

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

Location:

Assigned school site and virtual meetings

Clinical Practice Dates/Times:

9/12/22 – 11/18/22, full days

Synchronous Seminar Dates and Time:

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

Seminar 1 – Thursday 9/8/22, 7:00pm-9:00pm

Seminar 5 – Thursday 11/17/22, 7:00pm-8:00pm

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

Instructor:

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Seminar Leader:

Tiffany Row, Ph.D.

Office:

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Phone:

(657) 278-7916

Office hours:

Wednesdays 3:30pm – 6:30pm. 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/>

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 to moderate support needs Disabilities, extensive support needs 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 classroom for students with mild to moderate support needs, 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: CBEST, CSETs (CSETs temporarily postponed for program admittance, are required to apply for credential) or bachelor's degree in Liberal Studies, SPED 322, 371, 425, 488. 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

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 Clinical practice 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.

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. **Clinical practice Seminar Attendance/Completion** = 50 points (10 points x 5)
 - Students must attend the 2 seminars via Zoom as indicated on the course calendar: 9/8 and 11/17.
 - Students must complete the online seminar assignments by the following due dates:
 - Seminar #2 due 9/18, information in Canvas
 - Seminar #3 due 10/2, information in Canvas
 - Seminar #4 due 10/16, 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 clinical coach before you teach the lesson.
 - At least one of these evaluated plans must involve reading/language arts.
 - These plans must be observed and evaluated by your clinical coach.
 - Two or three plans should be completed by the Early TPE Assessment.
 - Students should use the lesson plan format for your credential area, available in Canvas.
 - See Appendix A

3. **Early TPE Self-Assessment** = 10 points, due from mentor teacher 10/16, self-evaluation due 10/23
 - Link to complete assessment: <https://coeapps.fullerton.edu/spedassessment/>
 - Please ask your mentor teacher to complete the Early TPE Assessment. This is an informal assessment designed to give you early, initial feedback on your progress toward the TPEs. This assignment is credit/no credit. The scores you receive on the evaluation will not impact your final grade. Due 10/16.
 - You will receive the scores via email. Upload them to Canvas.
 - Reflect on the scores assigned to you by your mentor teacher. Then, complete a self-assessment of your early, initial progress on the TPEs. Again, this is an informal assessment designed to prompt you to consider your early, initial feedback on your progress toward the TPEs. This assignment is credit/no credit. The scores you give yourself on the evaluation do not impact your final grade.
 - See Canvas for information and details.

4. **Weekly Teaching Activities** = 100 points, due end of each week on Sunday, final week's due date 11/20
 - Complete the Weekly Teaching Activities, see Canvas.
 - These activities will be graded by your Clinical coach.
 - Please also have your mentor teacher review them.
 - Complete the activities each week and keep them in your online Clinical practice Portfolio
 - See Appendix B

6. **Collaboration and Support Log** = 15 points, to be updated weekly; due 11/20
 - Throughout the Clinical practice experience, maintain a log of ALL support received (i.e., emails, phone calls and in-person visits from University Clinical coach, mentor teacher, etc.).
 - Support related to English Learners should be specifically noted/highlighted.
 - See Appendix C

7. **Individual Development Plan** = Credit/No Credit; Due 12/4
 - 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.
 - You will submit an electronic copy of the document on Canvas; and you will need to have a hard copy signed by your clinical coach.

- Keep this signed copy for your records- you will need to for your induction program
- See Appendix D

8. **CSU Exit Survey** = Credit/No Credit; Due 12/4

- Upon finishing your credential, you will need to take the CSU Survey and submit verification to your clinical coach.
- 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 Clinical practice experience. As such, students are required to attend all assigned Clinical practice hours. If an absence is absolutely necessary (due to extenuating circumstances), you must notify the school, mentor teacher, and University Clinical coach 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 mentor teacher (for teacher candidates) or substitute (for Interns). Any absence must be made up (work with your University Clinical coach and mentor 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 mentor teacher or University Clinical coach 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 teacher candidates 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 Apps) 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 Clinical practice 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 as 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 an 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

9/8

7:00pm-9:00pm

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

Sunday

9/18

11:59pm

Seminar #2 Online Assignment Due – see Canvas

Monday

9/12

Clinical practice begins! Your schedule should mirror that of your mentor teacher

Sunday

10/2

11:59pm

Seminar #3 Online Assignment Due – see Canvas

Sunday

10/16

11:59pm

- Online Dispositions Evaluation Due, completed by mentor teacher and clinical coach.
- Early TPE Evaluation Due, completed by mentor teacher
- Link for both is <http://coeapps.fullerton.edu/spedassessment/>
- Seminar #4 Online Assignment Due – See Canvas

Sunday

10/23

11:59pm

Early TPE Self-assessment due - see Canvas

Sunday

11/6

11:59pm

Community Mapping Due

Thursday

11/17

7:00-8:00pm

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

Friday**11/18**

Last Day of Clinical practice

Sunday**11/20**

11:59pm

Collaboration and Support Log Due

Sunday**11/20**

11:59pm

TPE Evaluations and Final Dispositions Evaluation due from mentor teachers and clinical coaches:

<http://coeapps.fullerton.edu/spedassessment/>**Sunday****12/4**

11:59pm

Individual Development Plan Due

CSU Exit Survey Due

Sunday**12/18**

11:59pm

All Clinical coaches' documents due uploaded to OneDrive

