

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
Special Education 489A: Directed Teaching in Special Education
(Student Teaching in Mild to Moderate)
Spring 2022

Location:

Assigned school site and virtual meetings

Student Teaching Dates/Times:

2/28/22 – 5/13/22: times based on school placement:

- ½ days + 1 full day per week 2/28/22 – 4/8/22
- Full days 4/11/22 – 5/13/22

Synchronous Seminar Dates and Time:

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

Seminar 1 – Thursday 2/17/22, 7:00pm-9:00pm

Seminar 5 – Thursday 5/12/22, 7:00pm-8:00pm

Seminars 2, 3, and 4 are asynchronous - see information & dates in Canvas

Instructor:

Calli Lewis Chiu, Ph.D.

Seminar Leader:

Tiffany Row, Ph.D.

Office:

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(657) 278-7916

Office hours:

Thursdays 2:00pm – 5:00pm. Also available by appointment.

Zoom Room:

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

Technical support:

(657) 278-8888

StudentITHelpDesk@fullerton.edu

<http://www.fullerton.edu/it/students/helpdesk/index.php>

Chat with IT: Log into: <http://my.fullerton.edu/> and Click *Online IT Help* Click on *Live Chat*

EDUCATION UNIT CONCEPTUAL FRAMEWORK



Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Conceptual Framework Outcomes

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

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

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

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

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

President’s Directive & Health and Safety Guidelines

Cal State Fullerton (CSUF) is actively working to maintain the safety of our campus community in response to COVID-19. To stay current with information, please visit CSUF’s Titan’s Return: COVID Recovery [website](#). Please review the FAQs to help answer any of your questions. Below are requirements to review prior to our first-class session.

- Read President’s Directive No. 22 – COVID 19: Mitigation Measures and Guidelines, which outlines mitigation measures you are required to take, including use of face coverings, re-entry and surveillance testing, physical distancing/barrier requirements, case reporting, and other measures. Please read [President's Directive No. 22](#).

- Review the Titans Return: COVID-19 Recovery website. There are important messages regarding the vaccine requirement, surveillance and testing information, as well as campus updates and messages from the Dean of Students Office that are important to review.

In addition, CSUF requests that students who tests positive for COVID-19 or become aware that they may have been in close contact with someone who either has tested positive for or is suspected to have COVID- 19 report the positive result or exposure using the CSUF COVID-19 Self-Reporting Form. CSUF's Infectious Diseases Response Team reviews and verifies COVID-19 confirmed cases and responds to concerns from the campus community on COVID-19. Click [here](#) to report COVID-19 cases or exposure.

Prior to arriving on campus and before entering class, you should conduct a [personal health screening](#) and self-monitor for fever, cough, shortness of breath, or other symptoms of respiratory illness. If you are experiencing any of these symptoms, you should stay home and notify me of your absence. I will work with you to address any COVID-19 related impacts to your participation in and completion of this course.

Before entering the classroom, you should wash/sanitize your hands and have your face covering on. While in class, you are required to:

- Sit in your designated seat;
- Wear your facial covering that covers both the nose and mouth (e.g., masks or face shields);
- Always cough or sneeze into your elbow or tissue;
- Use the materials provided to clean your desk and chair before and after use, and;
- Adhere to other health and safety protocols and directives for your specific classroom, lab, studio, and campus.

Students who do not follow these health and safety requirements may be reminded of the need to adhere to those measures. Failure to comply may constitute a violation of campus policy and may result in a referral the Office of Student Conduct. Thank you for your cooperation and assisting in the University's efforts to keep our community safe.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable, and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and an Early Childhood Special Education Added Authorization. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research-based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions.

COURSE DESCRIPTION

Ten-week supervised practice field/clinical experience in a mild/moderate education classroom, as assigned by the department, related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

COURSE PREREQUISITES/COREQUISITES

Prerequisites: CSET or bachelor's degree in Liberal Studies, SPED 322, 371, 425. Co-requisites: SPED 520, 522, 482A.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

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

California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness for Education Specialist Credential Programs:

<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>

Teaching Performance Expectations (TPEs) Aligned with the California Standards for the Teaching Profession

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

California Teaching Performance Expectations (TPE)	Learning Activities	Assessment Activity
Universal TPEs		
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Weekly Activity	Lesson and Observation
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	Weekly Activity	
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	Lesson Planning	Lesson and Observation
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Lesson Planning	Lesson and Observation
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.	Lesson Planning	Lesson and Observation
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English	Weekly Activity	

proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.		
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Weekly Activity	TPE Assessment
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.	Weekly Activity	Lesson and Observation
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.	Weekly Activity	Lesson and Observation
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Lesson Planning	TPE Assessment
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.	Lesson Planning	TPE Assessment
3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Lesson Planning	TPE Assessment
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Lesson Planning	TPE Assessment
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.	Lesson Planning	TPE Assessment
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.	Lesson Planning	TPE Assessment
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.	Lesson Planning	TPE Assessment
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.	Weekly Activity	Lesson Planning and Teaching

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	Seminar	Seminar and accompanying assessment
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standard.	Seminar	Seminar and accompanying assessment
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.	Weekly Activity	
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.	Weekly Activity	
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.	Lesson Planning	TPE Assessment
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	Lesson Planning	Lesson and Observation
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.	Get to Know Your School	Get to Know Your School
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.	Lesson Planning	TPE Assessment
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.	Seminar	Graded Seminar Assignments
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.	Weekly activities	
5.2 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	Weekly Activities	

needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.		
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.	Weekly Activities	Weekly Activity and portfolio submission
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.	Weekly Activity	
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.	Weekly Reflections	Lesson Reflections Lesson and Observation
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	IDP	IDP
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.		Weekly Activity Dispositions
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.	Weekly Activity	Dispositions
Mild/Moderate TPEs		
1.1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	Weekly Activity	Lesson Plans and teaching
1.3. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g., executive functioning)	Weekly Activity	

and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.		
1.4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).	Weekly Activity	TPE assessment
2.1 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.	Weekly Activity	TPE assessment
2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. .		Lesson Plan Lesson and Observation
2.8 Apply and collaboratively implement supports to establish and maintain student success in the least restrictive environment, according to students' unique needs.	Lesson Planning Collaboration Component	TPE assessment
2.9. 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.	Lesson Planning	TPE assessment
3.1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).	Lesson Planning	TPE assessment
3.2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.		TPE assessment

4.1 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.	Seminar	Graded Seminar Assignment
4.2.Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, 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.	Lesson planning	Lesson and Observation
4.3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.	Lesson planning	
4.6. 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 planning for successful student transitions.	Weekly Activities Lesson Plan	
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how needs. to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students	Weekly Activity	
5.2.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; 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairment, and multiple disabilities.	Weekly Activity Weekly Activity Weekly Activity Weekly Activity	

6.1.Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.	Weekly Activity Weekly Activity	TPE assessment
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ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

There is no required text for this class. Students are responsible for accessing and familiarizing themselves with all course materials from the department website and course Canvas site. Students are also responsible for creating and maintaining an online Student Teaching Portfolio. The contents of this portfolio will be reviewed at the orientation seminar.

Special Education Department website: <http://ed.fullerton.edu/sped>

Access the Canvas site through your portal.

RECOMMENDED MATERIALS

N/A

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

VETERAN & MILITARY SERVICES STATEMENT

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the VRC website at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

SPIRITUAL, RELIGIOUS, and/or CULTURAL HOLIDAYS STATEMENT

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

RESPONSE TIME

Email is the best way to reach me. I will respond to student emails within 48 hours except on Saturday and Sundays. I am typically online 9am-5pm Monday – Friday. You can also call my phone number listed above and I will receive the message and return your phone call.

COURSE COMMUNICATION

All course announcements and individual emails are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course. I am typically online 9am-6pm Monday – Friday. You can also call my phone number listed above and I will receive the message and return your phone call.

ASSIGNMENT DESCRIPTIONS

1. Student Teaching Seminar Attendance/Completion = 50 points (10 points x 5)

- Students must to attend the 2 seminars via Zoom as indicated on the course calendar (9/15 and 12/9) and complete the online assignments (in lieu of synchronous seminars) by the following due dates:
 - Seminar #2 due 2/13, information in Canvas
 - Seminar #3 due 3/13, information in Canvas
 - Seminar #4 due 3/27, information in Canvas

2. Lesson Plans = 90 points (6 lesson plans @ 15 points each)

- You must write, perform, reflect, and be formally observed and evaluated on a minimum of 6 lesson plans.
- You must submit a lesson plan to your Supervisor before you teach the lesson.
- At least one of these evaluated plans must include co-teaching with another educator and at least one must involve reading/language arts.
- These plans must be observed and evaluated by your Supervisor.

- You will also be required to self-evaluate ALL six of these plans after implementation and compare your self-evaluations with the Master Teacher and/or University Supervisor.
 - Two or three plans should be completed by the midterm evaluation. Your remaining plans must be completed after the midterm evaluation.
 - Students should use the lesson plan format from your seminar leader available in Canvas.
 - See Appendix A
3. **Critical Incidents** = 20 points (2 @ 10 points each); original postings due 3/16 and 4/20
- You will post two different Critical Incidents and reply to the Critical Incidents posted by at least two other members of your supervision group.
 - Critical Incidents and replies to peers must be posted by the dates indicated in the calendar.
 - Critical Incidents must be posted in the designated Canvas.
 - Please see guidelines for these Critical Incidents in Appendix B and posted in Canvas.
4. **TPE Self-Assessment** = 10 points, due 4/17
- After your Master Teacher evaluates you on your progress on the TPEs, you will assess yourself
 - See Canvas: Disposition and TPEs Evaluations Information and Instructions
5. **Weekly Teaching Activities** = 100 points
- Complete the Weekly Teaching Activities, see Canvas.
 - These activities will be graded by your Supervisor.
 - Please also have your Master Teacher review them.
 - Complete the activities each week and keep them in your online Student Teaching Portfolio
 - See Appendix C
6. **Critical Self-Reflection** = 20 points; Due 5/8
- At the end of your Student Teaching experience, you must write a three-page, typed summary of your Student Teaching experience
 - This should be a Critical Self-Reflection where you reflect on your experience in Student Teaching (as it relates to the competencies), your specific path of professional growth, and your professional goals for the future.
 - See Appendix F
7. **Collaboration and Support Log** = 15 points, to be updated weekly; due 5/15
- Download the Collaboration and Support Log from Canvas.
 - Throughout the Student Teaching experience, maintain a log of ALL support received (i.e., emails, phone calls and in-person visits from University Supervisor, Master Teacher, etc.).
 - Support related to English Learners should be specifically noted/highlighted.
 - See Appendix D
8. **Teaching Log**, Student Teachers only (n/a for Interns) = 10 points; Due 5/15
- Download the Teaching Log from Canvas
 - You will keep a log of your time in and out at your placement everyday
 - Master teacher will sign to verify
 - See Appendix E

9. For Students Completing their Credential this Semester: Individual Development Plan = Credit/NC; Due 5/15

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

10. For Students Completing their Credential this Semester: CSU Exit Survey = Credit/NC; Due 5/15

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

COURSE POLICIES

1. Attendance is essential for a successful Student Teaching experience. As such, students are required to attend all assigned Student Teaching hours. If an absence is absolutely necessary (due to extenuating circumstances), you must notify the school, Master Teacher, and University Supervisor in advance. If you are responsible for any instruction on the day of your absence, your instructional materials and lesson plans must be delivered to your Master Teacher (for Student Teachers) or substitute (for Interns). Any absence must be made up (work with your University Supervisor and Master Teacher to create an appropriate make-up schedule). More than four absences may result in a No Credit from the course.

2. Assignments must follow APA 7th Edition guidelines including double-spacing, title page, running head, page numbers.

3. Withdrawals

Withdrawals are only granted for SERIOUS and COMPELLING reasons per university policy. We sometimes have students request a withdrawal because they took on too much and are feeling overwhelmed several weeks into the semester. If this is the case, I am happy to work with you to help you successfully complete the course and balance out the remainder of the semester, but I cannot grant a withdrawal for that type of circumstance. It is the student's responsibility to make a course withdrawal request. Withdrawals must be reviewed by the Special Education Department Chair for approval. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

4. Incompletes

Similar to withdrawals, a grade of Incomplete is granted for SERIOUS and COMPELLING reasons only. In addition to this, you must have a passing grade in the class at the time of your request. An Incomplete does not affect your GPA, but you must complete the rest of the work from the course and get a passing grade within one year or the Incomplete grade will automatically get changed to an "F" by the university. However, if you do successfully complete the rest of the course requirements within a year, your grade gets changed to the grade you earn. Keep this in mind: statistically, the majority of people who take an Incomplete never end up completing the work. It is the student's responsibility to make a course Incomplete request. Incompletes must be reviewed by the Special Education Department Chair for approval. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

- Credit/No Credit will be assigned for this course. Incompletes are not an option for this course.
- Grades for course will be entered into the grade book as Credit or No Credit.
- Credit will be assigned for work that is determined to have met 80% proficiency/mastery or better.
- To receive a grade of Credit in the course, students must receive a grade of Credit on *all* course requirements, assignments, *and* satisfactory performance on the formal evaluations (Dispositions, Teaching Performance Expectations [TPEs]).
- If a Master Teacher or University Supervisor has a dispositional or TPEs-related concern, a Candidate Improvement Plan (CIP) will be developed, unless an immediate dismissal is determined to be necessary. The goals outlined on the CIP must be met in order to remain in the program.
- Students who are dismissed from their placements will automatically receive a grade of No Credit, as will students who drop, or change from student teacher to intern status after the second week of the semester. Two No Credits will result in program dismissal.

- I do not track student online activities, for example, by maintaining a copy/log of online discussions and chat sessions, etc.
- Deadlines and due dates are posted in the course calendar.

LATE ASSIGNMENTS

In accordance with professional dispositions, it is expected that all work be submitted on time. Late work will not be accepted, though extenuating circumstances will be considered should they arise.

EXTRA CREDIT OPTIONS

None.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278-5453 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments

3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate:
 - Safari web browser is NOT COMPATIBLE with Outlook, the platform used for the Student Teaching Portfolios
 - Not all web browsers support Outlook on the web or Outlook.com, and some browsers will have problems loading Outlook.com if ad blockers or pop-up blockers are enabled.
 - Use the most recent versions of the following browsers for the best experience with Outlook on the web and Outlook.com. If you're using an old browser, you'll see the light version of Outlook
 - o Windows 10: Microsoft Edge
 - o Internet Explorer 11
 - o Mozilla Firefox
 - o Google Chrome
 - o Windows 8, 8.1, or 7 (SP1): Internet Explorer 11, Firefox or Chrome
 - o Windows Vista (SP2): Firefox or Chrome, but some features may not be available. We recommend updating to at least Windows 7 (SP1)
 - o Mac OS X (10.10 and later): Apple Safari 10+ or Chrome
 - o Linux: Outlook.com and Outlook on the web work in both Firefox or Chrome on Linux, but some features may not be available.
 - Most mobile browsers will work with Outlook on the web and Outlook.com. Make sure you keep your mobile device and its apps up to date.
 - o A phone or tablet with Android 5.0 or later.
 - o An iPhone, iPad, or iPod touch with iOS 10.0 or later.
 - o A phone running Windows Phone 7.5 or later.
 - Some browsers will have problems with Outlook.com if ad blockers or pop-up blockers are enabled, specifically:
 - o Adblock
 - o Ublock
8. Utilize Canvas to access course materials and complete assignments

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

UNIVERSITY INFORMATION

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 [found at the UPS section of the Academic Senate website.](#)

Two Week Plan for Distant Instruction Should On-campus Instruction be Interrupted

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Canvas groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444
Emergency Contact

In the event of emergency, contact the University Police at (657) 278-3333. [Additional information can be found at the CSUF Emergency Preparedness website.](#)

Library Support

Pollak Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website.](#)

Policy on Retention of Student Work

Review UPS 320.005

VETERAN AND MILITARY SERVICES STATEMENT

Veterans and military personnel with special circumstances (e.g., upcoming deployments, drill requirements, VA appointments, or specific accommodations/needs) are welcome and encouraged to communicate these (in advance, if possible) to the instructor. In addition, California State University Fullerton's Veterans Resource Center (VRC) is committed to serving the needs of veterans, service members and their families during their transition from military experience to student life. Student veterans, service members, or military families who need support or assistance while attending CSU Fullerton may refer to the VRC website at <http://www.fullerton.edu/veterans>; call 657-278-8660/2373; e-mail veterans@fullerton.edu; or stop by Gordon Hall, Room 244.

SPIRITUAL, RELIGIOUS, and/or CULTURAL HOLIDAYS

The College of Education is committed to a Just, Equitable, and Inclusive Education for all. As part of that commitment, the College acknowledges that observance of spiritual, religious, and/or cultural holidays are an essential reflection of diversity and inclusion. The College recognizes that when students are observing spiritual, religious, and/or cultural holidays, they may be unable to attend classes, take exams, work on assignments, and/or complete other class requirements. If students notify their faculty by the end of the second week of classes (or at least one week before any holiday) of spiritual, religious, and/or cultural holidays that conflict with assignments, exams, or other class requirements listed on the syllabus, they will be provided with an opportunity to make up missed class requirements. The instructor will provide accommodation details regarding adjusted due dates and any other details the student may need to make up missed course requirements. It is the students' responsibility to abide by these accommodations. No adverse or prejudicial effects will impact students' grades when alternate due dates or alternate assignments are provided. Students' grades will not be negatively impacted due to absences in observance of spiritual, religious or cultural holidays.

CLASSROOM EMERGENCY PREPAREDNESS GUIDE

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: SPED 488, 489A, 489B, 489C, 489D

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

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

Evacuations – drills or real

You may not know if this is a drill or not, so take every call to evacuate seriously.

Take your personal belongings and immediately leave the building.

Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)

Re-enter buildings only when directed by Building Marshals or other campus authority.

Leave the campus only if instructed.

For this class, the closest 2 exits are: n/a. We will meet at: n/a

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.
- Shelter in Place or Dangerous Situation
- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

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

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

For more information

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

TENTATIVE CALENDAR

Thursday

2/17

7:00pm-9:00pm

Seminar #1, Zoom: <https://fullerton.zoom.us/my/lewischiu>

Sunday

2/13

11:59pm

Seminar #2 Instructional and Assistive Technology, Digital Literacy, and Responsibility with Social Media Platforms: In this seminar, you will learn how to promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license and maintaining Internet Security. You will practice using digital tools and learning technologies in your classroom 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.

You will develop a lesson using internationally-recognized educational technology standards to engage students and support their learning while abiding by and promoting all aforementioned laws and guidelines.

Monday**2/28**

Student Teaching begins Monday-Friday: teachers' start time to lunch/noon **PLUS** one full day per week to be scheduled with your Master Teacher

Sunday**3/13**

11:59pm

Seminar #3 UDL Module Assignment Due – See Canvas

Monday**3/14**

Online Dispositions Evaluation Due, to be completed by Master Teacher and Supervisor. Due 4/10.

<http://coeapps.fullerton.edu/spedassessment/>

Wednesday**3/16**

11:59

Critical Incident #1 Original Post Due

Sunday**3/20**

11:59pm

Critical Incident #1 Replies to Two Peers Due

Sunday**3/27**

11:59pm

Seminar #4 SEL Module and Assignment Due – See Canvas

Student Teacher gives Master Teacher copy of TPE evaluation

Sunday**4/10**

11:59pm

Master Teacher's & Supervisors Disposition Evaluation Due, online:

<http://coeapps.fullerton.edu/spedassessment/>

Master Teacher gives completed copy of TPE evaluation to Student Teacher

Monday**4/11**

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

Sunday

4/17

11:59pm

TPEs Self-Evaluation Due

Wednesday

4/20

11:59pm

Critical Incident #2 Original Response Due

Sunday

4/24

11:59pm

Critical Incident #2 Replies to Two Peers Due

Sunday

5/1

11:59pm

Community Mapping Due

Sunday

5/8

11:59pm

Critical Self-reflection Due

Thursday

5/12

7:00-8:00pm

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

Friday

5/13

Last Day of Student Teaching

Sunday

5/15

11:59pm

All work due to Supervisors: Collaboration and Support Log, Teaching Log

Sunday**5/22**

11:59pm

All Supervisors' documents due uploaded to OneDrive

Monday**5/23**

11:59pm

TPE Evaluations Due from Master Teachers and Supervisors, online

Appendix A: Lesson Plan Template, 489a

California State University, Fullerton

Your name

General Information

Grade level(s) of the lesson:

Lesson topic:

Estimated time length of lesson:

Number of English learners:

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

Materials and Technology

List materials you will use in this lesson, and include at least one source of assistive technology specific to at least one student's needs. Describe how materials and technology will remove barriers and provide access to the content you will teach.

Objectives

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

Alignment with CA Common Core Standards and/or CA Preschool Learning Foundations

Which Common Core Standard(s) and/or Preschool Learning Foundation does this lesson address?

Alignment with IEP Goals

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

Materials and Technology

List materials you will use in this lesson. Include educational tools and assistive technology. Describe how materials and technology will remove barriers and provide access to the content you will teach.

Behavior Needs

Describe the behavior needs in the class and how you will address them to support learning. Apply what you've learned in SPED 322, 401, and 522.

Environment

Describe the environment, specifically whether it is in the classroom, another space on the school campus, or a community-based setting. How is the learning environment appropriate to students' chronological age, developmental levels, and disability-specific needs? How does it promote productive student engagement, positive interactions, and cultural responsiveness? Describe specific aspects of the environment that support: the movement, mobility, sensory and/or

specialized health care needs required for students to participate fully in the class and lesson. As appropriate and with permission and support from your MT, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations and describe what changes you made here.

Accommodations

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

Modifications

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

Collaboration

Describe how you collaborated and/or co-taught with your MT and/or another professional, such as a general education teacher, speech therapist, occupational specialist, or community agency to design this lesson to support students' success in the least restrictive environment. Also describe how you will utilize paraeducator support.

Communication

Describe how your instruction will promote a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Procedure

Name of instructional model(s)

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

Groupings:

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

A. Focus/Motivation (Open)

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

B. Development (Body)

How will you develop the content related to your objective? Who's going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

C. Closure (Close)

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

Assessment

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

Lesson Reflection

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

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

On the next page, review the TPEs you demonstrated in this lesson.

Teaching Performance Expectations (TPEs)

Highlight the TPEs you demonstrated in this lesson.

TPE 1: Engaging and Supporting Students in Learning	TPE 2: Creating and Maintaining Effective Environments for Student Learning	TPE 3: Understanding and Organizing Subject Matter for Student Learning
• Apply knowledge of students' cultural backgrounds, language, and interests to engage them in learning. • Apply practices within teaching that are effective for students with communication needs. • Monitor student progress toward goals • Support self-determination among students • Adjust instruction while teaching to maintain active student engagement	• Develop appropriate and effective accommodations and modifications. • Help students develop positive communication skills to reduce negative behaviors. • Develop behavior supports to address behavioral issues related to students' disabilities. • Support students' success in the LRE. • Provide academic and social skills instruction to support positive behavior of all students.	• Adapt, modify, accommodate and differentiate instruction to facilitate access to the LRE. • Organize effective instruction based on demonstrated knowledge of disabilities and their effects on learning, social-emotional development, and behavior.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students	TPE 5: Assessing Student Learning	TPE 6: Developing as a Professional Educator
• Demonstrates the use of High Leverage Practices • Identifies and uses behaviorally-based teaching strategies. • Uses technology to provide personalized lessons that engage students and offer multiple means of expression.	• Applies knowledge of the purposes, characteristics, and uses of different types of assessments. • Uses assessment data from multiple measures to plan and modify instruction.	• Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. • Reflects on own values and biases, and exhibits positive dispositions to students and colleagues.

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

PROGRAM OUTCOMES		
Knowledgeable and Competent • Demonstrates an interest in learning about students and teaching • Takes initiative in practicing teaching skills • Participates in classroom routines • Uses appropriate and correct oral and written language	Reflective and Responsive • Shows respect for multiple aspects of diversity in work with students and adults • Reflects on and evaluates own work • Communicates and collaborates with others • Responds to professional feedback in a positive manner	Committed and Caring • Arrives on time and follows through on commitments • Dresses appropriately • Displays a professional demeanor • Takes advantage of opportunities for professional growth.

Appendix B: Critical Incident Guidelines

DIRECTIONS

▪ Posting:

- o In the required format, post a critical incident to the discussion board in Canvas by the due date.
- o Protect the anonymity of your incident by using fictitious names of people, places or events.
- o Posting should be of high quality (see criteria below).
- o Each entry should be limited to approximately 500 words.
- o Late entries will receive no points.

▪ Response:

- o Respond to at least two other Critical Incidents postings. Be sure to select postings that have less than two responses.
- o Lack of responses will result in deduction of points.
- o Response should be of high quality (see criteria below).
- o Late entries will receive no points.

REQUIRED FORMAT

▪ Posting:

- o Description of the incident or situation in observable measurable terms
- o From your perspective, why incident is “critical”. A critical incident can be anything that impacts you related to student teaching/teaching as an intern. Often students write about scenarios and situations that have been challenging, but critical incidents can also be positive experiences.
- o How your reasoning reflects personal philosophy of teaching and learning
- o Perceptions of others (cooperating teacher, program colleagues) regarding the incident
- o How your perceptions have changed over time (as you’ve moved through the program and your student teaching experience)
- o What actions you and others took to address this incident
- o What outcomes occurred as a result of the incident and these actions

▪ Response:

- o How your perspective differs or resonates with that of the poster
- o What different actions you or others might take
- o What similar incidents you have experienced

DESCRIPTION OF A HIGH QUALITY DISCUSSION

Content Understanding

Postings reflect a deep understanding of the content through the use of detailed examples and comparisons. Relevant terms are used appropriately.

Connections

There are meaningful connections between the course content and the personal learning/classroom practice of the participants. Topics are connected to broader issues and ideas.

Collaboration

Participants post often with thought-provoking insights and questions. Participants take risks by sharing areas of confusion and concern. Participants respond frequently and seriously to colleagues' comments by asking questions, elaborating, paraphrasing, and extending their ideas.

Initiative

Participants post early to facilitate meaningful interaction. Participants respond often to colleagues' posts and make efforts to extend and enhance the discussion.

Conventions

Writing is easy to understand with no errors in grammar or spelling. Participants follow online conventions for creating a positive and productive discussion environment.

Appendix C: Weekly Activities

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 1			
NAME:		DATE:	
CWID		CONTACT DATE:	

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

You may use any of the lesson plans you write during student teaching, including the ones assigned in this packet or in your courses, to teach for your supervisor observations, or you may design a new lesson plan for observations.

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

*Denotes activity to be included/documented in electronic portfolio.

A. General:

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

B. Professional, Legal, & Ethical Obligations:

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

C. Teaching Performance Expectations:

1. Engaging and Supporting Students in Learning

- o *Review your MT's caseload together. Locate and document in a table or organized format the following

information: 1) disability 2) English proficiency levels (for English learners) 3) academic status, 4) content- and standards-related learning needs and goals, 5) assessment data, and 6) cultural background.

- Include this list in your portfolio, and review it throughout the semester to make connections between accommodations/modifications as well as instructional strategies that are effective for students with varying needs.

2. Creating and Maintaining Effective Environments for Student Learning

- Identify types of student motivators used by the classroom teacher. Identify types of management techniques used in class.
- Interview the teacher about the behavior support system normally used in the class (e.g., expectations/rules, positive and punitive consequences, preventative strategies).
- Take note of the social and emotional learning (SEL) components in place.

3. Understanding and Organizing Subject Matter for Student Learning

- Ask your MT to show you the curricular programs used in the following subjects: reading, math, science, social studies/history, and social-emotional learning, as applicable to your caseload/grade level. Spend some time this week reviewing the teacher manuals and materials so you are familiar with them and ready to use them as resources throughout this semester. As you review the materials, ask yourself: are culturally and linguistically relevant to the students?

4. Planning Instruction and Designing Learning Experiences for All Students

- Observe your MT teaching and ask questions about how they plan and design instruction.

5. Assessing Student Learning

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

6. Developing as a Professional Educator

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

SECTIONS FOR PORTFOLIO

A. General:

B. Professional, Legal, and Ethical Obligations:

C. Teaching Performance Expectations:

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

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

Get to Know Your School
SPED 489A: Special Education

For this assignment, complete this sheet together with your MT so that you can understand how to 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. Write a summary of how you would access these professionals and under what circumstances to support your students.

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

Adaptive PE Instructor:	
Other Important Personnel:	
Community Resources and Agencies:	
University Supervisor:	

**Education Specialist Credential
SPED 489A Mild/Moderate
Special Education Directed Teaching Experience: Week 2**

NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

- o Review learning materials, classroom routines, and technologies that facilitate teaching and learning. Are they culturally, linguistically, and age appropriate?

B. Professional, Legal, and Ethical Obligations:

- o Email or meet with an administrator to inquire learn about school-wide rules, concerns, and positive behavior support systems in place.
- o Review IEPs for all students if you haven't already. Ask your MT (interns: ask a fellow special education teacher or support provider) how they chart student progress toward goals.

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

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

2. Creating and Maintaining Effective Environments for Student Learning

- o Identify types of student motivators used by the classroom teacher to encourage student engagement.
- o Providing choices to students frequently throughout the day helps students stay engaged and take ownership in their learning. Notice the kinds of choices provided to students.

3. Understanding and Organizing Subject Matter for Student Learning

- o *Document examples of quality systematic instruction and reflect on activities that motivate and engage students, and those that do not. Record how you identified "systematic" instruction (discussed in your SPED 482a text).

4. Planning Instruction and Designing Learning Experiences for All Students

- o Begin working with a small group of students pre-teaching or re-teaching a basic concept or skill. Set up a system for tracking active participation of individual students.
- o *Visit highleveragepractices.org to review High Leverage Practices in special education. These are practices that you have been learning about throughout the credential program and will continue learning more this semester. Peruse the website and take some screenshots to include in your portfolio. Keep these in mind throughout your student teaching, and notice when you see them in practice or utilize them yourself! In Week 8, you will write a journal entry reflecting on the practices you have observed and used.

5. Assessing Student Learning

- *Ask your MT what assessments are typically used to determine special education eligibility? What assessments are used for progress monitoring? List these in your portfolio.

6. Developing as a Professional Educator

- Continue to keep track of weekly activities and materials in your portfolio

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 3			
NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

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

B. Professional, Legal, and Ethical Obligations:

- *List the community agencies that collaborate with the school to provide services for students with mild/moderate support needs.
- Familiarize yourself with the district technology used by special educators for information management, record keeping, analysis of student progress, etc. (SEIS is a commonly adopted program).
- *Interview one or more paraprofessionals about their roles, strengths, preferences, needs, and challenges. How are these things communicated to the teacher they work with? What level of interaction do they have with parents?
- From now until the end of your fieldwork, attend all meetings required of the MT, such as staff meetings, school-wide intervention team meetings, IEPs, and/or parent conferences (be sure to get necessary permissions). However do not miss any CSUF classes if held at the same time.

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

- *Discuss high and low-tech assistive technology normally used in your classroom and if possible, interview the district Assistive Technology Coordinator via email about Jot what you learned in your portfolio.

2. Creating and Maintaining Effective Environments for Student Learning

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

3. Understanding and Organizing Subject Matter for Student Learning

- *Using the lesson plan template for SPED 489a, design and teach a lesson (large or small group) connected to a Common Core standard or Preschool Learning Foundation of your choice or your MT's choice. Preview students' IEPs and be sure to integrate relevant goals into your lesson plan. Be sure to include modifications, accommodations, adaptations, and technology used. Ask your MT to review your lesson plan and also share with your supervisor. Include this lesson in your portfolio. If you would like, you can write the lesson plan now and teach it during your supervisor's next observation.

4. Planning Instruction and Designing Learning Experiences for All Students

- Ask your MT about the accommodations and modifications students require to better access learning experiences and environments, including instructional and assistive technology. When you write lesson plans, be sure to include these accommodations and modifications and implement them when you teach.

5. Assessing Student Learning

6. Developing as a Professional Educator

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

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 4			
NAME:		DATE:	
CWID:		CONTACT DATE:	

A.General:

- Send a copy of your Portfolio so far to your University Supervisor.

B.Professional, Legal, and Ethical Obligations:

- *Detail the steps necessary to set up and conduct an IEP/ITP meeting, including collaborating with all members of the team.
- *Collect data on student performance on all lessons you teach. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. Describe in your portfolio how you communicated assessment information to families. Your Clinical Coach will review this and provide you with feedback.

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

- *During one lesson/activity, observe and record individual student engagement (e.g., active v. passive, appropriate v. inappropriate). Think about and record possible factors that could improve engagement (e.g., varying the instructional format, instructional pacing, meaningful curricula, motivational strategies, connection to teacher, etc.). This should be a quick, informal note-taking on your part. Include in your portfolio (photo of written notes or typed is fine) but it does not need to be a “polished” assignment.

2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning

- *Using the lesson plan template for SPED 489a, design and teach an SEL (social emotional learning) lesson appropriate to the students’ age-levels, developmental levels, and social/emotional needs. Include this lesson plans in your Portfolio. As always, you may design the lesson now and save it to teach during your supervisor’s next observation (optional).

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

- Review communication assessment data with your MT to develop communication methods to demonstrate student academic knowledge..

6. Developing as a Professional Educator

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

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 5			
NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

- o *Complete a Midterm TPE's Evaluation (located on the 488/489 site) on yourself.

B. Professional, Legal, and Ethical Obligations:

- o Continue reviewing IEPs and attending meetings.

C. Teaching Performance Expectations:

1. Engaging and Supporting Students in Learning

- o *Write a 2-page summary in the the journal section of your portfolio about what you have observed and practiced so far this semester in relation to coordinating and collaborating effectively with paraprofessionals and other adults in the classroom.

2. Creating and Maintaining Effective Environments for Student Learning

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

3. Understanding and Organizing Subject Matter for Student Learning

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

4. Planning Instruction and Designing Learning Experiences for All Students

- o *Design and implement a lesson to teach a reading comprehension strategy to at least one student using a direct instruction format from the text in SPED 482a. Include your lesson plan in your portfolio.

5. Assessing Student Learning

- o Administer a standardized test or subtest to an individual student with supervision and guidance from your MT, if possible.

6. Developing as a Professional Educator

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

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 6			
NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

- Send a copy of your portfolio to your University Supervisor

B. Professional, Legal, and Ethical Obligations:

- *Ask your MT about what is required of an Education Specialist for maintaining confidentiality of records, assessments, and all other information pertaining to students with disabilities. Jot what you learned in your portfolio.

C. Teaching Performance Expectations:

1. Engaging and Supporting Students in Learning

*Write a reflection and discuss with your Clinical Coach and MT the following: How do you monitor student learning and adjust instruction during teaching to ensure continued engagement?

2. Creating and Maintaining Effective Environments for Student Learning

*Take a photo or draw a sketch of the classroom. Include the photo/sketch in your portfolio along with answers to

the following questions:

- If a student with mobility issues were in the class, what changes would you need to make to ensure the environment is barrier-free?
- If a student with sensory issues (sensitive to bright or flickering lights, noise, disarray) were in the class, what changes would you make to ensure the student could focus and feel relaxed?
- If a student with specialized health care needs were in the class, where might you store their medical equipment?

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

- *Encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, storytelling, informal discussion, or formal presentations. Design and teach a lesson plan for the activity you choose. In your lesson plan, include a list of students' IEP goals along with a list of goals related to English learners, if applicable. In your lesson reflection, discuss the differences between developmental language needs and instruction and English learner needs and instruction.

5. Assessing Student Learning

- Conduct a progress monitoring assessment on at least one student in the area of reading, and describe how you will apply the assessment data to identify effective intervention and support techniques.
- Conduct an informal math assessment on at least one student, and describe how you will apply the assessment data to identify effective intervention and support techniques..

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

**Education Specialist Credential
SPED 489A Mild/Moderate
Special Education Directed Teaching Experience: Week 7**

NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

- Review Portfolio contents with University Supervisor.

B. Professional, Legal, and Ethical Obligations:**C. Teaching Performance Expectations:****1. Engaging and Supporting Students in Learning**

- *Are materials, interventions, and the classroom environment age-appropriate (meaning it looks and feels like any other same-grade classroom)? Are they developmentally appropriate (meaning they meet students' needs, even if their development is not in sync with their chronological age)? Does the environment promote productive student learning, positive social interactions, and multiple perspectives? Is the environment and materials culturally responsive? Answer each question in a 3-page essay, and describe what you could do to improve the environment and interventions accordingly.

2. Creating and Maintaining Effective Environments for Student Learning

- *What are common distractors among students in class? Make note of this in your portfolio.

3. Understanding and Organizing Subject Matter for Student Learning

- Continue individual and small group instruction and tracking of progress.

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

- *Involve all students in self-assessment and reflection from one lesson learning activity this week. Include results in your portfolio.

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

- What do you see that works in the classroom?
- What evidence-based practices are being implemented?
- What classroom management procedures are being effectively implemented?
- What challenges did the students have in completing this lesson/activity?

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

Category 2: Just, Equitable, and Inclusive Education

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

**Education Specialist Credential
SPED 489A Mild/Moderate
Special Education Directed Teaching Experience: Week 8**

NAME:		DATE:	
CWID:		CONTACT DATE:	

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

A.General:

B. Professional, Legal, and Ethical Obligations:

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

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

- Use a mnemonic strategy to teach a skill in any subject matter (academic or social) to at least one student.

4. Planning Instruction and Designing Learning Experiences for All Students

- *Earlier in the semester, you visited highleveragepractices.org, and you've learned about HLPs in your classes. Consider the HLPs you have observed and utilized this semester in your student teaching, and write a journal entry about this in your portfolio.

5. Assessing Student Learning

- *Find out the purposes, characteristics, and appropriate uses of different types of assessments used by your MT to track IEP progress (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance). Using this information, design and administer at least 2 classroom assessments, one of which uses a scoring rubric.
- *Involve 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.

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

Category 2: Just, Equitable, and Inclusive Education

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

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 9			
NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

B. Professional, Legal, and Ethical Obligations:

- *Interview your MT and one other teacher at your site on how they stay current in their profession and maintain their love of teaching.

C. Teaching Performance Expectations:

1. Engaging and Supporting Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Student Learning

- Review language, communication, and pragmatics assessment data with your MT and/or the speech pathologist to design and implement instruction in communication, social skills, and also to facilitate opportunities for interaction.

6. Developing as a Professional Educator

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

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

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

Category 2: Just, Equitable, and Inclusive Education

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

Education Specialist Credential SPED 489A Mild/Moderate Special Education Directed Teaching Experience: Week 10			
NAME:		DATE:	
CWID:		CONTACT DATE:	

Your weekly activities are light this last week to allow time for you to reflect on your experiences as a student or intern teacher, and complete your IDP, and complete your final coursework assignments.

A. General:

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

B. Professional, Legal, and Ethical Obligations:

C. Teaching Performance Expectations:

1.Engaging and Supporting Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Student Learning

Involve students in a self-assessment and reflection on their learning.

6. Developing as a Professional Educator

- o Finish your IDP and submit to your supervisor by the due date.

Weekly Reflection

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

Category 1: General Teaching Reflection Questions

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

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

Category 2: Just, Equitable, and Inclusive Education

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

Appendix D: Collaboration and Support Log

Student Teacher/Intern:

CWID:

Master Teacher:

School/District:

Collaboration and Support Log

- Log time and provide brief description of collaboration/support with Master Teacher, University Supervisor, Program Advisor, or other.
- The log needs to be signed and submitted to your University Supervisor at the end of the semester.
- If you are an Intern, your regular support hours must total at least 72 hours and your EL support hours must total at least 23 hours. EL support hours are not needed if you already hold a Clear credential.
- Add additional rows as needed.
- The totals do not automatically calculate.

-After entering in the times you'll right click on the total cell and click "Update Field" to refresh it.

-Enter in the times as decimals. For example, for an hour and a half, use 1.5.

[illegible]

Totals	0.00	0.00
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Appendix E: Teaching Log

- Please print this document and record the time you begin teaching and the time you end teaching every day.
- Please ask you Master Teacher to initial the log every day.
- You will submit a hard copy of this document at the end of the semester.

[illegible][illegible]

Student Teacher Signature: _____

Master Teacher Signature: _____

University Supervisor Signature: _____

Appendix F: Critical Self-Reflection Instructions

- There are no “right answers” but the quality of your reflection and analysis will be reviewed so be honest and be sure that your reflection is balanced and comprehensive.
- Submit this reflection by the due date listed in the syllabus.
- At the end of your student teaching experience, type a three-page critical reflection and analysis of your experience.
- Reflect on your areas of strength and needs for improvement.
- Relate your reflection to the
 - teaching performance expectations for your area
 - providing all students with a just, equitable, and inclusive education
 - the professional goals you have for yourself
 - the path you plan to take to reach your goals

Appendix G: Individual Development Plan

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

Candidate Name:

Credential:

Date:

District: _____ Mentor Teacher : _____

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

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

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

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

Candidate Signature: _____

Date: _____

Supervisor Signature _____

Date: _____

Appendix H
TPE Assessment
Completed by: Self, Mentor Teacher, and Supervisor

Student Teacher's Name:

CSUF Supervisor's Name:

Master Teacher's Name:

School:

Class:

District:

This form is designed to evaluate candidates on elements of the California Standards for the Teaching Profession and the = Teacher Performance Expectations (TPEs) for Mild to Moderate Support Needs.

NE = Unable to Judge

1 = Emerging

2 = Expanding

3 = Proficient

4 = Accomplished

TPEs (Combined Universal and Mild to Moderate Support Needs)

	NE = Unable to Judge	1 = Emerging	2 = Expanding	3 = Proficient	4 = Accomplished
TPE 1: Engaging and Supporting Students in Learning					
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.					
MM1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students <i>Applies practices within teaching relevant and effective for students with communication needs.</i>					
MM1.4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP)					

MM1.7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.					
U1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. <i>Monitors student learning and adjusts instruction while teaching to actively engage students.</i>					
<u>TPE 2: Creating and Maintaining Effective Environments for Student Learning</u>					
MM2.1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.					
MM2.5. 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.					
MM2.6. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and 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.					
MM2.8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.					
MM2.10. 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.					
<u>TPE 3: Understanding and Organizing Subject Matter for Student Learning</u>					
MM3.1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).					
MM3.2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.					
<u>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</u>					
MM4.2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, 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 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.					

MM4.3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.					
U4.8. 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. <i>Uses technology to support learning among all students.</i>					
<u>TPE 5: Assessing Student Learning</u>					
MM5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, 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.					
U5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.					
<u>TPE 6: Developing as a Professional Educator</u>					
MM6.1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.					
U6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and					

explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. <i>Reflects on own values and biases, and exhibits positive dispositions to students, families, and colleagues.</i>					
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