**CALIFORNIA STATE UNIVERSITY, FULLERTON**
**College of Education**
**Department of Special Education**
**Special Education 489d: Directed Teaching in Special Education**
**(Student Teaching in Early Childhood)**
**Spring 2021**

**Location:**
School site and online

**Student Teaching Dates/Times:**
- 3/1/21 – 5/14/21: times based on school placement:
  - ½ days + 1 full day per week 3/1/21 – 4/9/21
  - Full days 4/12/21 – 5/14/21

**Synchronous Seminar Dates and Time:**
Via Zoom: https://fullerton.zoom.us/my/lewischiu
Seminar 1 - Thursday 2/18/21, 7:00pm-9:00pm
Seminar 5 - Thursday 5/13/21, 7:00pm-9:00pm
Seminars 2, 3 See Canvas, seminar 4 Zoom with Dr. Myck-Wayne – tentatively 4/15

**Instructor:**
Calli Lewis Chiu, Ph.D.

**Seminar Leader:**
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**Office:**
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**Phone:**
(657) 278-7916

**Office hours:**
Thursdays, Online Via Zoom: 3:00pm – 6:00pm. 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*

Table 1:  Education Unit Conceptual Framework

## 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.

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

**1. Knowledgeable and Competent Specialists who**
  a) demonstrate a strong foundation of knowledge
  b) implement effective practice
  c) use current technologies for teaching and learning
**2. Reflective and Responsive Practitioners who**
  a) advance just, equitable, and inclusive education
  b) make informed decisions
  c) participate in collaborative endeavors
  d) think critically and creatively
**3. Committed and Caring Professionals who**
  a) demonstrate leadership potential
  b) maintain professional and ethical standards
  c) engage in continuous improvement

**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

## DEPARMENT 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 Early Childhood Special Education. 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. Please review the full list of dispositions found at the faculty documents section of the COE website.

## COURSE DESCRIPTION

Ten-week participation in a K-8 General Education classroom as an Education Specialist Candidate, as assigned by the department.

## COURSE PREREQUISITES/COREQUISITES

Prerequisites: CSET [Waived spring 2021], SPED 322, 371, 425. Co-requisites: SPED 482c, 515, 522.

## 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 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.

## 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 12pm-7pm 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 email are sent through Titanium or 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 12pm-7pm Monday – Friday. You can also call my phone number listed above and I will receive the message and return your phone call.

## 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 session, 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.

## 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 (2/18 and 5/13),  4/15 –  date is tentative, synchronous Zoom with Dr. Myck-Wayne
     and complete the online assignments (in lieu of synchronous seminars) by the following due dates:
     - 3/21, information in Canvas
     - 4/11, information in Canvas

2. **Activity 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 activity plans.
   - You must submit an activity plan to your Supervisor before you teach the lesson.
   - These plans must be observed and evaluated by the University 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 activity plan format from your seminar leader available in Canvas.

3. **Critical Incidents** = 40 points (4 @ 10 points each); original postings due 3/10, 3/24, 4/14, 4/28
   - You will be required to post four 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.
   - You will receive 7 points for posting your original Critical Incident and 3 points for the responses to colleagues if submitted by the deadline as listed on the schedule/calendar.
   - Students will be evaluated on both the quantity and the quality of entries. Please see guidelines for these critical incidents posted in Canvas.
   - See Appendix B

4. **Weekly Teaching Activities** = 100 points
   - Download the Weekly Teaching Activities from 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 and you Weekly Reflection Log.
   - See Appendix C

5. **TPE Self-Assessment** = 10 points, due 4/11
   - 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

6. **Weekly Reflection Log** = 30 points, due weekly
   - Download the Weekly Log form from Canvas.
   - Each week complete the Weekly Reflection Log and maintain this as a journal of your experience.
   - Keep this Reflection Log in your online Student Teaching Portfolio.
   - See Appendix D

7. **Record of Collaboration, Support, and Teaching** = 15 points, to be updated weekly
   - Download the Record of Collaboration, Support, and Teaching form 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 E

8. **Critical Self-Reflection** = 20 points; Due 5/16
   - 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.
   - Please post this in Canvas by the date in the calendar.
   - See Appendix F

8. **Community Mapping Assignment** = 30 points; Due 5/9
   - See information in Canvas.
   - See Appendix G

## ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Titanium/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 the 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
     - Windows 10: Microsoft Edge
     - Internet Explorer 11
     - Mozilla Firefox
     - Google Chrome
     - Windows 8, 8.1, or 7 (SP1): Internet Explorer 11, Firefox or Chrome
     - Windows Vista (SP2): Firefox or Chrome, but some features may not be available. We recommend updating to at least Windows 7 (SP1)
     - Mac OS X (10.10 and later): Apple Safari 10+ or Chrome
     - 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.
     - A phone or tablet with Android 5.0 or later.
     - An iPhone, iPad, or iPod touch with iOS 10.0 or later.
     - 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:
     - AdBlock
     - 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.

## 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 Times New Roman font, 12-point font, double-spacing, title page, running head, page numbers. See http://www.apastyle.org/learn/

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.

## 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 Titanium 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

## TENTATIVE CALENDAR

Thursday
February 18
7:00pm-9:00pm
Seminar #1, Zoom: https://fullerton.zoom.us/my/lewischiu

Monday
March 1
Student Teaching begins Monday-Friday: teachers' start time to lunch/noon **PLUS** one full day per week to be scheduled with your Master Teacher

Wednesday
March 10
11:59
Critical Incident #1 Original Post Due

Sunday
March 14
11:59pm
Critical Incident #1 Replies to Two Peers Due

Sunday
March 21
11:59pm
Seminar #2 Online Assignment Due – See Canvas

Wednesday
March 24
11:59
Critical Incident #2 Original Post Due

Sunday
March 28
11:59pm
Critical Incident #2 Replies to Two Peers Due

March 29 – April 4 Spring Break ☺

Sunday
April 11
11:59pm
Seminar #3 Online Assignment Due – See Canvas

Monday
April 12
11:59pm
Student Teaching full days begin, Monday-Friday – Master Teacher's start time to end time

Wednesday
April 14
11:59pm
Critical Incident #3 Original Posting Due

Sunday
April 18
11:59pm
Critical Incident #3 Replies to Two Peers Due

Sunday
April 25
11:59pm
Seminar #4 Online Assignment Due – See Canvas

Wednesday
April 28
11:59pm
Critical Incident #4 Original Posting Due

Sunday
May 2
11:59pm
Critical Incident #4 Replies to Two Peers Due

Sunday
May 9
11:59pm
Community Mapping Project Due

Thursday
May 13
7:00-9:00pm
Seminar #5, Zoom: https://fullerton.zoom.us/my/lewischiu

Friday
May 14
Last day of Student Teaching

Sunday
May 16
11:59pm
Critical Self-reflection Due
All work due to Supervisors

Sunday
May 23
11:59pm
All Supervisors' documents due uploaded to OneDrive

## CLASSROOM EMERGENCY PREPAREDNESS GUIDE

Information provided by the University Police Emergency Management Coordinator

**Emergency Preparedness for:**  SPED 488
**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

**Appendix A: Activity Plan Template**
**California State University, Fullerton**

**See Canvas**

**Appendix B: Critical Incident Guidelines**

**DIRECTIONS**
- **Posting:**
  - In the required format, post a critical incident to the designated Forum by the due date.
  - Protect the anonymity of your incident by using fictitious names of people, places or events.
  - Posting should be of high quality (see criteria below).
  - Each entry should be limited to approximately 500 words.
  - Late entries will receive no points.
- **Response:**
  - Respond to at least two other Critical Incidents postings. Be sure to select postings that have less than two responses.
  - Lack of responses will result in deduction of points.
  - Response should be of high quality (see criteria below).
  - Late entries will receive no points.

**REQUIRED FORMAT**
- **Posting:**
  - Description of the incident or situation in observable measurable terms
  - From your perspective, why incident is "critical"
  - How your reasoning reflects personal philosophy of teaching and learning
  - Perceptions of others (cooperating teacher, program colleagues) regarding the incident
  - How your perceptions have changed over time (as you've moved through the program and your student teaching experience)
  - What actions you and others took to address this incident
  - What outcomes occurred as a result of the incident and these actions
- **Response:**
  - How your perspective differs or resonates with that of the poster
  - What different actions you or others might take
  - 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

**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:**
- o Become familiar with the weekly virtual classroom schedule.
- o Identify a weekly time for meeting (via phone or zoom) with Master Teacher (MT).
- o Email 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)
- 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.
- o Read school policies and procedures.

**C. Teaching Performance Expectations:**

**1.Engaging and Supporting Young Children's Learning**
- o 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**
- o * Identify strategies used by your master teacher in virtual class meetings, live lessons and/or home visits that promote principles of positive behavior supports.
- o *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)**

*01/21*

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

o   * Document examples (either your own or those of a Master Teacher or colleague or some that you found online) of content used in the virtual setting/ in person teaching/home visits identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate learning activities. **(TPE 3: 4)**

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

o   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 4.7)

### 5. Assessing Young Children's Learning and Development

o   Ask the teacher about ongoing assessment systems normally in place for pre-academic, social, language and behavioral objectives. (TPE 5.1)

### 6. Developing as a Professional Educator

o   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.

o   *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 Young Children's Learning**
2. **Creating and Maintaining Effective Environments for Young Children's Learning**
3. **Understanding and Organizing Subject Matter for Young Children's Learning**
4. **Planning Instruction and Designing Learning Experiences for All Young Children**
5. **Assessing Young Children's Learning and Development**
6. **Developing as a Professional Educator**

**D. Journal:**  Blank pages on which you will record critical incidents, occasional reflections, and questions for your Supervisor.

**Get to Know Your School**

**SPED 489C: Special Education**

|  | **Name and Contact Email (if applicable):** |
|---|---|
| **Master Teacher:** | |
| **School:** | |
| **District:** | |
| **SELPA:** | |
| **Director of Special Education:** | |
| **Principal:**<br><br>**Vice Principal (If applicable):** | |
| **Secretary:**<br><br>**Other Important Office Staff:** | |
| **Superintendent:** | |
| **Custodian:** | |
| **Other Education Specialists:** | |
| **Psychologist:** | |
| **Reading Specialist:** | |
| **Librarian:** | |
| **Instructional Assistant(s):** | |
| **Adaptive PE Instructor:** | |
| **Other Important Personnel:** | |
| **University Supervisor:** | |

**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<br>SPED 489C/D ECSE<br>Special Education Directed Teaching Experience: Week 2 | | | |
|---|---|---|---|
| **NAME:** | | **DATE:** | |
| **CWID:** | | **CONTACT DATE:** | |

**A. General:**
- o *Review any distance learning materials, virtual and 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:**
- o Email an administrator to inquire more about school-wide rules, concerns, supports, and consequences.
- o *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)

**C. Teaching Performance Expectations:**

**1.Engaging and Supporting Young Children's Learning**
- o Review with your MT/Mentor how children's learning is planned across multiple context (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**
- o 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)
- o *For virtual instruction, observe and reflect upon opportunities for virtual interactions between teacher-student student-student, teacher-caregiver. Jot this in your portfolio.
- o *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**
- o * 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 if possible.
  (TPE 3: 5)

**4. Planning Instruction and Designing Learning Experiences for All Young Children**
- o 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)
- o *List in your portfolio examples of quality, evidence-based instruction you have observed.

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**5. Assessing Young Children's Learning and Development**
o Ask the teacher about ongoing assessment systems normally in place for pre-academic, social, and behavioral
Objectives
o *Note in your journal examples of modifications used in assessment procedures you have observe in the
classroom. (TPE 5: 5)

**6. Developing as a Professional Educator**
o **\***Interview one of your ECSE credential peers about how they or their MT delivers virtual instruction. Record notes in your portfolio.
o 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:** | |
| **CWID:** | | **CONTACT DATE:** | |

**A. General:**
o Write questions, critical incidents, and/or general reflections in your journal.

**B. Professional, Legal, and Ethical Obligations:**
o Familiarize yourself with the program/ district technology used by special educators for information management, record keeping, analysis of student progress, etc.
o *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?
o 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**
o * Chose 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**
o 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**
o 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. (TPE 3: 8)
o

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

**5. Assessing Young Children's Learning and Development**
o *Over the next 7 weeks, complete formal and informal developmentally appropriate assessments for young
children as assigned in SPED 514. Share your assessments with your MT/mentor and University Supervisor. **(TPE 5: 1, 5,6, 8)**

**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.

| Education Specialist Credential SPED 489C/D ECSE Special Education Directed Teaching Experience: Week 4 | | | |
|---|---|---|---|
| **NAME:** | | **DATE:** | |
| **CWID:** | | **CONTACT DATE:** | |

**A. General:**
o Share your Portfolio so far with your University Supervisor over email if you haven't already.

**B. Professional, Legal, and Ethical Obligations:**
o **\***Detail the steps necessary to set up and conduct an IFSP/IEP meeting, including collaborating with all members of the team.
o *Contact a parent with a positive student report (with MT permission, if applicable).

**C. Teaching Performance Expectations:**

**1.Engaging and Supporting Young Children's Learning**
o *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, 10)

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

- o *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
- o *Using the lesson plan template provided on the SPED 489C page and the Infant/toddler or Preschool Learning Foundations, 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, 4)

### 4. Planning Instruction and Designing Learning Experiences for All Young Children
- o 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
- o 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
- o *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, 11)

| **Education Specialist Credential**<br>**SPED 489C/D ECSE**<br>**Special Education Directed Teaching Experience: Week 5** | | | |
|---|---|---|---|
| **NAME:** | | **DATE:** | |
| **CWID:** | | **CONTACT DATE:** | |

### A. 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)

#### 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)

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

o Discuss with your MT/Mentor the strengths and weakness of commonly used early childhood curricula and approaches. Make a note of discussed curricula. (TPE 3:4)

### 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<br>SPED 489C ECSE<br>Special Education Directed Teaching Experience: Week 6 | | | |
|---|---|---|---|
| **NAME:** | | **DATE:** | |
| **CWID:** | | **CONTACT DATE:** | |

**A. General:**
o Send a copy of your portfolio to your University Supervisor

**B. Professional, Legal, and Ethical Obligations:**
o 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

o 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

- o For virtual instruction, ask 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**
- o *Write an activity/lesson plan that includes elements of Universal Design for Learning. (See template on 489C site) (TPE 3: 1)
  **4. Planning Instruction and Designing Learning Experiences for All Young Children**
- o *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: 9)
  **5. Assessing Young Children's Learning and Development**
- o 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: 6).
  **6. Developing as a Professional Educator**
- o Continue working on your IDP with your supervisor.

| Education Specialist Credential  SPED 489C ECSE  Special Education Directed Teaching Experience: Week 7 | | | |
|---|---|---|---|
| **NAME:** | | **DATE:** | |
| **CWID:** | | **CONTACT DATE:** | |

**A. General:**

- o Review Portfolio contents with University Supervisor.

**B. Professional, Legal, and Ethical Obligations:**
- o Continue from previous weeks.

**C. Teaching Performance Expectations:**

**1.Engaging and Supporting Young Children's Learning**
- o *Teach two literacy activities/lessons based on the Infant/Toddler or Preschool Learning Foundations 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, 4; TPE 4: 2,9; TPE 6: 9)

**2. Creating and Maintaining Effective Environments for Young Children's Learning**
- o *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, 5)

**3. Understanding and Organizing Subject Matter for Young Children's Learning**
- o Continue individual and small group instruction (virtual or in-person) and tracking of progress. (TPE 3.2)

**4. Planning Instruction and Designing Learning Experiences for All Young Children**
- o Include assistive technology in your literacy lesson.  Provide rationale for the AT implemented.

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Reflect on
the implementation. **(TPE 4: 4)**

### 5. Assessing Young Children's Learning and Development
o   *Continue the assessment of your focus child in the 5 developmental areas. (TPE 5: 2, 3)

### 6. Developing as a Professional Educator
o   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:
o   *At some point, you should have attended and possibly participated 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.

### C. Teaching Performance Expectations:

### 1.Engaging and Supporting Young Children's Learning
o   *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: 1, 9; TPE 3:1, 4)

### 2. Creating and Maintaining Effective Environments for Young Children's Learning
o   *Co-plan and co-teach (if possible) an activity/lesson with your MT or a service provider. Document the planning process. (TPE 2:2) (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, 2, 4; TPE 4: 2)

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

### 5. Assessing Young Children's Learning and Development

o   Continue working on your informal assessment for your focus child

### 6. Developing as a Professional Educator
o   Continue working on your IDP with your supervisor.

<table>
<tr><td colspan="4"><strong>Education Specialist Credential<br>SPED 489C/D ECSE<br>Special Education Directed Teaching Experience: Week 9</strong></td></tr>
<tr><td><strong>NAME:</strong></td><td></td><td><strong>DATE:</strong></td><td></td></tr>
<tr><td><strong>CWID:</strong></td><td></td><td><strong>CONTACT DATE:</strong></td><td></td></tr>
</table>

**A.General:**

**B. Professional, Legal, and Ethical Obligations:**
o   *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**
o   *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**
o   *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. (TPE 6.9)

**3. Understanding and Organizing Subject Matter for Young Children's Learning**
o   With your MT/Mentor plan 3 lessons that focus on language development that provides multiple ways for young learners to demonstrate their learning.  Include strategies and modifications for dual language learners. (TPE 1:5; TPE 3: 8; TPE 4:4,12; TPE 5.7)

**4. Planning Instruction and Designing Learning Experiences for All Young Children**
o   *With your MT/Mentor, develop two IFSP/IEP goals for your focus child based on the informal assessment. (TPE 4: 11; TPE 5:6)

**5. Assessing Young Children's Learning**
o   Work on your assessment report

**6. Developing as a Professional Educator**
o   Work toward completing your IDP for submission to your supervisor.

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| Education Specialist Credential<br>SPED 489C/D<br>Special Education Directed Teaching Experience: Week 10 | | | |
|---|---|---|---|
| **NAME:** | | **DATE:** | |
| **CWID:** | | **CONTACT DATE:** | |

### 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 Competencies are due.
- o 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
- o Monitor student learning and adjust instruction while teaching to keep students actively engaged in learning. (TPE 1:1,8,10)

### 2. Creating and Maintaining Effective Environments for Young Children's Learning
- o Plan three weekly activities, using the I/T or Preschool Learning Foundations (or Kindergarten standards) that can be implemented during the daily classroom/home routine. (TPE 1:1,6; TPE 2: 1; TPE 3:.1,4,5)

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

### 4. Planning Instruction and Designing Learning Experiences for All Young Children
- o *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
- o *Complete your informal assessment. Share the results with your MT/Mentor/Families/University Supervisor. Submit your assessment report to your SPED 514 instructor. (TPE 5:7,8)

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

**Appendix D: Weekly Reflection Log**
**Department of Special Education**
**Education Specialist Credential**
**Student Teaching Weekly Reflection Log**

- Create a folder in your Student Teaching Portfolio labeled "First Name Last Name Weekly Reflection Log".
- Complete and upload a new log each week.
- Write a brief reflection/synopsis of activities/actions you have participated or taken part in related to each TPE every week.
- Some Weekly Activities specify TPEs to address.
- Depth of thought is preferred over length. That is to say, reflect on and write about something meaningful related to each TPE rather trying to write a large amount.

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

**Appendix E:**
**California State University, Fullerton**
**Department of Special Education**
**Record of Collaboration, Support, and Teaching**

**Student Teacher:**
**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 unable to obtain signatures, please attach an email from your Master Teacher and Supervisor verifying the times you have entered.
- 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.

| Date | Brief Description of Collaboration/Support with Master Teacher or Support from University Supervisor or Program Advisor | Person Collaborating with/Receiving Support From | Hours: Minutes | Interns Only EL Support Hours |
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|  |  | **Totals** |  |  |

# Teaching Log

- Please log the amount of time spent teaching every day.
- You do not need to include a description of the teaching activity.
- Synchronous = teaching in real-time; Birth to Tk must equal at least 50 hours; Tk – 1st must equal at least 50 hours; 2nd – 12th must equal at least100 hours
- If you feel you may not reach the required synchronous teaching time, you may include time spent planning and preparing instructional materials.
- Asynchronous = teaching via pre-recorded video lesson, no minimum requirement

| Date | Synchronous Teaching Time Hours:Minutes | Asynchronous Teaching Time Hours:Minutes | Date | Synchronous Teaching Time Hours:Minutes | Asynchronous Teaching Time Hours:Minutes |
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| **Totals** | | | **Totals** | | |

Student Teacher Signature: _____

Master Teacher Signature: _____

University Supervisor Signature:_____

**Appendix F: Critical Self-Reflection Instructions**

- 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 competencies you were working toward, the professional goals you have for yourself, and the path you plan to take to reach your goals.

- There is no "right answer" 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.

**Appendix G: Community Mapping Assignment**
**SPED 488 Student Teaching**
**Community Mapping Project Guidelines**



**Assignment Overview**

A major aspect of your fieldwork experience is to gain a better understanding of the community that surrounds your school site. One way to get to know your school is to "map" the surrounding community to learn more about both its needs and resources. It is a way to get to know the people, service providers, regional centers, organizations, non-profit agencies, spaces/locations, community leaders, employment opportunities/industry, and the cultural and linguistic identity of a community. Schools are located in dynamic, ever-changing communities with both historical legacies and contemporary resources (Tredway, 2003). As such, community mapping is a method that can be utilized by teachers to help them accommodate students and families' life realities to school instruction and curriculum. For many educators, community mapping can also promote increased interactions among teachers and communities by removing potential barriers and unearthing social, cultural, and linguistic assets (Ordonez-Jasis & Jasis, 2011).

According to O'Sullivan (2001), mapping the community surrounding the school by taking photos/videos, observing the neighborhood, writing field notes, and interacting with the people who work and live in the area should allow teachers to "see" the needs and resources of a community with new lenses. Armed with this knowledge, teachers can develop the critical knowledge necessary to change their perspective from one of an outsider to that of an insider so they may better address the needs and build upon the strengths of the whole child. As part of your student teaching experience, this project will serve as a learning opportunity to help us become reflective upon our dispositions and practice so we can recognize the richness, as well as the complexities, of the lives of the students outside the walls of the classroom.

**Directions:**

**1. Create a Map**

Scout and detail a map as you move around in the community highlighting places or people that you would like to visit. You can use a template such a Google Maps.

**2. Pictures**

Take pictures of the buildings, libraries, recreation areas, parks, community centers, regional centers, businesses, service providers, health and mental health providers, natural resources, places where residents come together, cultural centers, museums, and other things of interest. Do not include pictures of students or their families. Specifically, within a 3-mile radius of your school identify and photograph:

- 2 resources for infants, children, and youth
- 2 general resources for the community
- 2 resources specifically designed for children with special needs and their families
- At least 1 resource related to workplaces that employ individuals with disabilities and/or an agency that aides in the process of identifying employment for individuals with disabilities

**3. Upload to Canvas a reflection paper or create a PowerPoint presentation.** If you write a paper, include a cover sheet, include <u>no more than 3 pages</u> (not including over sheet and appendices) typed, double-spaced with one-inch margins, Times New Roman, 12 point font.
 Include:

A. Introduction
   a. brief description of the school site, total school population, class size
   b. student demographics such Title I, special needs, ELL
B. Description of two (2) community needs.
C. Description of two (2) general community resources. Discuss <u>how</u> your photographs represent resources.
D. Description of two (2) community resources for students with disabilities. Discuss <u>how</u> your pictures represent resources specific to this student population.
E. Description of at least one community employment resource for individuals with disabilities. Discuss <u>how</u> your photograph(s) represent resources specific to this population.
F. Reflection/Conclusion.  Reflect upon what you have learned through this community mapping assignment. Address such issues as:
   a. What new insights have you gained?
   b. What new information helped change your thinking about the school community?
   c. How does this process and information relate to anchoring learning in families' diverse life contexts?
   d. Were your initial assumptions about the school community's resources or needs confirmed or questioned?

      e.   What are the implications for teaching all students at your school site?

      f.   What are the implications for teaching students with special needs?

      g.   What additional information would you like to learn about the school or community?

G.  Attachments

      a.   all pictures of resources

      b.   map you created

## References

Ordonez-Jasis, R. & Jasis, P. (2011). Mapping literacy, mapping lives: Teachers exploring the sociopolitical

     context of literacy and learning, *Multicultural Perspectives*, *13*(4), 189-196.

O'Sullivan, M. (2001). Community awareness and community mapping. Unpublished

     manuscript prepared for The Urban Summer Institute. Knoxville, TN.

Tredway, L. (2003). Community mapping: A rationale. Unpublished manuscript prepared

     for the Principal Leadership Institute, University of California, Berkeley.

CALIFORNIA STATE UNIVERSITY
**FULLERTON**

## EDUCATION SPECIALIST CREDENTIAL PROGRAM
Clinical Practice Observation Form SPED 489C/D

| STUDENT TEACHER | UNIVERSITY SUPERVISOR | SEMESTER | DATE OF OBSERVATION |
|---|---|---|---|
| | | | |
| MASTER TEACHER | SCHOOL/DISTRICT | INFANT/TODDLER- PRESCHO0L | ACTIVITY FOCUS |
| | | | |

### PROGRAM OUTCOMES

| **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. |
|---|---|---|

### TEACHING PERFORMANCE EXPECTATIONS
Highlight or check off the TPEs observed during 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 |
|---|---|---|
| **1.1** Demonstrates knowledge of early development in planning, organization and sequencing of intervention/instructional activities. <br> **1.2** Demonstrates applied knowledge of young children's CLD background, socioeconomic status, prior experiences and SEL and developmental learning needs in instructional planning. <br> **1.4** Demonstrates knowledge of children's language development across disabilities, including typical and atypical language development, communication skills and vocabulary/semantic development as related to acquisition of academic knowledge and skills. <br> **1.5** Communicates effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes. <br> **1.6** Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities. <br> **1.8** Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting <br> **1.9** Provides a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches <br> **1.10** Monitors student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. <br> **1.11** Facilitates the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community). | **2.1** Facilitates positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs). <br> **2.2** Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive. <br> **2.3** Organizes space, time, and materials in consideration of all children's unique strengths and learning needs within safe, natural, and structured environment, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences. <br> **2.4** Creates an environment that promotes positive child behavior and participation through the use of principles of positive behavior support **2.5** Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills. | **3.1** Demonstrates comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning <br> **3.2** Demonstrates sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children. <br> **3.4** Identifies key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting. <br> **3.5** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context. <br> **3.8** Plans for effective content instruction appropriate for young children in the special education setting and provides multiple ways for young learners to demonstrate their learning development. |

| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | TPE 5: Assessing Student Learning | TPE 6: Developing as a Professional Educator |
|---|---|---|
| **4.2** Applies knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices. **4.3** Applies knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular **4.4** Uses and adapts resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. **4.5** Identifies each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and cross routines, activities, and environments. **4.7** Uses systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts **4.9** Collaboratives, creates and implements instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains. **4.11** Implements services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences. **4.12** Provides instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language. **4.13** Uses coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences. | **5.1** Demonstrates knowledge of age and developmentally appropriate purposes, characteristics, and used of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance). **5.6** Uses ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring, and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities. **5.7** Interprets English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. **5.8** Communicates and use assessment results accurately and effectively so that they are understandable and useful to familie4s and other service providers. | **6.2** Demonstrates practices that promote shared decision making with other service providers and families. **6.3** Holds and/or participates effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code. **6.6** Demonstrates knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families. **6.9** Demonstrates the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders. **6.11** Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting. **6.12** Demonstrates how to organize and supervise the work of other adults in the early childhood setting/program **6.13** Demonstrates how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors |