

Education Specialist Credential SPED 489C/D ECSE Special Education Directed Teaching Experience: Week 1			
NAME:		DATE:	
CWID		CONTA CT 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 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.

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

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

A. General:

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

B. Professional, Legal, & Ethical Obligations:

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

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- Review the students’ IFSP/IEP and discuss with your Master Teacher or colleague the unique needs of the infants/toddler or preschool/TK in your class. **(TPE 1: 8)**

2. Creating and Maintaining Effective Environments for Young Children’s Learning

- * Identify strategies used by your master teacher in class meetings, live lessons and/or home visits that promote principles of positive behavior.
- *Interview the teacher about the positive behavior support system normally used in the class or home visits (e.g., expectations/rules, positive and punitive consequences, preventative strategies). Compare this with any behavior supports in place through virtual learning. **(TPE 2:1, 4.7)**

3. Understanding and Organizing Subject Matter for Young Children’s Learning

- * Document examples (either your own or those of a Master Teacher or colleague or some that you found online) of content used in person teaching/home visits identified in the California Infant/Toddler, Preschool Learning Foundations and state adopted Kindergarten Standards for planning developmentally appropriate learning activities. **(TPE 3.4)**

4. Planning Instruction and Designing Learning Experiences for All Young Children

- Observe your MT teaching and ask questions about how they plan and design instruction. If virtual instruction is in place, review virtual learning activities and ask MT how they plan and design those activities with students' needs in mind. (TPE 4.9)

5. Assessing Young Children's Learning and Development

- Ask the teacher about ongoing assessment systems normally in place for pre-academic, social, language and behavioral objectives. (TPE: 5.6)

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). (TPE: 6.5, 6.12)

SECTIONS FOR PORTFOLIO

Follow the Online Student Teaching Portfolio Directions in the 488/489 Canvas Course

Get to Know Your School SPED 489D: Special Education

	Name and Contact Email (if applicable):
Master Teacher:	
School:	
District:	
SELPA:	
Director of Special Education:	
Principal: Vice Principal (If applicable):	
Secretary: Other Important Office Staff:	
Superintendent:	

Custodian:	
Other Education Specialists:	
Psychologist:	
Reading Specialist:	
Librarian:	
Instructional Assistant(s):	
Adaptive PE Instructor:	
Other Important Personnel:	
University Supervisor:	

Assignment for 489C only

Getting to Know the Program for Infant/Toddler Part C Agency Sites:

Description of program (due by second week) –

Develop a short description (2-3 pages) of the early intervention program. Outline how services are provided (home visits, center-based, clinic, community), the team model (multidisciplinary, interdisciplinary, transdisciplinary, primary service provider), the role of the early childhood special educator/infant development specialist, number of children served by the collaborating early interventionist, age range, their special needs, and how families are involved in the program. Discuss how children and families are referred to the early intervention program and the transition procedures when children are no longer eligible for early intervention services.

Education Specialist Credential SPED 489C/D ECSE Special Education Directed Teaching Experience: Week 2			
NAME:		DATE:	
CWID:		CONTA CT DATE:	

A.

General:

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

B. Professional, Legal, and Ethical Obligations:

- Email an administrator to inquire more about school-wide rules, concerns, supports, and consequences.
- *Review IFSPs/IEPs for all students. Either ask the MT how they chart student progress toward the goals, or develop and chart your own system for tracking IFSP/IEP goals in order to monitor progress. This may take a few weeks, so continue until it is complete, then include a tracking example in your portfolio by the end of student teaching. (Use first names only) (TPE: 6.3)

C. Teaching Performance Expectations:**1.Engaging and Supporting Young Children’s Learning**

- Review with your MT/Mentor how children’s learning is planned across multiple contexts (e.g. home, school, community) and with people (e.g. peers, service providers, family, community). (TPE 1: 11)

2. Creating and Maintaining Effective Environments for Young Children’s Learning

- Review and take notes on how the Master Teacher/Mentor organizes space, time and materials in consideration of the children’s unique strengths that promote participation and access to the learning experience. (TPE 2:3) ○ *For virtual instruction, observe and reflect upon opportunities for virtual interactions between teacher-student student-student, teacher-caregiver. Jot this in your portfolio.
- *Make a jot in your portfolio of the kinds of choices provided to students.

3. Understanding and Organizing Subject Matter for Young Children’s Learning

- * Design a series of three virtual and/or classroom activities in one developmental area of your choice. Be sure to include modifications, accommodations, adaptations, and technology used. For virtual instruction, include at least one instructional video recording and additional support activities. Ask your MT to review your designed activities and also share with your supervisor. Implement with students. (TPE 3:5)

4. Planning Instruction and Designing Learning Experiences for All Young Children

- Begin working with a small group of children on a basic concept or developmental skill, either virtually or face-to-face. Set up a system for tracking active participation of individual children. (TPE 4: 7) ○ *List in your portfolio examples of quality, evidence-based instruction you have observed.

5. Assessing Young Children’s Learning and Development

- Ask the teacher about ongoing assessment systems normally in place for pre-academic, social, and behavioral Objectives
- *Note in your journal examples of modifications used in assessment procedures you have observed in the classroom. (TPE 4: 5)

6. Developing as a Professional Educator

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

Education Specialist Credential SPED 489C/D ECSE Special Education Directed Teaching Experience: Week 3			
NAME:		DATE:	
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A.

General:

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

B. Professional, Legal, and Ethical Obligations:

- Familiarize yourself with the program/ district technology used by special educators for information management, record keeping, analysis of student progress, etc.
- *Interview one or more paraprofessionals about their roles, strengths, preferences, needs, and challenges. How are these things communicated to the teacher they work with? What level of interaction do they have with parents?

(TPE: 6:13)

- From now until the end of your fieldwork, attend all meetings (virtual or in-person) required of the MT, IFSP/IEPs, and/or parent conferences (be sure to get principal's permission). However, do not miss any CSUF classes if held at the same time.

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- * Choose a focus child. Take observational notes on the child’s developmental strengths, preferences and interests. (TPE 1:9)

2. Creating and Maintaining Effective Environments for Young Children’s Learning

- Discuss with your MT/Mentor how positive learning experiences are facilitated across daily routines and activities. (TPE 2: 1)

3. Understanding and Organizing Subject Matter for Young Children’s Learning

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

○

4. Planning Instruction and Designing Learning Experiences for All Young Children

- * Plan, teach, assess, and reflect on a series of at least 3 developmental activities. Implement the activities, and evaluate student learning.
- *For virtual instruction, observe and reflect upon opportunities for virtual interactions between teacher-child, teacher-caregiver, caregiver-child, child-child.
- *Make note of the kinds of choices provided to children. (TPE 4:9, 4:13)

5. Assessing Young Children’s Learning and Development

- *Over the next 7 weeks, complete formal and informal developmentally appropriate assessments for young children as assigned in SPED 514 and SPED 515. Share your assessments with your MT/mentor and University Supervisor.

6. Developing as a Professional Educator

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

**Education Specialist Credential
SPED 489C/D ECSE
Special Education Directed Teaching Experience: Week 4**

5

NAME: DATE:

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DATE:

A. General:

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

B. Professional, Legal, and Ethical Obligations:

- *Detail the steps necessary to set up and conduct an IFSP/IEP meeting, including collaborating with all members of the team. (TPE 6:3)
- *Contact a parent with a positive student report (with MT permission, if applicable). (TPE 4:5)

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- *During one in-class or virtual lesson/activity, observe and record individual child engagement (e.g., active v. passive, appropriate v. inappropriate). Think about and record possible factors that could improve engagement (e.g., interpreting behavior, monitoring, scaffolding, and intentional response, etc.). (TPE 1: 6)

2. Creating and Maintaining Effective Environments for Young Children’s Learning

- *Identify assistive technology and UDL practices used in the classroom or virtually. Make a note on how it is used. (TPE 2:5)

3. Understanding and Organizing Subject Matter for Young Children’s Learning

- *Using the lesson plan template provided on the SPED 489C/D Canvas page and the Infant/toddler or Preschool or Learning Foundations, or Kindergarten Standards write a complete formal lesson plan this week across that addresses three developmental areas (motor, communication, cognition, self-help, and social emotional. Plan to teach the lessons in person or virtually. Include these lesson plans in your Portfolio. (TPE 3:1, 3:4)

4. Planning Instruction and Designing Learning Experiences for All Young Children

- Review at least one distance learning activity and/or face-to-face instruction in any developmental area. Be sure to note modifications, accommodations and adaptations. (TPE 4:2)

5. Assessing Young Children’s Learning and Development

- Informally assess at least one student in any developmental area using observation. (Check district policies on distance assessments first. If not possible to assess students, review prior assessments with MT and plan instruction accordingly). (TPE 5: 1)

6. Developing as a Professional Educator

- *Conduct an email interview with a service provider (e.g school psychologist, SLP, OT, PT, nurse). Write at least 5 questions related to their role and experiences related to young children with disabilities. Include the completed interview in your portfolio. (TPE 6: 5)

Education Specialist Credential SPED 489C/D ECSE Special Education Directed Teaching Experience: Week 5			
NAME:		DATE:	
CWID:		CONTA CT DATE:	

General:

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

B. Professional, Legal, and Ethical Obligations:

- o Continue reviewing IFSPs/IEPs and attending meetings. (TPE 6:3)

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- o *Write in your portfolio about the teaching you have engaged in so far this semester. Reflect specifically about what strategies, activities, accommodations, etc. seemed to help or hinder children’s engagement. (TPE 1:10, 6:9)

2. Creating and Maintaining Effective Environments for Young Children’s 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. (TPE 2:3)

3. Understanding and Organizing Subject Matter for Young Children’s Learning

- o Discuss with your MT/Mentor the strengths and weaknesses of commonly used early childhood curricula and approaches. Make a note of discussed curricula. (TPE 3:7)

4. Planning Instruction and Designing Learning Experiences for All Young Children

- o *Write an activity/lesson with a focus on communication for one child who is a dual language learner using culturally and linguistically and developmentally relevant materials. Implement the lessons virtually or in person. Include your activity/lesson plan and reflection in your portfolio. (TPE 4: 3)

5. Assessing Young Children’s Learning and Development

- o Use ongoing assessment data from a variety of sources (e.g. information from children’s families/caregivers, other providers, and IFSP/IEP reports) to develop your activity/lesson (in #4 above) (TPE 5:6)

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.

Education Specialist Credential SPED 489C ECSE Special Education Directed Teaching Experience: Week 6			
NAME:		DATE:	
CWID:		CONTA CT DATE:	

A.General:

- o Send a copy of your portfolio to your University Supervisor

B. Professional, Legal, and Ethical Obligations:

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

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- Plan with your MT/Mentor how to extend learning opportunities across multiple contexts and transitions (e.g. home, school, community and people). (TPE 1: 11)

2. Creating and Maintaining Effective Environments for Young Children’s Learning

- Discuss with your MT how they help caregivers organize their learning environments at home. (TPE 2:1)

3. Understanding and Organizing Subject Matter for Young Children’s Learning

- *Write an activity/lesson plan that includes elements of Universal Design for Learning. (See template on Canvas or in Syllabus) (TPE 3:1)

4. Planning Instruction and Designing Learning Experiences for All Young Children

- *Collaboratively develop an activity/lesson plan for your focus child based directly on the child’s IFSP/IEP. Focus on the child and caregiver’s strength. (TPE 4:11)

5. Assessing Young Children’s Learning and Development

- Choose an assessment to use with your focus child to assess the child in all 5 areas of development (motor, communication, cognitive, self-help and social-emotional). Discuss the rationale for selecting this assessment with your MT/Mentor. Begin the assessment. (TPE 5:2).

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

Education Specialist Credential			
SPED 489C ECSE			
Special Education Directed Teaching Experience: Week 7			
NAME:		DATE:	

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A.

General:

- Review Portfolio contents with your University Supervisor.

B. Professional, Legal, and Ethical Obligations:

- Continue from previous weeks.

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- *Teach two literacy activities/lessons based on the Infant/Toddler or Preschool Learning Foundations, or Kindergarten Standards and related IFSP/IEP goals. Be sure to have your MT/Mentor review the Activity/lesson plans. Include your activity/lesson plans, a reflection of the lessons, and MT feedback in your portfolio. **(TPE 1:4; TPE 3:1, 3:4; TPE 4:2,4:9; TPE 6:9)**

2. Creating and Maintaining Effective Environments for Young Children’s Learning ○ *What obstacles are students facing to stay organized and engaged with virtual learning? If learning in in-person, what are common distractors among children in class? Make note of this in your portfolio. **(TPE 2:2,2: 5)**

3. Understanding and Organizing Subject Matter for Young Children’s Learning

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

4. Planning Instruction and Designing Learning Experiences for All Young Children ○ Include assistive technology in your literacy lesson. Provide rationale for the AT implemented. Reflect on the implementation. **(TPE 4: 4)**

5. Assessing Young Children’s Learning and Development

- *Continue the assessment of your focus child in the 5 developmental areas. **(TPE 5:2,5: 3)**

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

Education Specialist Credential SPED 489C/D ECSE Special Education Directed Teaching Experience: Week 8			
NAME:		DATE:	
CWID:		CONTACT DATE:	

A. General:

B. Professional, Legal, and Ethical Obligations:

- *At some point, you should have attended and possibly participated in at least one IFSP/IEP meeting (with principal and parent permission). Document your role in the meeting (note-taker, goals presented, assessment data, etc.) and write a review of one of the meetings you have attended (maintain confidentiality by using pseudonyms). If you haven't attended an IFSP/IEP yet, plan to do so. If you are able to view a video simulation, reflect on what you saw. **(TPE 6:3)**

C. Teaching Performance Expectations:

1. Engaging and Supporting Young Children's Learning

- *Develop and implement an activity/lesson plan that focuses on numeracy, includes UDL elements and can be embedded in various activities. Explain how you will assess/monitor the learning outcomes of the lesson. **(TPE 1:7, 1:9; TPE 3:1, 3:4)**

2. Creating and Maintaining Effective Environments for Young Children's Learning

- *Co-plan and co-teach an activity/lesson with your MT or a service provider. Document the planning process. **(TPE 2:2, 6:11)** (This can be done in conjunction with #1 above).

3. Understanding and Organizing Subject Matter for Young Children's Learning

Identify the Infant/Toddler, Preschool school Learning Foundation or TK Standards used to plan your lesson (above). **(TPE 3:1, 3:2, 3:4; TPE 4:2)**

4. Planning Instruction and Designing Learning Experiences for All Young Children

- *Create an extended embedded activity for caregivers and/or other service providers for the activity/lesson developed in #1 (above). Share the activity with your MT/mentor. **(TPE 4:9)**

5. Assessing Young Children’s Learning and Development

- Continue working on your informal assessment for your focus child

6. Developing as a Professional Educator

- Continue working on your IDP with your supervisor.

Education Specialist Credential SPED 489C/D ECSE 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. (Interviews may be conducted by email or phone, but zoom or face-to-face (if allowed) will provide you with a more optimal experience).

C. Teaching Performance Expectations:

1.Engaging and Supporting Young Children’s Learning

- *Document what strategies your MT/mentor and other service provides are using to support children’s first and/or second language acquisition. **(TPE 1:9)**

2. Creating and Maintaining Effective Environments for Young Children’s Learning

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

3. Understanding and Organizing Subject Matter for Young Children’s Learning

- Discuss the strengths and weaknesses of the curricula used in your setting with your MT/Mentor. **(TPE 3:7)**

4. Planning Instruction and Designing Learning Experiences for All Young Children

- *With your MT/Mentor, develop two IFSP/IEP goals for your focus child based on the informal assessment. (TPE 4:8; TPE 5:6)

5. Assessing Young Children’s Learning

- Work on your assessment report

6. Developing as a Professional Educator

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

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

A. General:

- Meet with your MT by the end of the week to discuss your fieldwork participation.
- Kindly remind your MT that the Final Competencies are due.
- Review the Competencies Evaluation to ensure that you have provided your MT and 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 Young Children’s Learning

- Monitor student learning and adjust instruction while teaching to keep students actively engaged in learning.

2. Creating and Maintaining Effective Environments for Young Children’s Learning

- Plan three weekly activities to implement during the daily classroom/home routine. (TPE 2: 1)

3. Understanding and Organizing Subject Matter for Young Children’s Learning

4. Planning Instruction and Designing Learning Experiences for All Young Children

- *Reflect on the coaching and consultation strategies you have observed your MT/mentor use with families and other service providers. (TPE 4:13)

5. Assessing Young Children's Learning and Development

- *Complete your informal assessment. Share the results with your MT/Mentor/Families/University Supervisor. Submit your assessment report to your SPED 514 instructor.

6. Developing as a Professional Educator

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