about setting up, programming, or troubleshooting AAC devices. **Culminating Student Teaching Experience** ● Summarize your key takeaways from planning and teaching this semester. ● Explain how your decision-making process has evolved and describe how you will apply these insights in your final semester. ● Describe how your confidence has changed in understanding and participating in the IEP process, including using IEP goals to inform instruction and collecting and using data effectively ● Reflect on what you learned about building effective working relationships with team members (e.g., paraeducators, general education teachers) and ensuring consistency of support across settings. ● Outline how you will use those lessons to strengthen collaboration in your final semester. ● Identify your biggest challenges and mistakes, what didn't go as planned, and what you learned from those experiences. ● Identify your biggest areas of growth and what you now feel confident doing independently. ● Refect on how this semester has shaped your identity as a teacher and prepared you for your final semester of student teaching.	**AT Tools and Strategies-Self-Reflection Due**
15		**Culminating Student Teaching Reflection Due**