

**PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS**

**Submission Requirements for Part 2**

2.1. Provide a table listing all required courses for each pathway offered for this credential type where literacy instruction is the primary coursework focus. Institutions may also list other required courses where literacy instruction is not the primary focus but in which some of the content in Standard 7 and TPE 7 is covered. (Note: Not all of Standard 7 and TPE 7 will be reviewed during the literacy certification process, but this information will be helpful to understand the design of the program with respect to literacy instruction.)

A sample table for a Preliminary Multiple Subject credential program is provided below as guidance for all affected programs.

*Note: If some of the literacy preparation content is addressed in a program’s ELD coursework and clinical practice experiences, please also include these courses in the table where appropriate.*

<b>Pathway (Examples)</b>	<b>List of all required courses where the <u>primary</u> focus is literacy instruction (Hyperlink the course title to the current syllabi)</b>	<b>List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course (Hyperlink the course title to current syllabi)</b>
Educational Specialist Mild/Moderate Support Needs Traditional Teaching Program	<a href="#">EDEL 5100</a>	<a href="#">EDSP 5610</a> , <a href="#">EDSP 5880</a>
Educational Specialist Mild/Moderate Support Needs Intern Teaching Program	<a href="#">EDEL 5100</a>	<a href="#">EDSP 5610</a> , <a href="#">EDSP 5880</a>
Educational Specialist Mild/Moderate Support Needs Residency Teaching Program	<a href="#">EDEL 5100</a>	<a href="#">EDSP 5610</a> , <a href="#">EDSP 5880</a>
Educational Specialist Extended Support Needs Traditional Teaching Program	<a href="#">EDEL 5100</a>	<a href="#">EDSP 5610</a> , <a href="#">EDSP 5880</a>
Educational Specialist Extended Support Needs Intern Teaching Program	<a href="#">EDEL 5100</a>	<a href="#">EDSP 5610</a> , <a href="#">EDSP 5880</a>

Educational Specialist Extended Support Needs Residency Teaching Program	<a href="#">EDEL 5100</a>	<a href="#">EDSP 5610</a> , <a href="#">EDSP 5880</a>
---	---------------------------	---

2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations. If this process differed by pathway, please describe the process for each pathway. Note who was involved in this effort. Institutions may respond with a table indicating each pathway. The following table provides an example of how this information could be provided.

<b>Pathway (Examples)</b>	<b>Process used for internal program review to ensure alignment with new literacy standards and TPEs.</b>	<b>Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)</b>
Educational Specialist Mild/Moderate Support Needs Traditional Teaching Program	Our team dissected the new program standard to ensure that we understood TPE 7. We reviewed our course matrix that was used for accreditation a year ago and outlined which credential program courses best addressed TPE 7. Once courses were selected to address TPE 7, our team identified the I, P, and A's for each course, indicating the evidences that meet TPE 7 standards. Adjustments, if necessary, were made to certain courses to better align course learning objectives to TPE 7.	Program director, faculty members, site-based personnel
Educational Specialist Mild/Moderate Support Needs Intern Teaching Program	Same as above	Same as above
Educational Specialist Mild/Moderate Support Needs Residency Teaching Program	Same as above	Same as above
Educational Specialist Extended Support Needs Traditional Teaching Program	Same as above	Same as above

Educational Specialist Extended Support Needs Intern Teaching Program	Same as above	Same as above
Educational Specialist Extended Support Needs Residency Teaching Program	Same as above	Same as above

**For the remaining requirements in Part 2, please include the full language of the prompt with your response.**

2.3. Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

*As a group, faculty members met to review SB 488 and dissected the new program standard and TPEs. Through monthly advisory committee meetings, department meetings, and Education Preparation Program (EPP) meetings, faculty members collaborated with each other to identify credential courses addressing these new standards and TPEs. As a group, we corroborated each evidence from the identified courses, evaluating how the evidence would meet and support the new TPEs. This process was used for each of our credential pathways (i.e., traditional, intern, and residency pathways).*

2.4. Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

*Program director and faculty with more expertise on literacy will continuously support faculty members teaching these courses. Monthly check-ins such as zoom support meetings, and professional development opportunities will be provided to enhance the teaching and learning of this new standard and TPEs for faculty members. Furthermore, drop-in support hours provided by the program director will be available for faculty members. Lastly, faculty members will be reminded to review the [Dyslexia Module provided by the UC/CSU Collaborative for Neurodiversity and Learning](#).*

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

*Letters, memos, and meetings will be the channel where our program will inform all*

*stakeholders of these new requirements for SB 488 such as program standards, TPE 7, and performance assessment requirements. On going collaboration through email and virtual meetings between stakeholders will help ensure that we maintain success in meeting these new standards. Furthermore, college and program meetings such as EPP meetings and departmental meetings will be held monthly to provide updates and on-going support ensuring that all stakeholders are meeting SB 488 expectations. Lastly, our credential website will include informative links to the requirements of SB 488 as well as the Dyslexia Module, program standards, and performance assessment requirements.*

2.6. In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?

*Since our credential program share a common course with the Multiple Subjects (MS) Credential Program, our team collaborated with our MS colleagues, especially those who teach the literacy course (EDEL 5100), to review our coursework and clinical practice requirements against the new standards and TPEs. We also held meetings from the college level (i.e., EPP) to discuss and collaborate on coursework and clinical practice requirements related to the new standards and TPEs. Both program directors from MS and Special Education held meetings and collaborated with literacy specialist within the department to ensure that literacy instruction for multilingual/English Learner students are met considering the new standards and TPEs.*

2.7. Provide links to syllabi that demonstrate that the *English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework* are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

[Link 1: EDEL 5100 Course Syllabus \(highlighted in yellow\)](#)

[Link 2: EDEL 5100 Course Syllabus \(all that are highlighted in Red\)](#)

[Link 3: EDSP 5610 Course Syllabus \(all that are highlighted in Gray\)](#)



CALIFORNIA STATE UNIVERSITY  
**BAKERSFIELD**™

Department of  
Teacher Education

“Expanding minds. Engaging hearts. Enhancing communities.”

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
SCHOOL OF SOCIAL SCIENCES AND EDUCATION  
DEPARTMENT OF TEACHER EDUCATION  
(Term)**

**EDEL 5100: Literacy and the Arts for Diverse Learners  
3 + 1 Semester Coursework Units**

[CLICK HERE TO  
RETURN TO TOP](#)

**Instructor:**

**Instructor’s office location:**

**Instructor’s office hours:**

**Class Meeting Times:**

**Class Meeting Location:**

**Phone:**

**E-Mail:**

### **Educator Preparation Program Vision**

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

### **Educator Preparation Program Mission**

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.

### **Mission of the Department of Teacher Education**

The mission of the CSUB Department of Teacher Education is to prepare educator advocates who are leaders in their communities and invested in developing students as capable and compassionate change-agents.

### **Vision of the Department of Teacher Education**

All schools will have transformational educators who prepare and inspire students to create more just, inclusive, and informed communities.

### **Candidate Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, lifelong learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates’ actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

### Course Description

The course focuses on teaching literacy skills to students in transitional kindergarten through sixth grade. Theory, research, and practice related to all students, including those with disabilities, successfully acquiring literacy skills will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary and intermediate grades; assessment procedures and materials for students at all levels of literacy acquisition; integration of technical subjects (visual and performing arts; technology) which enhance and support literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. The course includes an emphasis on assessment (diagnostic, formative, and summative) and data driven instruction. Candidates will acquire the knowledge to use data to form small flexible groups and intervene with students’ needs. This is a service learning course.

Candidates who are enrolled in this course non-concurrently with final clinical practice are required to complete a minimum of 20 full days of clinical practice (2 days a week for 10 weeks) during the term in an elementary setting (TK-6) co-teaching with a cooperating teacher to provide assistance and support. If this course is taken concurrently with final clinical practice, candidates will complete 60 consecutive days of co-teaching during weeks 2-15. Specific dates for final and part-time clinical practice will be provided each term. All candidates will be supervised by an assigned university faculty member during the term.

### Course Goals and Objectives

The course objectives focus on the requirements of CTC and the Teaching Performance Expectations (TPEs) as well as the national AAQEP standards.

**TPE Link:** [TPEs 1-7 \(2022\)](#)

**Literacy TPE Links:** [Literacy Standard & TPEs](#)

**AAQEP:** [AAQEP Standards](#)

[CLICK HERE TO RETURN TO TOP](#)

At the conclusion of this course, candidates will be able to apply their knowledge of literacy acquisition to their own classrooms. Under each of the headings, candidates will complete tasks to demonstrate their proficiency in applying the knowledge bases listed below:

- A. Diversity, Equity, and Inclusion **TPE 2, 6, 7.1, 7.2, 7.3, 7.11 AAQEP: 1c, 2b**

1. Understand, respect, and value cultural, linguistic and ethnic diversity.
  2. Identify and use a wide variety of instructional strategies, activities, and materials that promote equal learning opportunities for students from diverse backgrounds (cultural, linguistic, ethnic, socioeconomic status, etc.)
  3. Use culturally responsive literature that reflects students from diverse cultures, languages, abilities, identities, perspectives and socioeconomic backgrounds to teach reading while promoting cultural awareness and belonging.
  4. Adapt lessons for culturally and linguistically diverse students employing integrated and designated ELD strategies and activities.
  5. Model professional, responsible, and ethical behaviors to support equity and establish a culturally responsive learning environment.
- B. Phonological Awareness** **TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d**
1. Understand and apply the use of explicit instructional methodologies, effective programs, materials and activities for teaching phonological awareness including onsets and rimes, syllables, phonemes, and morphemes using blending, substituting, segmenting and manipulating.
  2. Select and use a variety of materials and activities that begin to make the connection between oral language and print (e.g., big books, literature, songs, word play).
- C. Concepts About Print** **TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d**
1. Understand and apply the use of explicit instructional methodologies, effective programs, materials and activities for teaching letter names and shapes and book parts.
  2. Gain the ability to use materials, activities, and methodologies to teach concepts about print (e.g., big books, literature, and language experience).
- D. Phonics and Other Word Identification Strategies** **TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d**
1. Know the terminology and concepts to be taught for effective phonics, decoding, encoding, and word analysis of single and multisyllable words (e.g., onsets, rimes, consonant blends, consonant digraphs, syllable patterns, morphology, sight words).
  2. Identify the characteristics of and utilize effective programs, materials (decodable texts), and activities that can be used for the constructive, explicit, systematic teaching of word identification skills to support fluency.
  3. Assess phonics and alphabet knowledge using a broad base of measurement tools.
  4. Understand that systematic, explicit phonics and other word identification strategies affect reading development.
  5. Demonstrate knowledge of key indicators of reading fluency and their interrelationships: rate, accuracy, and prosody.
- E. Spelling** **TPE 1-5, 7.1, 7.2, 7.5 AAQEP: 1a, 1b, 1c, 1d**
1. Understand the orthographic patterns of written English that should be taught sequentially as students are gaining mastery of word identification skills (e.g., reciprocity of word identification and orthographic knowledge)
  2. Assess the stages of spelling development and utilize the results to make instructional decisions.
- F. Vocabulary Development** **TPE 1-5, 7.1, 7.2, 7.7 AAQEP: 1a, 1b, 1c, 1d**
1. Understand and apply different levels of academic vocabulary (Tier 1, Tier 2, Tier 3) and academic language
  2. Apply a variety of instructional methods, engaging materials, activities, and techniques to help students increase their vocabulary knowledge directly and indirectly (e.g., classification, word banks, word sorts, morphology, etymology, non-linguistic representation, context).
  3. Demonstrate knowledge of the role of vocabulary and academic language in reading development.
- G. Reading Comprehension** **TPE 1-5, 7.1, 7.2, 7.6 AAQEP: 1a, 1b, 1c, 1d**
1. Gain knowledge of the structure of literature (narrative) and informational text (expository) and instructional approaches to teach these text types (e.g., reciprocal teaching, graphic organizers, story mapping) along with other organizational patterns (images, videos, music, etc.).
  2. Understand and apply the use of appropriate text levels and other materials for discussion,

questioning (text dependent questions utilizing Depth of Knowledge levels), modeling, scaffolding, explicit instruction and coaching in developing students' reading comprehension.

3. Understand literal, inferential, and evaluative comprehension and develop lessons that teach students to develop these types of comprehension as well as to read critically, analytically and strategically.

4. Understand factors affecting reading comprehension (fluency, academic language, background knowledge, motivation etc.)

H. Independent Reading **TPE 1-5, 7.1, 7.6, 7.9 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c**

1. Gain knowledge of contemporary, classic, and multicultural children's authors and literature.

2. Gain knowledge of appropriate expository text for students' reading levels.

3. Plan adequate amounts of time for students' to spend reading which will support the students' receptive vocabulary, verbal fluency, and reading achievement.

4. Design and motivate students' independent reading and understand its relationship to improved reading performance.

I. Relationship among Reading, Writing, & Oral Language (listening and speaking) **TPE 1-5, 7.1, 7.8 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c**

1. Know the stages of development of reading, writing, and oral language and the correlations and differences between them for first and second language learners.

2. Know the development of students' writing and its relationship to teaching reading.

3. Demonstrate knowledge of the interrelationships among word analysis skills, fluency, vocabulary, academic language, background knowledge, and comprehension.

4. Design writing lessons that support students' abilities to write increasingly complex text structures (opinion, informative, narrative, etc.) as applicable to task and audience using appropriate conventions (spelling, grammar, punctuation, etc.).

5. Understand the value of multilingualism and its benefit in the classroom to assist students in transferring skills across languages and using the languages to apply background knowledge that support and promote learning and expression.

6. Plan and teach literacy instruction that is grounded in the ELA and ELD standards and supports the themes of the CA ELA/ELD Framework: foundational skills, meaning making, language development, effective expression, and content knowledge.

J. Diagnosis of Reading Development **TPE 4 & 5, 7.4, 7.10 AAQEP: 1a, 1b, 1c, 1d, 2b, 2c**

1. Know well designed and non-biased resources for assessment in a culturally responsive environment.

2. Select, administer, analyze and use informal and formal literacy assessments to inform instruction (e.g., Tier 1 screening tools, interviews, anecdotal observations, running records, informal reading inventory) (e.g., flexible groups, whole class, independent).

3. Administer and analyze data from multiple reading assessments, interpret data, communicate results to stakeholders (e.g., parents, specialists, other professionals) and use results to guide reading instruction

4. Identify, assess and support students with reading difficulties, including dyslexia.

K. Development of Literacy through the Arts (Dance, Media Arts, Music, Theater, Visual Arts) and Technology **TPE 1, 3, 4, 5, 7.4, 7.9 AAQEP 1a, 2c**

1. Develop ways to integrate the arts creatively across the curriculum to increase literacy learning.

2. Gain knowledge of and use assistive technology to provide literacy support for all learners.

3. Develop ways to integrate technology to engage students, promote digital literacy and support their literacy learning.

### Required Texts/Materials

1. Gunning, T.G. (2020). *Creating Literacy Instruction for All Students (10<sup>th</sup> edition)*. Boston, MA: Pearson.

2. Fox, B. J. (2014). *Phonics and Word Study for the Teacher of Reading*. Pearson Education. **(Any**



**edition will be appropriate.)**

3. Geary, C. (2019). Music as a Conduit to Enhanced Literacy. *CCNews*, 30(4), 26–29.  
<https://ccte.org/wp-content/pdfs-newsletters/ccnews-2019-winter.pdf>
4. Meller, W., Richardson, D., & Hatch, J. (2009). Using Read Alouds with Critical Literacy Literature in K-3 Classrooms. *Young Children*, 64, 76–78. <https://www.readingrockets.org/article/using-read-alouds-critical-literacy-literature-k-3-classrooms>
5. International Literacy Association (2020). *Phonological Awareness in Early Childhood Literacy Development*.  
[https://literacyworldwide.org/docs/default-source/where-we-stand/9457\\_Phonological\\_Awareness\\_1-2020\\_Final.pdf](https://literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf)
6. International Literacy Association (2019). *Meeting the Challenges of Early Literacy Phonics Instruction*.  
<https://literacyworldwide.org/docs/default-source/where-we-stand/ila-meeting-challenges-early-literacy-phonics-instruction.pdf>
7. International Literacy Association (2019). *Creating Passionate Readers Through Independent Reading*.  
<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-creating-passionate-readers-through-independent-reading.pdf>
8. International Literacy Association (2018). *The Power and Promise of Read Alouds and Independent Reading*.  
<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-power-promise-read-alouds-independent-reading.pdf>
9. Stavely, Z. (2021). *Why Phonics Instruction is Not Enough for English Learners*. EdSource.  
<https://edsource.org/2021/why-phonics-instruction-is-not-enough-for-english-learners/661487>
10. International Literacy Association (2018). *Explaining Phonics Instruction*.  
[https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?sfvrsn=1a16a48e\\_8](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-explaining-phonics-instruction-an-educators-guide.pdf?sfvrsn=1a16a48e_8)
11. Hwang, H., Orcutt, E., Reno, E.A., Kim, J., Harsch, R.M., McMaster, K.L., Kendeou, P. and Slater, S. (2023), *Making the Most of Read-Alouds to Support Primary-Grade Students' Inference-Making*. Reading Teacher.  
<https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.2226>
12. International Literacy Association (2019). *Teaching and Assessing Spelling*.  
<https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-teaching-and-assessing-spelling.pdf>
13. International Literacy Association (2017). *Characteristics of Culturally Sustaining and Academically Rigorous Classrooms*.  
[https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-culturally-sustaining-classrooms-brief.pdf?sfvrsn=7b80a68e\\_10](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-culturally-sustaining-classrooms-brief.pdf?sfvrsn=7b80a68e_10)
14. UC/CSU Collaborative for Neurodiversity and Learning (2023). *Introduction to Dyslexia*.  
<https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/introduction-to-dyslexia/>
15. Reading Rockets (2023). *Basics: Phonological and Phonemic Awareness*.  
<https://www.readingrockets.org/reading-101/reading-and-writing-basics/phonological-and-phonemic-awareness>
16. Youtube (2019). *Understood What is Phonological Awareness?*  
<https://youtu.be/K0G6teawxls>
17. Framework: Bookmark the CA ELA/ELD Framework  
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
18. Standards: Bookmark the CA Common Core Standards in Language Arts  
<http://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>
19. Standards: Bookmark the CA ELD 2012 Standards

- <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
20. Standards: Bookmark the CA Arts Standards  
<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>
21. Dyslexia Guidelines: Bookmark the California Dyslexia Guidelines  
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
22. LiveText by Watermark Subscription (Program requirement)  
<https://sll.watermarkinsights.com/>
23. Achieve the Core.org-opinion writing prompts and student samples (K-5)  
<http://achievethecore.org/page/1261/argument-opinion-writing-on-demand>

### **Course Assignments/Requirements**

The following is a brief description of the course and clinical practice assignments with the total possible points awarded indicated in parentheses. Detailed requirements regarding content and format are included below and will be given in class at the time of each assignment. Assignments are due at the beginning of class. No additional assignments will be given to account for late, missed, or unacceptable work.

#### **Reading Assignments based on reading MS TPEs 1-5, TPE 7, AAQEP 1a-d (100 points total/10 points each):**

Candidates are expected to read the assigned readings and be prepared to discuss the material during class. An assignment, based on textbook or supplemental reading for the week, will be due prior to the beginning of class as outlined in the course schedule. Assignments may represent application writing tasks or academic literacy activities that can be used in the candidate's current or future classroom to support student comprehension and learning of content material. Missed reading assignments may not be made up and late assignments will not be accepted. Eleven (11) assignments will be given and the lowest grade will be dropped.

#### **Culturally Responsive Interactive Read Aloud MS TPEs 2.2, 2.3, 4.4, 7.1, 7.3,7.4; AAQEP 1c, 2f (20 points):**

Candidates will:

1. Be assigned a grade level team.
2. Select a culturally sustaining text from the literacy course library, or elsewhere, and consider their reason for selecting this text.
3. Use the information provided in class as well as the lesson plan template to plan a culturally responsive interactive read aloud lesson.
4. Teach the culturally responsive interactive read aloud lesson during the literacy course to a small group of candidates.
5. Submit the lesson plan incorporating the culturally sustaining, anti-bias and ELL benefits rationale for selecting this text by the end of the assigned class.

#### **Co-taught Whole Group Literacy & the Arts Lesson MS TPEs 1.4, 1.7, 3.1, 3.3, 3.5, 3.6, 4.4, 4.6, 4.7, 7.1, 7.2, 7.3, 7.4, 7.11; MS TPEs 7.5, 7.6, 7.7, 7.8, 7.9 as appropriate to lesson ; AAQEP 1a, 1b, 1c, 2b, 2c, 2f as appropriate to lesson (50 points):**

Candidates will be partnered to plan and co-teach an assigned literacy lesson. Presenters will be evaluated based on a lesson plan (*modified* CSUB format) and lesson delivery, including student engagement and participation. Lesson plans must include differentiated accommodations and/or modifications for ELLs, CA Arts Standards and activities, and Co-Teaching strategies. You will plan the lesson for an appropriate group of TK-6 grade students as a complete lesson. The literacy lesson presentation should be approximately 10 minutes in length and elements of the full lesson may need to be

omitted. Please plan wisely and practice. All candidates will also participate in peer evaluations; these will be distributed to candidates and submitted to the instructor. Final lesson presentation grades will be adjusted no more than 15% based on peer evaluation. A one-page general procedure summary of the lesson must be provided for classmates on the day of presentation and uploaded to the LMS or other site provided by your instructor. The lesson plan (*modified* CSUB format) must be submitted to the instructor on the day of the presentation, *before* the lesson begins. Please use the *modified* CSUB lesson plan template found in the EDEL 5100 materials packet for this assignment.

**Family Literacy Night MS TPEs 1.1, 1.2, 1.3, 7.3, 7.4; MS TPEs 7.5-7.9 as appropriate to activity; AAOEP 2a, 2b, 2c, 2f (15 points):**

Candidates will prepare and present a literacy game or activity to engage students and their families in literacy activities. Literacy games or activities must reflect the current CA ELA CCSS; a tent card or poster is required to show which standard is being targeted. Location and date will be announced. In extreme instances and with prior consent, an alternative assignment may be provided where candidates will complete an online activity to discover the benefits of engaging students and their families in literacy activities. Family literacy activities will impact students and students' families from various cultural backgrounds, while improving student learning.

**UC/USC Dyslexia Module MS TPEs 7.2, 7.10 AAOEP 1a, 1c, 2a (15 points)**

Candidates will complete the [Introduction to Dyslexia Module](#) from the UC/CSU California Collaborative for Neurodiversity and Learning. Upon completion of the module, candidates will understand the major concepts of the existing definition of dyslexia, identify the key features of dyslexia, describe potential characteristics of dyslexia across the school-age years, and identify strategies for consulting with families.

**Clinical Practice ED 5800-5810 Activities MS TPEs 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.4, 4.6, 4.7, 5.1, 5.2, 5.8, 7.1-7.11 AAOEP 1c, 1d, 2c (80 pts total):**

Throughout clinical practice, candidates are expected to participate and work with students in the placement classroom. The co-teaching strategies should be used daily.

***\*Literacy Assessments & 2-3 page Analysis Papers***

Together with the cooperating teacher, select one (or more) student(s) who will be appropriate for the assessments. Be sure to get signed permission from a parent or guardian before beginning the assessments [reading/interest survey; phonological awareness; alphabetic principle, phonics; spelling; writing; informal reading inventory IRI+ (text reading, comprehension, fluency)]. See materials packet for more information. Assessment results will be analyzed in 2-3 page analysis papers using quantitative and qualitative criteria. The analysis will include the following components as sub-headings: 1) Describe the **results** of the assessments 2) Describe **areas of assets/strengths and/or needs** based on the CA Common Core Standards for English-Language Arts and/or the Preschool Learning Foundations (cite the standards) 3) Suggest **instructional implications** for improving areas of need and/or building on assets/strengths.

**The IRI+ is the signature assignment for EDEL 5100 and will also be submitted via LiveText. (See rubric on the final page of the syllabus.)**

**Phonics Proficiency Test MS TPE 3.1; 7.1, 7.2; AAOEP 1a (40 points):**

Candidates will have three attempts to pass the phonics proficiency test with an 80% or better.

**Final Exam MS TPEs 1, 3, 4, 5, 7 and AAOEP 1a-d based on question (80 points):**

The final exam contains multiple choice and application essay questions and will cover content from the entire course. Content of the exam will come from lectures, course assignments, and course readings.

**Participation (40 points):**

Evaluation criteria include: a) appropriate responsiveness to presenters, b) ability to interact constructively with group members, c) appropriate contributions to lectures and small group activities (both in class and on-line), d) submission and presentation of course assignments in a timely manner, e) class attendance and promptness, and f) overall professionalism. Points will be deducted for lack of engagement or inappropriate actions (e.g. texting, using devices for other coursework, checking social media).

*Each tardy or early class departure will result in a minimum of a 2% point deduction from the final course grade. Each absence will result in a 5% point deduction from the final course grade. If a candidate is absent more than three times, the candidate will receive a failing grade in the course.*

**Registration for the RICA exam (Extra Credit 10 points):**

Candidates who register for the RICA exam prior to the start of the next term, or students who take the RICA exam prior to the start of the next term **AND** provide a copy of their registration receipt (date, time and location) or a copy of their RICA results to the instructor by the final exam date will have 10 points added to their final course grade.

**Grading/Evaluation**

Summary of Assignments	Points Possible
Reading Assignments (Quiz/Study/Reading Guide)	100
Culturally Responsive Interactive Read Aloud	20
Co-taught Whole Group Literacy & the Arts Lesson	50
Family Literacy Night	15
Dyslexia Module	15
Clinical Practice:	80
❖ Literacy Assessments/Analysis Papers (50)	
❖ IRI+ with analysis (Signature Assignment) (30)	
Phonics Proficiency Test	40
Final Exam	80
Participation	40
Total Points Possible	440
RICA (proof of registration, or testing)	10 Extra Credit

**Late assignments will not be accepted for credit.** All exams will be given on the scheduled days unless prior arrangements are made with the instructor. Such arrangements will only be made under extreme or unusual conditions. Retakes of examinations and "extra credit" projects will not be given to compensate for poor performance on any assignment. The final course grade will be calculated using the following percentages:

A	94% and above	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	59% or below

**Attendance Policy**

It is the expectation that candidates will cultivate professional attitudes and mannerisms. Coursework is seen as a prelude to employment where punctuality, courtesy, and full engagement are expected. For this reason, absences, tardiness, and early class departures will influence the final grade earned in this

course. Each tardy or early class departure will result in a minimum of a 2% point deduction from the final course grade. Each absence will result in a 5% point deduction from the final course grade. If a candidate is absent more than three times, the candidate will receive a failing grade in the course.

### **Clinical Practice General Information**

All candidates will be supervised during the semester by an assigned university supervisor and must enroll in the appropriate clinical practice course.

Special Education Candidates enrolled in EDEL 5100 will be required to complete **25 hours** of clinical practice in general education literacy. The EDEL 5100 literacy assessments conducted with a general education student will count toward this requirement.

**Bakersfield Campus:** Candidates completing any Teacher Education 5000 level course are required to read all documentation associated with your ED 5800 or 5810 course.

#### **AV Campus in Canvas:**

Candidates completing any Teacher Education 5000 level course are required to self-enroll using this Canvas link <https://csub.instructure.com/enroll/DGPLHF> and read all documentation associated with your ED 5800 or 5810 course.

### **Accommodations for Students with Disabilities**

The Mission of Services for Students with Disabilities (SSD) is to provide support services that enable every student, regardless of disability, to have access to a University education at CSU Bakersfield. Please contact SSD at (661) 654-3360 or visit their website: <https://www.csub.edu/ssd>

**Antelope Valley Campus:** To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is in Bldg. 200, and they may be reached at (661)952-5061 (voice) or (661)952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

### **Academic Honesty Policy**

Students at CSUB are expected to do all their academic work (coursework, assignments, exams, research, etc.) without getting or giving unauthorized assistance. Faculty have the responsibility of planning and supervising academic work so that honest effort is encouraged and positively reinforced. Source for full policy: <https://maindata.csub.edu/media/48386/download?inline>

### **Satisfactory Academic Progress**

Students must adhere to federal standards to maintain Satisfactory Academic Progress (SAP) to remain eligible for financial assistance. You may view the standards here: <https://www.csub.edu/financial-aid/satisfactory-academic-progress.shtml>

<b>Course Schedule</b>			
<b>Class #</b>	<b>Lecture Topics</b>	<b>Textbook/ Other Reading Due</b>	<b>Assignments Due</b>
<b>1</b>	<ul style="list-style-type: none"> <li>● Overview of Course/Preview syllabus and clinical practice expectations</li> <li>● Reading Enjoyment/Read</li> </ul>		

	<p>Aloud/Interactive Read Aloud</p> <ul style="list-style-type: none"> <li>● Phonics Proficiency Pretest</li> </ul>		
2	<p><b><i>The Nature of Literacy</i></b></p> <ul style="list-style-type: none"> <li>● Theoretical Instructional Models</li> <li>● CA Common Core ELA Standards/Analyze Anchor Standard RIT #3 K-12</li> <li>● Five Key Themes of ELA Literacy and ELD Instruction</li> <li>● Integrated Model: Literacy and the Arts</li> <li>● Shared Reading</li> <li>● Arts Standards (dance, media arts, music, theater, visual arts)</li> <li>● Phonics Rules Lecture #1</li> </ul>	<p>-Gunning 1 focus. pgs. 13-18</p> <p>-ELA/ELD Framework pgs. 187-188, 367-369</p> <p>-<a href="#">CCTE Article</a> (pgs. 26-29)</p> <p><a href="#">Literacy Leadership Brief: The Power and Promise of Read-Alouds and Independent Reading (literacyworldwide.org)</a></p> <p>-<a href="#">Literacy TPEs</a> pgs. mid 2-mid 5</p>	~Reading Assignment #1
3	<p><b><i>Teaching All Students</i></b></p> <ul style="list-style-type: none"> <li>● ELD Standards</li> <li>● Integrated &amp; Designated ELD strategies</li> <li>● Universal Design for Learning</li> <li>● Culturally Responsive Literacy Instruction</li> <li>● Response to Intervention (RTI) and Multi-Tiered Systems of Support</li> <li>● Phonics Rules Lecture #2</li> </ul>	<p>-Gunning 2 focus pgs. 27-29, 37-45, 49-51</p> <p>-ELA/ELD Framework pgs. 104-119, 341-349</p> <p>-<a href="#">Dyslexia Guidelines</a> pgs. 42-49</p> <p><a href="#">Using Read Alouds with Critical Literacy Literature in K-3 Classrooms  </a></p>	~Reading Assignment #2

		<a href="#">Reading Rockets</a>  <a href="#">Characteristics of Culturally Sustaining and Academically Rigorous Classrooms</a>	
4	<p><b><i>Assessing for Learning Foundational Skills</i></b></p> <ul style="list-style-type: none"> <li>● Range, Quality, and Complexity of Reading K-5 with Benchmarks</li> <li>● Introduction to CCSS 10</li> <li>● Phonemic and Phonological Awareness</li> <li>● Reading and Interest Survey</li> <li>● Concepts About Print</li> <li>● Phonics Rules Lecture #3</li> </ul>	<p>-Gunning 3 focus pgs. 78-92</p> <p>-<a href="#">Dyslexia Guidelines</a> Pgs. 9-13; 50-54</p> <p><a href="#">ILA Brief: Phonological Awareness</a></p> <p><a href="#">Basics: Phonological and Phonemic Awareness</a></p> <p>Video: <a href="#">What is Phonological Awareness?</a></p>	<p>~ Reading Assignment #3 ~Literacy &amp; the Arts Lessons</p>
5	<p><b><i>Emergent/Early Literacy Foundational Skills</i></b></p> <ul style="list-style-type: none"> <li>● Reading/Oral/Written Language Development</li> <li>● Alphabetic Principle</li> <li>● Assessment #1: Phonological Awareness</li> <li>● Review Phonics Proficiency Pretest</li> </ul>	<p>-Gunning 4 focus pgs. 122-135, 145-167</p>	<p>~Reading Assignment #4 ~Literacy &amp; the Arts Lessons ~Reading and Interest Survey</p>
6	<p><b><i>Teaching Phonics and Syllabic Analysis Foundational Skills</i></b></p> <ul style="list-style-type: none"> <li>● Teaching Consonants and Vowels</li> <li>● Syllabic Analysis</li> <li>● Using Decodable Text</li> <li>● Assessment #2A, B, C: Alphabet Inventory/Beginning Phonics Skills Test/Nonsense Words Test</li> </ul>	<p>-Gunning 5 focus pgs 182-184, 186-214, 228-236</p> <p><a href="#">ILA Brief: Phonics</a></p> <p><a href="#">Explaining Phonics</a></p>	<p>~Reading Assignment #5 ~Assessment #1: Phonemic Awareness Assessment &amp; 2 page analysis paper ~Literacy &amp; the Arts Lessons</p>

		<a href="#">Instruction</a>	
7	<p><b><i>High-Frequency Words, Fluency, and Extended Reading Foundational Skills</i></b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Fluency (rate, automaticity, prosody)</li> <li>● Culturally Responsive Interactive Read Aloud Planning and Presentations</li> </ul>	<p><a href="#">Instruction</a></p> <p>-Gunning 6</p>	<p>~Reading Assignment #6  ~ Assessment #2 A &amp; B: Alphabet Inventory/ Beginning Phonics Skills Test &amp; <b>ONE</b> combined 2 page analysis paper  ~Literacy &amp; the Arts Lessons</p>
8	<p><b><i>Building Vocabulary and Spelling Language Development</i></b></p> <ul style="list-style-type: none"> <li>● Academic Language and Basic Academic Word List (Tier 2 vocabulary)</li> <li>● Morphemic Analysis</li> <li>● Contextual Analysis</li> <li>● Developmental Spelling Stages</li> <li>● Orthography and Word Study</li> <li>● Assessment #3 Spelling</li> </ul>	<p>Gunning 7 focus pgs. 261-271, 279-287, 290-299 &amp; pgs. 140-145</p> <p><a href="#">Why phonics instruction is not enough for English learners   EdSource</a></p> <p><a href="#">Teaching &amp; Assessing Spelling</a></p>	<p>~<b>Phonics Proficiency Test #1</b>  ~Reading Assignment # 7  ~Literacy &amp; the Arts Lessons</p>
9	<p><b><i>Comprehension: Theory and Strategies Meaning Making</i></b></p> <ul style="list-style-type: none"> <li>● Focus on Literature/Narrative Text</li> <li>● Literal and Inferential Comprehension</li> <li>● Depth of Knowledge (DOK-Webb)</li> <li>● Assessment #4: Writing Sample with Rubric</li> </ul>	<p>-Gunning 8 focus pgs. 317-349</p> <p>ELA/ELD Framework pg. 68</p> <p><a href="#">Making the Most of Read-Alouds to Support Primary-Grade Students' Inference-Making</a></p>	<p>~ Reading Assignment #8  ~Assessment #3: Spelling &amp; 2 page analysis paper  ~Literacy &amp; the Arts Lessons</p>
10	<p><b><i>Comprehension: Text Structures and Teaching Procedures Content Knowledge</i></b></p> <ul style="list-style-type: none"> <li>● Focus on Informational /Expository Text</li> </ul>	<p>-Gunning 9 focus pgs. 368-379, 389-393,411-414 &amp; pgs.</p>	<p>~Reading Assignment #9  ~Assessment #4: Writing Sample with Rubric &amp; 2 page analysis paper  ~Literacy &amp; the Arts</p>



	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Pattern Guides/Expository Text Structures</li> <li>• Writing text dependent questions for close reading of text</li> <li>• Assessment #5-6: Informal Reading Inventory (IRI+)</li> </ul>	450-457	Lessons
11	<ul style="list-style-type: none"> <li>• <i>Family Literacy Night or Module</i></li> <li>• <i>Dyslexia Module</i></li> </ul> <p><i>Floating Class</i></p>	<p>-Gunning bottom 560-top 562 (Involving Parents/Family Literacy Programs)</p> <p><a href="#">-Dyslexia Guidelines</a> pgs. 82-95</p> <p><a href="#">Introduction to Dyslexia</a></p>	
12	<p><b>Effective Expression</b></p> <ul style="list-style-type: none"> <li>• Writing Process Approach</li> <li>• Interactive-Shared Writing</li> <li>• Technology and Literacy</li> <li>• Assessment Accommodations for Students with Special Needs</li> <li>• Analysis of IRI+</li> </ul>	<p>-Gunning pgs. 131-140; 427-430; Chapter 13 focus pgs. 512-524, 531-533, 545; 551-552; 563-568</p> <p>-ELA/ELD Framework 954-964</p> <p><a href="#">-Dyslexia Guidelines</a> pgs. 76-81</p>	<p>~Reading Assignment #10</p> <p>~Literacy &amp; the Arts Lessons</p> <p>~~Completed signature assignment-Assessment ONLY (IRI+)</p>
13	<ul style="list-style-type: none"> <li>• Grouping Strategies</li> <li>• Organization and Management of a Literacy Classroom</li> <li>• Peer Evaluations of Literacy &amp; the Arts Lessons</li> </ul>	<p>-Gunning Chap 12 focus pgs. 480-490, 496-507; 555-560</p> <p><a href="#">-Dyslexia Guidelines</a> pgs. 64-75</p>	<p>~Reading Assignment #11</p> <p>~<b>Phonics Proficiency Test #2</b></p>

		<a href="#">ILA Brief: Independent Reading</a>	
14	<ul style="list-style-type: none"> <li>Review key components of literacy instruction (theory, assessments, strategies)</li> <li>RICA REVIEW</li> </ul>		<b>*Signature Assignment (Assessment #6-9 IRI+ with analysis)</b> *Post essay on LiveText
15	FINAL EXAM		<b>*Final Exam</b> ~Phonics Proficiency Test #3

**This is a tentative course schedule. Assignments are due at the beginning of class on the dates indicated.**

### Assessment Analysis (Signature Assignment) Rubric

TPE/Criteria	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>Assessment Results (10%) &amp; Areas of Strength and Need (20%):</b></p> <p><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><b>TPE 5: Assessing Student Learning</b></p> <p><b>TPE 7: Effective Literacy Instruction for All Students</b></p> <p><b>AAQEP: 1a &amp; 1d</b></p>	<p>Data and/or explanation is missing or incomplete.</p> <p>Assets/strengths and needs are missing or not clearly explained within the context of the data. Literacy terminology or assessment results are not discussed or used to determine grade level knowledge/ability.</p>	<p>Data is minimally represented and may be hard to follow. Data explanation is represented, but is unclear.</p> <p>One or more of the assets/strengths and needs are unclear or not included.. Literacy terminology and assessment results are unclear, unsupported, or not used to make judgments for grade level knowledge/ability.</p>	<p>Data is clearly represented with adequate information. An explanation of results is developed with assessment support/evidence.</p> <p>Assets/strengths and needs are identified. Evidence from the assessments and the use of literacy terminology are included. Judgment of grade level knowledge/ability is accurately discussed.</p>	<p>Quantitative and qualitative data is complete, detailed, accurate and professionally presented. A clear explanation of results is explained with assessment support/evidence.</p> <p>Assets/strengths and needs are identified with in-depth, clear and professional explanations. Evidence from the assessments and the use of literacy terminology are clearly connected to each. Judgment of grade level knowledge/ability is clearly explained and supported by data evidence.</p>
<p><b>Instructional Implications (30%):</b></p> <p><b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b></p> <p><b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b></p> <p><b>TPE 7: Effective Literacy Instruction for All Students</b></p> <p><b>AAQEP: 1a, 1c, 2c</b></p>	<p>One or more of the strategies provided are unclear, or there is a lack of strategies presented. Explanation/steps are vague or missing. Teacher and/or student actions are unclear/not explained. Undeveloped or no rationale connected to student needs is given. If needed, adaptations for ELL are missing or inadequate.</p>	<p>Two literacy strategies are provided. A simple explanation and steps are provided. Teacher and/or student actions may be vague. A rationale is given for at least one strategy. If needed, adaptations for ELL are basic or vague.</p>	<p>Two literacy strategies that will support the student’s literacy learning are provided. An explanation with some detail including steps is provided. Teacher and/or student actions are identifiable. A clear rationale connected to student needs is given for each strategy. If needed, adaptations for ELL are present.</p>	<p>In depth, clear and detailed explanations of at least two literacy strategies that will support the student’s literacy learning are included. A detailed and explicit step-by-step explanation of the strategies is represented. Teacher and student actions are easily identifiable with a strong component of teacher instruction and involvement in the lesson.. A detailed rationale connected to student needs is given for each strategy. If needed, clear and detailed adaptations are made for ELL.</p>
<p><b>Assessment(s) and Supporting Documents Provided (30%):</b></p> <p><b>TPE 5: Assessing Student Learning</b></p> <p><b>TPE 7: Effective Literacy Instruction for All Students</b></p>	<p><b>No Documents Submitted</b></p>	<p><b>Several Documents Missing</b></p>	<p><b>One Document Missing</b></p>	<p><b>All Documents Submitted</b></p>

<b>AAQEP: 1d</b>				
<b>General Presentation</b> (10%): Overall English conventions (spelling/ grammar/ punctuation) are appropriate. Formatting rules are followed.	<b>4 or More Errors</b>	<b>1-3 Errors</b>	<b>1 Error</b>	<b>No Errors</b>

**“Expanding Minds, Engaging Hearts, Enhancing Communities”**

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**

[CLICK HERE TO RETURN TO TOP](#)

**School of Social Sciences and Education  
Special Education Program**

**EDSP 5610: Characteristics and Needs of Students with Mild to Extensive Support Needs**  
(3 semester units)  
**FALL 2024**

Instructor:

Email:

Student Hours & Location:

*Other times by special appointment*

**Class Meeting Days & Times**

**Mission of the Education Preparation Programs**

CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.

**Vision of the Education Preparation Programs**

The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.

**Course Description**

This course presents a variety of unique learning needs of students with mild, moderate, and extensive support needs, in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation, and instructional strategies including high-leverage practices. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs.

**Candidate Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, life-long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

- **Ethical Professional:** Candidates’ actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standard-based instruction.

### Title V Regulations

Title V of the State Commission regulations states: “Regarding professional aptitude, personality and character, that student teacher candidates shall demonstrate suitable aptitude for teaching in public schools in accordance with standards and procedures determined by the campus, and shall include interviews, letters of recommendation and a statement of professional goals or philosophy written by the candidate...and demonstrate personality and character traits which satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus who may also consider information from public school personnel as well as others. Tests, observations, and interviews may be employed by the campus for this assessment.”

### Accommodations for Students with Disabilities

The instructors will make reasonable accommodations for students who have a documented problem that interferes with successfully completing this course. To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter during office hours as soon as possible so we can discuss the specific accommodations that you might need in this class. It is your responsibility to request accommodation before assignments are due.

- **Main Campus Students:** The Office of Services for Students with Disabilities (SSD) is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD)
- **Antelope Valley Students:** The Office of Services for Students with Disabilities (SSD) is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (TDD)

### Academic Honesty

There are certain forms of conduct that violate the university’s policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one’s own. Plagiarism may consist of handing in someone else’s work as one’s own, copying or purchasing a pre-written composition and claiming it as one’s own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of

academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. The campus policy on Academic Dishonesty can be found at <http://www.csub.edu/osrr/Academic%20Integrity%20/>

**Professional Liability Insurance**

As of August 1, 2006, the CSU Chancellor’s Office of Risk Management is requiring all students in various fields, including the Credential Program to purchase Professional Liability Insurance. This fee may be paid at the Cashier’s window or online.

[CLICK HERE TO RETURN TO TOP](#)

**Course Objectives and Competencies**

References are to CTC [Preliminary Education Specialist Program Standards](#). Candidates will be able to demonstrate following expectations upon the completion of this course.

Competencies	TPE			HLP	Assessment
	Universal	MMSN	ESN		
1. Define and describe the unique learning characteristics of individuals with mild, moderate, extensive support needs that are associated with the categorical terms of intellectual disabilities, specific learning disabilities, communication disorders, emotional disturbance, autism, deaf-blind, emotional disturbance, traumatic brain injury, and multiple disabilities; and determine the implications for these characteristics for service delivery.	1.1 4.2	3.2 3.3 4.5 6.6	1.3 4.2		Research paper, Online discussion, Quizzes, Exam
2. Demonstrate knowledge of the issues related to the assessment, placement, transition, and instructional service delivery models in inclusive settings for individuals with mild, moderate, extensive support needs, including English Language Learners.	2.5 3.5 4.1 4.3 5.6				Online discussion, Quizzes, Exam
3. Discuss issues facing the families of individuals with special needs and demonstrate knowledge of collaboration with families		1.5 6.6		2	Online discussion, Quizzes, Exam
4. Demonstrate knowledge of and utilize a variety of resources regarding the use of technology for instruction, communication (e.g., augmentative and/or alternative communication), mobility, and personal care of students with complex communication needs (e.g., deaf-blind, limited verbal ability)	3.6 3.7 3.8 4.4 4.7 4.8	1.2 3.2	1.2 1.3 2.1 4.2	19	Lesson plan, Online discussion, Quizzes, Exam

5. Incorporate research findings and evidence-based strategies into the practice of teaching and engaging individuals with mild, moderate, extensive support needs.	7.2	3.2 4.2 7.2	7.2	14 15 16 18 20	Lesson plan, Research paper, Online discussion, Quizzes, Exam
6. Demonstrate knowledge to plan community-based instruction and ability to make appropriate connections between school curriculum and life beyond graduation through transitional planning.		1.5			Online discussion, Quizzes, Exam
7. Demonstrate appropriate use of principles and strategies for designing universal design learning environment, providing least restrictive environment, recommending services, and planning and implementing instruction including the use of supplementary aids, services, and technology for individuals with special needs.	1.4 3.6 4.3 4.4 4.7 7.7	2.1, 7.7	2.1, 7.7	7 12	Lesson plan, Online discussion, Quizzes, Exam
8. Demonstrate knowledge of the core curriculum scope and sequence, national and state standards (California State Standards), curriculum adaptation with incorporation of principles of universal design learning and multi-tiered system of supports for students with diverse needs.	1.4 3.1 3.2 3.5 4.4	1.1 2.1 4.2 4.4		6 7 12 13	Lesson plan, IEP/ITP, Online discussion, Quizzes, Exam
9. Develop Individualized Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individualized Transition Plans (ITP) with short- and long-term goals and objectives based on students' profile (e.g., characteristics of disabilities, academic and behavioral needs, cultural or linguistic background) and assessment result.	4.1 4.5 5.8	1.1 1.5 4.4		5 11	IEP/ITP, Online discussion, Quizzes, Exam
10. Demonstrate knowledge of students' language development across disabilities and the life span and develop IEP goals to foster acquisition of academic knowledge	7.7	1.2 1.3 7.7	7.7		Research paper, Quizzes, Exam, Online discussion
11. Demonstrate knowledge to interpret a comprehensive assessment (including formative and summative assessments) results and ability to make appropriate	4.1 4.3 5.6 5.8	5.4 7.10	7.10	4 5 6	IEP/ITP, Online discussion, Quizzes,



adaptation in planning and implementing instruction for students with diverse characteristics in learning needs, ethnicity, gender, and linguistic abilities.	7.10				Exam
12. Demonstrate knowledge of legislation and regulation in special education including federal, state, and local policies to advocate students with disabilities		6.4			Online discussion, Quizzes, Exam
<p>Note:</p> <ul style="list-style-type: none"> <li>• TPE=CTC Teaching Performance Expectations (available at: <a href="https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-program-standards-pdf.pdf?sfvrsn=729750b1_10">https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-program-standards-pdf.pdf?sfvrsn=729750b1_10</a>)</li> <li>• MMSN=Mild to Moderate Support Needs Teaching Performance Expectations</li> <li>• ESN= Extensive Support Needs Teaching Performance Expectations</li> <li>• HLP=High Leverage Practices (available at: <a href="http://cedar.education.ufl.edu/high-leverage-practices/">http://cedar.education.ufl.edu/high-leverage-practices/</a>)</li> </ul>					

### Required Readings

Bouck, E. C. (2016). *Assistive technology*. Sage Publications.

Council for Exceptional Children (2021). *Special Education Professional Ethical Principles*. Retrieved from <https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>

CSUB Special Education Program (2021). *Special Education Programs Handbook*. Retrieved from [https://www.csub.edu/specialed/files/sped\\_handbook.pdf](https://www.csub.edu/specialed/files/sped_handbook.pdf)

Hallahan, D., Kauffman, J., & Pullen, P. (2015). *Exceptional Learners: An Introduction to Special Education*. Pearson.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (2018). *High Leverage Practices for Inclusive Classrooms*. Council for Exceptional Children. Free download from <http://cedar.education.ufl.edu/high-leverage-practices/>

Ortiz, A. (2001). *English Language Learners with Special Needs: Effective Instructional Strategies*. Retrieved from <http://www.ldonline.org/article/5622>

IEP Case Study Folder in Canvas.

*Readings may be added later by course instructor.*

### Resources for Common Core State Standards

- Common Core State Standards Initiative (2012). <http://www.corestandards.org/>
- California Department of Education (2013). *Common Core State Standards*. Retrieved from <http://www.cde.ca.gov/re/cc/>
- California Department of Education (2013). *Common Core Resources for Special Education*. Retrieved from <http://www.cde.ca.gov/sp/se/cc/>
- Council of Chief State School Officers. (2013). *Common Core Implementation Video Series*.

Retrieved from <https://www.cde.ca.gov/re/cc/presentationswebinars.asp>

- CommonCore by MasteryConnect App. Available on iOS and Android.

### Technology Requirement

**LiveText:** This is an on-line service designed for instructional portfolios. Students are expected to post the signature assignment to LiveText and it will be graded based upon the on-line rubric. Please check the signature assignment for this course. Failing to post this assignment on LiveText may result in a failing grade. More information about LiveText can be found at [www.livetext.com](http://www.livetext.com)

**Canvas:** This course is accompanied by Canvas, a course management tool. You will be able to check and/or download lecture notes, course related forms, study guides, and class announcements on Canvas.

### Course Policies and Requirements

- This course is offered a hybrid format. Students are required to enroll in the Canvas platform in order to access to class materials and resources and complete course requirements.
- Students must notify the instructor *in advance* of their absence of class only for special occasion with compelling reasons, for example, family emergency, medical issue, or professional reasons (e.g., conference, workshop, school event). Students must *provide a proof* for their absence to request for extending deadline for online class modules.
- The online modules will be released as scheduled in the syllabus (see the course schedule). Modules will open for seven days **from 12:01am on Mondays to 11:59pm the following Sundays**.
- To complete an online module, click on the corresponding link in the Canvas. There you will see learner objectives, assignments and directions, and links to all information you need to complete the module.
- Emails regarding modules sent to the instructor from Monday to Thursday will receive a reply within 48 hours with the exception of special circumstances; and emails sent from Friday to Sunday will receive a reply by the following Monday. The instructor may not respond to emails during weekend.
- Correct email address should be listed in Canvas. You can check your email address in your Canvas [home/personal information](#). Please note the instructor uses your official CSUB email to send out any class notifications or information. Extra credits will NOT be given
- Confidentiality: The privacy and identity of children and their families should be protected in all written materials. For example, when writing about a child, the recommended language is, “for the purpose of this paper, I will refer to the observed students as [fictitious name]”.
- Class discussion is partially based on assigned reading assignments and informed class participation in class discussion is expected. See online discussion protocol and rubric in this syllabus.

### Assignments

- All assignments will be thoroughly discussed in Canvas and only assignments of the highest quality will be accepted. More assignments may be added during the semester and subject to change at the discretion of instructor.
- Assignments must be turned in to Canvas **no later than 11:59 pm of their due dates** (*check the assigned due date for each assignment*). Students will lose **20% of the assigned credits** after the due date and assignments are **NOT accepted after one week from the due date**.
- All assignments should be typed-written in word documents (highly recommended to use MS Word) and handwritten papers are not accepted. Please follow current APA guidelines when working on your assignments (e.g., Times New Roman, 12 font size, double-space, 1-inch margin on four sides).

- Submitted assignments will be graded and grades will be posted within the maximum of 14 days from the assignment due date.
- Reading assignments should be completed prior to class as it helps with active class participation
- Students must contact instructor if they cannot take tests on the assigned dates only for a compelling reason and schedule a day with the instructor. Tests, quizzes, and activities should be taken on a day with instructor but no later than one week from the originally scheduled date.

<b>Assignment List</b>
------------------------

### 1) Common Core Lesson Plan

- Develop a lesson plan for a small group of students within your concentration area (MMSN or ESN) using the template provided in Canvas.
- Develop a lesson plan that uses multiple technology tools to deliver content and assess student learning. The lesson must be accessible to the full range of students in a general education classroom, including students receiving special education services. Choose tools that are most appropriate for the content standards and the age of the students you are working with and be sure to consider EL learners and their language development.
- Consider developing lesson plans to teach literacy, functional academics, adaptive skills, vocational skills, mathematics, science, history, or self-help skills for students within your concentration area. Be sure to include how you plan to progress monitor student performance.
- Lesson objectives should resemble students' IEP objective statements and must be written in a *clear, concise, observable, and measurable manner*. Moreover, they should be matched with the Common Core State Standards (or the Next Generation Science Standard for science subject domains).
- Assessments, activities, and lesson closure should reflect lesson contents and closely match to lesson objectives. Include a plan to evaluate students' progress toward meeting objectives.
- It is highly encouraged to write in third-person (e.g., teacher will...) rather than the first-person language which uses pronouns such as I and me.
- Provide a specific procedure of instruction with different instructional methods integrated. Also, integrate technology (instructional and assistive technology tools) in a lesson plan.

### 2) IEP or ITP Case Study

- Complete one Individual Education Program (IEP) or Individual Transition Plan (ITP).
- Canvas "IEP Case Study Folder" contains all of documents that are needed for this assignment. It is mandatory to check and review documents in the folder.
- Each IEP or ITP must contain at least 3 goals that address the needs of the student (or fictitious student) and are based on Common Core State Standards. Each goal should include at least 2 short term objectives (benchmarks). It is critical for pre- or in-service teachers to learn how to write appropriate IEP goals/objectives.
- *Candidates those who have access to students* can use their real students in the completion of this assignment but must maintain and protect the confidentiality of their student(s). ***It is strongly suggested to complete this assignment for a student who is an English Language Learner.***
- *Candidates who do not have access to real students* will be provided with fictitious student profiles to facilitate the completion of the assignment. Check the IEP folder in Canvas.
- *Candidates who do not have access to IEP software* will be provided with blank IEP or ITP templates for the completion of this assignment. The template is located in the "IEP Case Study Folder."

### 3) AAC Simulation Activity

- The purpose of this assignment is to experience using AAC for two hours.
- Pick 10 words that you would like to use for two hours. Make an AAC device with the 10 words (e.g., a picture communication board).
- You can only use the 10 selected words during the two hours. You can use gestures and facial expressions.
- The two hours should be spent in an active and social event. Watching a TV for 2 hours does not count.
- Submit your paper to the teacher.
- Your reflection paper (2-3 pages) **MUST** include
  - ✓ Your activities during the two hours.
  - ✓ A list of the 10 selected words.
  - ✓ The effectiveness of your word choices.
  - ✓ Others' reactions to you.
  - ✓ Your own reflection on this activity – how does this activity impact you as a future teacher?
  - ✓ A picture of the augmentative communication device that you used.

#### 4) Research Paper (Signature Assignment, See Appendix C)

- Conduct research about a specific disability or syndrome and submit a report (e.g., Williams Syndrome, Dyslexia, Prader-Willie syndrome, Fetal Alcohol Syndrome, Fragile X Syndrome, Angelman syndrome, Tourette syndrome, Bi-Polar disorder, obsessive and compulsive disorder, etc.).
- Report must discuss all of the followings in a paper. It is highly encouraged to use the followings as headings/sub-headings:
  - Name of condition
  - Etiology (i.e., cause)
  - Prevalence
  - Psychological characteristics including cognitive impairment and academic performance
  - Physiological and behavioral characteristics
  - Treatment, intervention, evidence-based strategies (e.g., medical, psychological, and educational) for students with the disability
  - Educational implications for teachers
  - References: Include 5 or more reliable and current references (at least 3 peer reviewed)
- Paper should be written within the latest APA format (i.e., Times New Roman, font size 12, double-space, normal margin, heading levels). Check homepage/APA Writing Guides in Canvas for further information about APA guides.
- At least 4 full pages (excluding title, abstract, and reference) are required. For references, at least 3 peer-reviewed journal articles must be included. Internet sources (e.g., blog, news, and Wikipedia) will not be considered.
- Submit your research paper via Canvas, and at the same time, submit your paper to Livetext as it is the Signature Assignment. Students choosing not to post their assignment will not pass the course. Check Livetext for the scoring rubric. Your research paper will be automatically checked for plagiarism via Canvas after your submission.

#### 5) Tests & Quizzes

- Students will have a total of 2 tests throughout the semester. Each is valued at 100 points.
- Test and quiz items will take many forms, but most will be multiple choice, true/false, fill-in the blank, and/or short answers. They will reflect contents from textbook, lecture notes, assigned readings, and online class discussion.

- Students should complete a quiz every week after completing the weekly assigned module. Expected completion time of each quiz is max. 10-15 min. and will be automatically saved and submitted afterward. Quizzes are worth 10 points.

## 6) Activities

- Activity: In every online class (module), students need to post 1-2 paragraphs to the topic given to the Canvas discussion board to share with other classmates. Also, students are required to add at least two comments and build on others' responses to create threads (see page 16 for online discussion protocol).
- *Activity 1:* Case study about appropriate identification and assessment of students considering diverse backgrounds to avoid misidentification of a disability or learning needs
- *Activity 2:* Case study about subject matter knowledge, accommodation/modification, and academic language to create IEP goals to design effective teaching for all learners
- *Activity 3:* Case study about creating a lesson plan with incorporation of common core standards alignments, lesson objectives, effective research-based strategies w/in MTSS, accommodation/modification, and technology
- *Activity 4:* Discussion on collaboration with multiple stakeholders, federal, state, and local policies related to specialized health care with a specific focus on the long-term effect of students with Traumatic Brain Injury
- *Activity 5:* Discussion on the unique learning profiles of individualized learning instruction for students who are deaf-blind
- *Activity 6:* Case study about planning effective instruction using diverse activity modes to engage individuals from birth to adolescents into learning situations who have atypical development, diverse communication needs, and neurological impairment.

<b>Tentative Course Schedule</b>
----------------------------------

\*This schedule is intended to be used as a guide and is subject to change.

	Topics	Readings	Assignments
Week 1	<ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Course assignments</li> <li>▪ Terminology</li> </ul>	<i>Chapter 1.</i> Exceptionality and Special Education	Quiz 1
Week 2	<ul style="list-style-type: none"> <li>▪ Evaluation and identification of exceptional learners</li> <li>▪ Inclusive teaching practices</li> <li>▪ Introduction to Common Core State Standards and its impact on SPED</li> <li>▪ Assistive Technology</li> </ul>	<i>Chapter 2.</i> Current Practices for Meeting the Needs of Exceptional Learners ** Overview of the Common Core State Standards for California Educators Chapter 1 Assistive Technology Background (Bouke)	Quiz 2
Week 3	<ul style="list-style-type: none"> <li>▪ Supporting English Language Learners</li> <li>▪ Best practices of working with families</li> </ul>	<i>Chapter 3.</i> Multicultural and Bilingual Aspects of Special Education <i>Chapter 4.</i> Parents and Families	<i>Activity #1</i> Quiz 3
Week 4	<ul style="list-style-type: none"> <li>▪ Writing IEP Goals and Objectives</li> <li>▪ Providing an appropriate education for students with mild to severe disabilities</li> </ul>	Chapter 2. Assistive Technology Framework (Boucke) Ortiz, A. (2001). IEP Case Study Folder (A Canvas	Quiz 4

	<ul style="list-style-type: none"> <li>▪ A Seven Step Process to Creating Standards Based IEPs (electronic doc)</li> <li>▪ Teaching English Language Learners in special education</li> </ul>	<p>Folder)</p> <ul style="list-style-type: none"> <li>✓ How to Write a Present Level of Performance?</li> <li>✓ Tips for Writing Goals, Objectives, and Benchmarks</li> </ul>	
Week 5	<ul style="list-style-type: none"> <li>▪ Teaching Students with intellectual disabilities</li> </ul>	<i>Chapter 5. Learners with Intellectual and Developmental Disabilities</i>	Common Core Lesson Plan Quiz 5
Week 6	<ul style="list-style-type: none"> <li>▪ Teaching Students with Learning Disabilities</li> </ul>	<i>Chapter 6. Learners with Learning Disabilities</i>	Quiz 6
Week 7	<ul style="list-style-type: none"> <li>▪ Teaching students with ADHD</li> <li>▪ Benefits of inclusion</li> <li>▪ Strategies to support inclusion</li> </ul>	<i>Chapter 7. Learners with Attention Deficit Hyperactivity Disorder</i>	Quiz 7
Week 8	Mid Term Exam (TEST 1)	<i>Chapter 1-7</i>	<i>Activity #2</i> Quiz 8
Week 9	<ul style="list-style-type: none"> <li>▪ Teaching students with EBD.</li> </ul>	<i>Chapter 8. Teaching students with Emotional and Behavioral Disorders</i>	<i>Activity #3</i> Quiz 9
Week 10	<ul style="list-style-type: none"> <li>▪ Writing health related IEP goals and objectives.</li> <li>▪ Autism: Characteristics and instructional methods.</li> </ul>	<i>Chapter 9: Autism Spectrum Disorder</i> Marks et al. (2003) <a href="http://www.nimh.nih.gov/health/publications/autism-listing.shtm">http://www.nimh.nih.gov/health/publications/autism-listing.shtm</a>	IEP/ITP Case Study Quiz 10
Week 11	<ul style="list-style-type: none"> <li>▪ Teaching students with communication disorders</li> <li>• Augmentative and Alternative Communication (AAC)</li> </ul>	<i>Chapter 10. Learners with Communication Disorders.</i> <i>Tech. Chapter 3. Assistive Technology for Communication</i>	<i>Activity #4</i> Quiz 11
Week 12	<ul style="list-style-type: none"> <li>▪ Teaching students who are deaf or hard of hearing</li> </ul>	<i>Chapter 11: Learners who are deaf or hard of hearing.</i> <i>Tech. Chapter 6. Assistive Technology for Vision and Hearing</i> (Pages 138- 150)	Research Paper Research Paper Handout Quiz 12
Week 13	<ul style="list-style-type: none"> <li>▪ Teaching students with blindness or low vision.</li> </ul>	<i>Chapter 12. Learners with Blindness or Low Vision</i> <i>Tech. Chapter 6. Assistive Technology for Vision and Hearing</i> (Pages 125-137)	<i>Activity #5</i>

Week 14	University Holiday: Thanksgiving Week		
Week 15	<ul style="list-style-type: none"> <li>▪ Teaching students with low incidence, multiple, and severe disabilities.</li> <li>▪ Teaching students with physical disabilities and other health impairment.</li> <li>▪ Teaching students with special gifts and talents. Evidence based practices.</li> </ul>	<p><i>Chapter 13.</i> Learners with low incidence, multiple, and severe disabilities</p> <p><i>Chapter 14.</i> Learners with physical disabilities and other health impairments.</p> <p><i>Chapter 15.</i> Learners with special gifts and talents.</p>	<i>Activity #6</i>
Week 16	Final Exam (TEST 2)	<i>Chapter 8-15.</i>	

<b>Grading Policy</b>
-----------------------

Assignment	Due Date	Possible Points	My Points
Common Core Lesson Plan		60	
IEP/ITP Case Study		100	
Research Paper		150	
AAC activity		40	
Facilitate Community Circle Activity		10	
TEST 1 (Mid-term Exam)		100	
TEST 2 (Final Exam)		100	
Quiz #1		10	
Quiz #2		10	
Quiz #3		10	
Quiz #4		10	
Quiz #5		10	
Quiz #6		10	
Quiz #7		10	
Quiz #8		10	
Quiz #9		10	
Quiz #10		10	
Quiz #11		10	
Quiz #12		10	
Activity #1		20	
Activity #2		20	
Activity #3		20	
Activity #4		20	
Activity #5		20	
Activity #6		20	
<b>Total</b>		<b>800</b>	

Grading Scales		
A = 94% and higher	A- = 90% -93%	B+ = 87% -89%
B = 83% - 86%	B- = 80% -82%	C+ = 77% -79%
C= 73% - 76%	C- = 70% -72%	D = 69-60%
		F = 59 % or below

## Appendix B

### Protocols for Online Discussion

- Post your responses on the Canvas Discussion board.
- Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the questions as much as possible (don't let the discussion stray).
- Try to use quotes from the readings that support your postings. Include page numbers when you do that.
- Build on others' responses to create threads.
- Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
- Use proper etiquette (proper language, typing, etc.).

#### Rubric for evaluating online discussions:

Criteria	Excellent (90-100%)	Good (80-89%)	Average (60-79%)	Poor (50% or lower)
<i>Timely discussion contributions</i>	Timely and substantive postings. Excellent contribution to discussion.	Timely postings. Adequate contribution to discussion.	One or two late postings. Minimal contribution to discussion.	Late postings. No contribution to discussion.



<i>Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading</i>	Very clear that readings were understood and incorporated well into responses	Readings were understood and incorporated into responses	Postings have questionable relationship to reading material	Not evident that readings were understood and/or not incorporated into discussion
<i>Adherence to on-line protocols</i>	All on-line protocols followed	1 online protocol not followed	2-3 online protocols not followed	4 or more online protocols not followed

Appendix C

**Rubric  
Research Paper: Signature Assignment**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<i>Content Evaluation</i>	The Candidate reflects superior knowledge about the syndrome/condition.	The Candidate reflects satisfactory knowledge about the syndrome/condition.	The Candidate reflects unsatisfactory knowledge about the syndrome/condition.
<i>Incorporation of Research</i>	The Candidate demonstrates superior abilities to incorporate research findings about persons with mild/moderate/severe disabilities.	The Candidate demonstrates satisfactory abilities to incorporate research findings about persons with mild/moderate/severe disabilities.	The Candidate demonstrates unsatisfactory abilities to incorporate research findings about persons with mild/moderate/severe disabilities.
<i>Organization/Clarity</i>	The Candidate demonstrates superior organization and clarity.	The Candidate demonstrates satisfactory organization and clarity.	The Candidate demonstrates unsatisfactory organization and clarity.
<i>Mechanics</i>	The Candidate demonstrates superior abilities in spelling, punctuation, grammar, and word choice.	The Candidate demonstrates satisfactory abilities in spelling, punctuation, grammar, and word choice.	The Candidate demonstrates unsatisfactory abilities in spelling, punctuation, grammar, and word choice.

Appendix D

**Rubric  
Lesson Plan**

<b>Component</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<i>Descriptive Information</i>	The lesson plan provides all of the	The lesson plan provides most of the	The lesson plan provides some of	The lesson plan provides no

5	required information in an accurate manner.	required information in an acceptable manner.	the required information.	descriptive information.
<i>Lesson Objectives</i> 8	Lesson objectives match up with the Common Core State Standards and clearly written in a concise, observable, and measurable manner.	Lesson objectives match up with the Common Core State Standards and written in a fairly clear, concise, observable, and measurable manner.	Lesson objectives somewhat match up with the Common Core State Standards and do not provide clear statement in a clear, concise, observable, and measurable manner.	Lesson objectives do not match up with the Common Core State Standards and not written in a clear, concise, observable, and measurable manner.
<i>Adaptation</i> 5	Various and appropriate adaptation techniques and skills are listed to accommodate students with diverse needs to facilitate their success to meet the lesson objectives	Appropriate adaptation techniques and skills are listed to accommodate students with diverse needs.	Some of adaptation techniques and skills are listed are vague to accommodate students with diverse needs.	Adaptation techniques and skills are not listed or do not appropriately accommodate and serve students with diverse needs.
<i>Introduction/ Anticipatory Set/ Motivational Strategy/ Building Background</i> 8	An engaging process for lesson introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.	A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.	The lesson was introduced by stating the instructional objective or focus.	A process for lesson introduction is limited or missing.
<i>Specific Procedures</i> 8	The lesson incorporates strategies that will proficiently accommodate students with a wide range of academic and behavioral functioning including EL.	The lesson incorporates strategies that will adequately accommodate students with different levels of academic and behavioral functioning including EL.	The lesson incorporates strategies that may accommodate students with different levels of academic and behavioral functioning.	The lesson does not incorporate strategies that will accommodate students with different levels of academic and behavioral functioning.
<i>Lesson closure</i> 8	Lesson objectives are clearly addressed,	Lesson objectives are addressed, and student	Lesson objectives are	No connection to objectives is

	and student participation is encouraged. The closure ties to real-life and/or future learning.	participation is encouraged.	somewhat addressed, and student participation is limited.	addressed. There is no student involvement.
<i>Transition to next activity</i> 5	The lesson incorporates strategies that will proficiently accommodate students with a wide range of academic and behavioral functioning.	The lesson incorporates strategies that will adequately accommodate students with different levels of academic and behavioral functioning.	The lesson incorporates strategies that may accommodate students with different levels of academic and behavioral functioning.	The lesson does not incorporate strategies that will accommodate students with different levels of academic and behavioral functioning.
<i>Lesson Evaluations</i> 8	Assessment procedures are clear and concise, reflecting the lesson objectives. Assessment includes both summative and formative assessments.	Assessment procedures are clear and reflective of most of the lesson objectives. Assessment includes both summative and formative assessments.	Assessment procedures are vague and reflect some of the lesson not made available to students.	Assessment procedures are vague and not consistent with the lesson objectives.
<i>Overall Effectiveness</i> 5	The lesson is thorough: a substitute could walk in and teach the lesson in its entirety.	The lesson is complete: someone familiar with the content could walk in and teach the lesson.	The lesson plan is vague: a substitute would need many more details to teach the lesson.	Necessary components of the lesson plan are missing.

**Presentation Rubric (when applicable)**

	Target	Met Standard	Approaching Standard	Did Not Meet Standard
<i>Depth of Knowledge</i>	Speaker demonstrates a mastery of the EL strategy being presented.	Speaker demonstrates a good understanding of the EL strategy being presented.	Speaker demonstrates a surface-level understanding of the EL strategy being presented.	Speaker demonstrates little-to-no understanding of EL strategy being presented.
<i>Visual</i>	Presentation is supported with superior, well organized visuals that summarize all major concepts.	Presentation is somewhat supported by visuals that are organized and summarize most key concepts.	Presentation is supported by visuals but the visuals lacks organization and key information.	No visuals were presented.
<i>Grammar &amp; Syntax</i>	Written information is free from all grammatical and syntactical errors.	Written information has very few grammatical/syntactical errors. These errors do not impede the message.	Written information contains multiple grammatical/syntactical errors that interfere with the message.	Written information demonstrates poor use of grammatical/syntactical usage.
<i>Presentation &amp; Engagement</i>	Speaker maintains eye contact with audience, does not read from cards or PowerPoint,	Speaker maintains eye contact with audience, refers to cards or PowerPoint briefly, and	Speaker makes eye contact with audience, refers to cards or PowerPoint throughout presentations, and gives vague details on	Speaker makes minimal eye contact, relies heavily on cards or PowerPoint during presentation, and does not indicate how to apply technique

	and fully demonstrates how to apply the technique presented.	demonstrates how to apply aspects of the technique presented.	applying the technique presented.	presented.
--	--	---	-----------------------------------	------------



**“Expanding Minds, Engaging Hearts, Enhancing Communities”**  
**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Special Education**  
**Fall 2024 Course Syllabus**  
**EDSP 5880: Intern Seminar/Supervision in Special Education**



<b>Instructor:</b> <b>Office Phone:</b> <b>E-Mail:</b> <b>Office Hours:</b>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <a href="#">CLICK HERE TO RETURN TO TOP</a> </div>

**Mission of the Education Preparation Programs**

The School of Social Sciences and Education enriches the lives of our students and improves the communities in which they live by providing high quality undergraduate and graduate programs in the social sciences and education. Our programs provide opportunities for students to grow as wise leaders, engaged and compassionate citizens, reflective users of disciplinary knowledge, well-prepared working professionals, and lifelong learners. We embrace diversity in thought and experience. The School is a resource and partner for increasing quality of life in our community. In all we do, the School strives for educational access, efficiency, and quality.

**Mission, Vision, and Theme of the Education Preparation Program**

- **Mission:** CSUB Educator Preparation Programs cultivate school, university, and community partnerships that prepare highly qualified education professionals, who work collaboratively to nurture an equitable and informed education community.
- **Vision:** The CSUB Educator Preparation Programs will be the nexus of a network of ethical educational leaders who promote student growth and improve the quality of life in their communities.
- **Theme:** “Expanding minds. Engaging hearts. Enhancing communities.”

**Course Description**

This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving students with mild to moderate disabilities and extensive support needs. The seminar focuses on developing a community of learners in special education classrooms that includes: fundamental organization, constructing IEPs, classroom management, instructional skills, lesson/unit planning, working with paraprofessionals, teaching culturally diverse learners, and professional development. Interns will demonstrate and/or document their ability to implement, evaluate, and modify curricula, instruction, and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs, and disabling conditions.

**\*\* Important!** This course is **“Credit or No Credit”**. Students **MUST** have **total grade of 80% or higher** to receive Credit. Students **MUST** complete all course requirements. Students who do not complete all requirements will earn No Credit and their intern credential will be revoked.

## Candidate Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

- **Professional Collaboration:** Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.
- **Reflective Practitioner:** Candidates are reflective, life-long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.
- **Ethical Professional:** Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.
- **Student/Client Centered:** Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.
- **Professional Leader:** Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.
- **Professional Competence:** Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standard-based instruction.

## Title V Regulations

Title V of the State Commission regulations states: "Regarding professional aptitude, personality and character, that student teacher candidates shall demonstrate suitable aptitude for teaching in public schools in accordance with standards and procedures determined by the campus, and shall include interviews, letters of recommendation and a statement of professional goals or philosophy written by the candidate...and demonstrate personality and character traits which satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus who may also consider information from public school personnel as well as others. Tests, observations, and interviews may be employed by the campus for this assessment."

## Accommodations for Students with Disabilities

The instructors will make reasonable accommodations for students who have a documented problem that interferes with successfully completing this course. To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. If you have an accommodation letter from the SSD Office documenting that you have a disability, please



present the letter during office hours as soon as possible so we can discuss the specific accommodations that you might need in this class. It is your responsibility to request accommodation before assignments are due.

- **Main Campus Students:** The Office of Services for Students with Disabilities (SSD) is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD)

### Academic Integrity

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. Plagiarism is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the submission of the same, or essentially the same paper or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses. The campus policy on Academic Dishonesty can be found at <http://www.csub.edu/osrr/Academic%20Integrity%20/>

### Professional Liability Insurance

As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program to purchase Professional Liability Insurance. This fee may be paid at the Cashier's window or online.

### CTC Regulations regarding Interns as of April 1, 2014

The California Commission on Teacher Credentialing (CTC) has adopted regulations that increase the number of hours of both general and English Learner specific support and supervision that must be provided for Intern teachers. The CTC Coded Correspondence 14-04 document <http://www.ctc.ca.gov/notices/coded/2014/1404.pdf> outlines the CA Commission on Teacher Credentialing Intern teacher support regulations. Please read the Coded Correspondence 14-04 so that you understand the source of the new Intern law. The following provides a brief overview of what Intern teachers whose intern credential is issued after April 1, 2014 need to know:

- The employer must identify an on-site mentor prior to a new Intern teacher assuming daily teaching responsibilities.
- Under the newly approved regulations, programs must ensure that a minimum of 144 hours of support/ mentoring and supervision is provided to each new Intern teacher per school year.
- An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English Learners (EL) shall be provided to an Intern teacher entering the program without a valid English Learner authorization or CLAD Certificate. The credential analyst will determine if you are required to receive the 45 hours of EL specific supervision and support to meet CTC regulations.
- Of the required hours of support (144 + 45 EL), the CSUB Special Education Intern Program will provide a minimum of 24 hours of education specialist intern support and additional 15 hours of English Learner support for those without valid EL authorization.

### Reporting Child Abuse

The state mandates that suspected child abuse be reported. If you suspect child abuse in your classroom, talk to the designated school administrator responsible for reporting procedures. You should never take it upon yourself to report an incident without first speaking to your Mentor/Support Provider and site administrator. If your Mentor/Support Provider or site administrator asks you to write a report, do so. Be sure that both the Mentor/Support Provider and the administrator sign any reports that you write and keep a copy of the report for your personal file.

### **Technology**

To assure your ability to benefit from all of the resources available in this class, please be sure you have a computer that meets or exceeds the following standards:

- A PC or Mac laptop with at least an i5 processor or equivalent
- 8 GB of RAM
- 256 GB hard drive
- A web camera (built in or stand-alone)
- Wi-Fi adapter
- A headset

If you need assistance assessing the capabilities of your computer, please contact Information Technology Services at 661-654-4357.

### **Canvas**

Interns are required to enroll in the Canvas course associated with this course.

### **Support Hour Management System Watermark**

- Interns with credential issuance are required to input weekly evidence of mentoring and support received. Interns are required to put support hours Watermark. Daily input is recommended for accuracy of records. Please let your University Supervisor know if you have any questions or need assistance using Watermark.
- Interns are required to purchase Watermark. Interns are responsible for entering support hours (Mentor/Support Provider/District/University) to Watermark, and Mentors/Support Providers and University Supervisors will approve the hours.

### **Support Hours Requirements**

	<b>Intern and Mentor/Support Provider Combined Per Semester</b>	<b>University Per Semester</b>	<b>Total Hours Required Per Semester</b>
<b>General Support and Supervision</b>	60	12	<b>72</b>
<b>EL Specific Support and Supervision</b>	15	8	<b>23</b>
<b>Total Support and Supervision</b>	75	20	<b>95</b>

**Intern Hours:**

Examples of support and Mentor/Support Provider activities provided by Department Chair, Grade Leader, Academic Coach, Site/District Administrator, County Office of Education, Program Specialist, Special Education Lead or another curriculum and instructional leader may include:

- Grade level meeting
- Department meeting
- New teacher meeting
- Curriculum review
- Review tests
- Professional reading
- School site training
- District/State training
- Other
- Content coaching
- Co-planning
- Observe leaders
- Email-phone support
- Teaching video
- Interactive journal
- Editing writing
- Lessons modeled
- Develop curriculum
- Analyze benchmarks
- Post-observation
- Pre-observation

**Mentor/Support Provider Hours:**

One-on-one time with your Mentor/Support Provider may include such activities as:

- Reflecting and/or problem solving
- Providing resources
- Lesson planning
- Analyzing student work
- Mentor modeling a lesson
- Intern teacher observing a model lesson
- Pre/post observation conference
- Helping intern complete their support log
- Addressing intern’s professional goals
- Addressing TPA Standards

**Note. For each Intern Seminar Meeting, 60 minutes may be logged as EL.**

<b>Intern Responsibilities</b>
--------------------------------

- Keeping the teaching assignment a top priority.
- Attending all meetings, professional development and other school-related activities required of faculty members.
- Accepting classroom responsibility with enthusiasm. This includes a willingness to accept advice and direction from your Mentor/Support Provider and University Supervisor and to follow the course of study for the assigned classes.
- Remaining on the school site campus for the entire school day throughout the year. This is generally 30 minutes before student arrival and 30 minutes after dismissal. Interns are not to leave school until they are prepared for the next instructional day.
- Arriving on time prepared to begin your day.
- Following the faculty calendar, not the student's. If there are scheduled pupil-free days, you are still to be at work.
- Utilizing pupil-free class periods as preparation time, observing other teachers as necessary and becoming acquainted with school personnel and procedures. Any other assignments of this time should be made only after consultation with your Mentor/Support Provider and University Supervisor.
- Conferring regularly with your Mentor/Support Provider to discuss issues such as course and lesson planning, evaluation of teaching effectiveness and feedback on instructional activities and skills.
- Dealing with unavoidable absences in a professional manner and in accordance with school district policy. Lesson plans and materials needed must be provided to school in advance of an absence.
- Accumulating materials for the Professional Portfolio.
- Remembering that you are the teacher – Do not treat the students as peers or pals.
- Following the school's/district's discipline policy. If you would like to try another approach, consult your Mentor/Support Provider and your University Supervisor first.
- Contacting your University Supervisor if you must reschedule a visitation, in a timely manner.
- Learning to use instructional resources of the school.
- Learning and adhering to all local regulations, procedures, and policies.
- Being professional and discrete.
- Returning all school equipment and materials upon checking out of school at the end of the assignment: keys, textbooks, records, etc.
- Completing and submitting the Evaluation of University Supervisor form.
- Notifying the Mentor/Support Provider and the University Supervisor immediately if there are any changes in personal data: name, address, phone number, email, or plans involving the assignment.
- Speaking immediately to the University Supervisor regarding any misunderstandings with your Mentor/Support Provider Teacher or any other school site personnel.

Interns must conduct themselves in a professional manner when relating to students and others. They must create a warm, caring classroom environment, implement the existing discipline plan, and develop a positive and respectful rapport with students, as well as with others.

### **Confidentiality**

Interns, teacher candidates, must abide by prescribed confidentiality and privacy guidelines including pupils' records. Such records and information are to be held in strictest confidence under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties. Violation of these policies may result in immediate dismissal from the credential program.

A binder with labeled dividers or a Google Site is required. As an Intern teacher, you need to have a central place for your plans and reflections for each class you teach. A binder/website will serve the function of keeping you organized; further, your University Supervisor will be able to assess events that have transpired since the last visitation. As a continuing function, it will serve as a record of your experience throughout the year and, therefore, be a significant force for meta-cognition regarding your growth as a teacher. Last of all, it will serve as a repository of plans and unit work to draw on in your future instructional work.

**The following sections should be labeled on dividers:**

- 1. Information**
  - **Schedule(s), class rosters, seating charts, emergency procedures, class letters and school/district policies, etc.**
- 2. Reflective Journals**
- 3. Evaluations**
  - **Copies of CSUB observation feedback forms and evaluations**
- 4. Samples of Student Work (Optional)**
  - **By grade, subject, or period**
- 5. Other (Optional)**
  - **Evidence of participation in Professional Development opportunities, parent or school-based meetings, parent contact, memoranda, referrals, commendations, handouts, etc.**

### **Intern Program Progression**

Interns progress through the program as a cohort; however, some participants may enter the seminar during different semesters. Therefore, the seminar commonly consists of interns in varying stages of participation in the program. To ensure interns have appropriate access to program content, participants will complete all semester and portfolio assignments based on their progression in the intern credential program.

### **Recommended Readings**

- Billingsley, B.S., Brownell, M.T., Israel, M., & Kamman, M.L. (2013). *A survival guide for new special educators*. San Francisco, CA: Jossey-Bass.
- Dettmer, P., Thurston, L., Knackendoffel, A. & Dyck, N. (2009). *Consultation, collaboration, and teamwork for students with special needs* (6th ed.). Columbus, Ohio: Pearson Education.
- Ortiz, A. (2001). English Language Learners with Special Needs: Effective Instructional Strategies. Retrieved from <http://www.ldonline.org/article/5622>
- Rosenburg, M. S., O’Shea, L., & O’Shea, D. (2005). *Student teacher to master teacher: A practical guide of educating students with special needs*, 4th ed., Upper Saddle River, NJ: Merrill-Prentice Hall.
- Shelton, C.F., & Pollingue, A.B. (2009). *The exceptional teacher’s handbook: The first-year special education teacher’s guide to success* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Wilmshurst, L., & Brue, A.W. (2010). *The complete guide to special education: Expert advice on evaluations, IEPs, and helping kids succeed* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

### **Resources for Common Core State Standards**

- Common Core State Standards Initiative (2012). <http://www.corestandards.org/>
- California Department of Education (2013). Common Core State Standards. Retrieved from <http://www.cde.ca.gov/re/cc/>
- California Department of Education (2013). Common Core Resources for Special Education. Retrieved from <http://www.cde.ca.gov/sp/se/cc/>
- CommonCore by MasteryConnect App. Available on iOS and Android.

<b>Watermark Requirement</b>
------------------------------

Watermark is software designed for instructional portfolios. Interns will post the Signature Assignment for this course to Watermark. Failing to post the Signature Assignment on Watermark will result in Interns receiving a failing grade for the course.

<b>Course Objectives and Competencies</b>
---

References are to CTC Preliminary Education Specialist Program Standards as well as Specialty Standards for Mild to Moderate Support Needs Teaching Performance Expectations and Extensive Support Needs Teaching Performance Expectations.

Candidates will be able to demonstrate following expectations upon the completion of this course:

Competencies	TPE			HLP	Assessment
	UNIV	MMSN	ESN		
1. Demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities/disabilities, and aspirations of individual learners to developing a community of learners	1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 7.7	1.2, 1.6, 1.7, 7.7	1.4, 1.7, 1.11, 7.7		Journal Entry #1
2. Develop Individualized Education Plans (IEPs) with short- and long-term goals based on students' profile (e.g., disability, academic and behavioral needs, and cultural/linguistic background) and comprehensive assessment results; and demonstrate knowledge of procedures and practices of IEPs based on special education policies and legislation.	1.4, 1.6, 2.2, 3.5, 4.1, 4.5, 4.6, 5.2, 5.4, 5.6,	1.1, 1.2, 1.4, 1.5, 2.1, 2.4, 2.10, 3.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.6, 6.3, 6.4,	1.1, 1.5, 1.6, 1.7, 1.9, 1.10, 2.5, 3.3, 4.5, 4.8, 5.1, 5.3, 5.4, 5.7, 6.5,	3, 5, 10, 11,	IEP Assignment Journal Entry #4
3. Demonstrate knowledge of classroom behavior management strategies and teaching practices with students with diverse needs in communication, academics, culture, linguistic, and others to promote behavior that is positive and self-regulatory	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.6	2.2, 2.3, 2.6, 2.8, 2.9, 2.10, 7.6	2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12, 2.13, 7.6	7, 9, 18, 22,	Teaching Demonstration Lesson Plan Assignments
4. Create a lesson plan using the	1.1, 1.3,	1.7, 2.1,	2.12,	11,	Teaching

knowledge of the national and state standard, curriculum scope and sequence, high-leverage practices, and assistive services for students with disabilities including those English language learners.	1.4, 1.6, 1.8, 3.1, 3.2, 3.3, 3.5, 3.8, 4.3, 4.4, 4.7, 5.1, 5.2, 5.8, 7.6	3.1, 4.2, 4.4, 5.1, 7.6	2.13, 3.1, 3.2, 3.3, 4.4, 4.5, 7.6	12, 19,	Demonstration Lesson Plan Assignments
5. Demonstrate knowledge of effective use of current evidence-based/high-leverage practices and ability to modify instruction to accommodate each student's needs using data in academic and non-academic settings.	1.2, 2.1, 3.3, 3.4, 3.8, 4.3, 4.4, 5.2, 6.1, 6.3, 7.6, 7.7	1.5, 3.1, 4.2, 4.4, 5.2, 6.1, 7.6, 7.7	1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 2.5, 3.3, 4.4, 4.5, 4.8, 5.1, 6.1, 7.6, 7.7	6, 8, 13, 15, 16,	Binder Teaching Demonstration Requirement
6. Demonstrate understanding of critical incidents and examine possible resolutions through a collaborative problem solving approach that focuses on self-reflection as an educator.	2.1, 2.2, 2.3, 2.6, 4.5, 6.1, 7.10	2.5, 2.7, 2.8, 2.9, 2.10,4.7, 6.2, 7.10	2.8, 2.10, 4.1, 4.7, 6.1, 6.3, 7.10		Critical Incidents, Seminar Discussions
7. Examine the academic and environmental factors that influence student development using comprehensive assessment results (authentic, formal, and informal assessment) to improve instruction for students with diverse needs in disability characteristics, language, culture, and cognitive abilities.	1.8, 2.1, 2.3, 2.6, 3.2, 3.3, 3.4, 4.1, 4.4, 5.1, 5.2, 5.3, 5.4, 5.8,	2.1, 2.5, 2.6, 2.8, 2.10, 4.2, 5.1, 5.2, 5.6,	1.5, 2.5, 2.13, 4.1, 4.5, 5.2, 5.3, 5.5, 5.7,	12	IEP Assignment Teaching Demonstration Journal Entry #3
8. Develop knowledge of the role of the effective advocate using the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families.	1.1, 1.2, 3.4, 4.6, 5.6, 6.4,	1.5, 2.4, 2.7, 2.9, 4.6, 6.2,	1.6, 1.10, 2.4, 2.10, 4.7, 6.1,		Journal Entry #2
9. Demonstrate knowledge and implement strategies to collaborate with families, special education and general education teachers, paraprofessionals, administrators, specialists, and other related service and agency personnel during their field experience.	1.1, 1.2, 6.2, 6.4, 7.10	1.1, 1.5, 2.4, 4.6, 7.10	1.5, 1.6, 1.10, 2.4, 2.14,4.7, 6.1, 7.10	1,2,	Communication With Families Para-professional Assignment

**Note:**

- TPE=[CTC Teaching Performance Expectations](#) (available at: [Preliminary Education Specialist Teaching Credential Preconditions, Program Standards, and Teaching Performance Expectations](#))
- MMSN=Mild to Moderate Support Needs Teaching Performance Expectations
- ESN= Extensive Support Needs Teaching Performance Expectations
- HLP=[High Leverage Practices](#) (available at: [High-Leverage Practices Resources | CEEDAR](#))

**Course Assignments**

**This course is Credit or No Credit. Students must have total grade of 80% or higher to receive Credit. Interns must complete all course requirements. Students who do not complete all requirements will earn No Credit. Students must submit two copies of all assignments. One copy must be printed as it will be placed in the Intern's file. The second copy should be submitted either electronically or hard copy depending on the preference of the University Supervisor.**

1. **Seminar Attendance and Participation (25 points per seminar):** Active class participation requires that the student be on time for class and remain for the entire session. Students who arrive late to class and/or leave class early will not receive full points for attendance. Attendance is an important part of this requirement. Participation may include involvement in small and large group class activities, sharing of critical incidents, and partaking in class discussions. Interns who miss a seminar are required to meet with their University Supervisor to determine how make up the session. Event/Activity must be pre-approved by the University Supervisor and must be professional development in nature. Official documentation of event/activity and length of event/activity must be provided to the University Supervisor. To receive credit, the event/activity must be at least two hours and 45 minutes in length.

**Missing more than one seminar may result in a grade of No Credit.**

2. **[Teaching Schedule & Information](#) (10 points):** Interns must submit a copy of their schedule to their University Supervisor, in the format requested by their University Supervisor. Schedules must indicate starting and ending times, subjects, and breaks. It is the Intern's responsibility to notify the University Supervisor in cases where a scheduled observation needs to be rescheduled due to illness, training, IEP meeting, etc. Failure to notify your University Supervisor may result in a loss of points
3. **Classroom Observations (Six Observations, 20 points each):** All Interns will be observed at least six times during the semester. At least one observation will require the Intern record a 20-30-minute lesson with a one-page reflection. Observations can be scheduled in advance.
  - Each observed lesson should be a whole group or small group lesson. The same content area should not be used for each observation during the term. For example, each lesson may focus on a particular TPE (or sub TPEs) such as TPE 7: Effective Literacy Instruction for Students with Disabilities.
  - The Intern should be observed conducting a lesson following an identifiable instructional method (e.g., direct instruction, mastery learning, cooperative learning, etc.). The classroom variables to be analyzed are directly based on the Teacher Performance Expectations (TPEs) consisting of the following:
    - TPE 1- Engaging and supporting all students in learning
    - TPE 2- Creating and maintaining effective environments for student learning
    - TPE 3- Understanding and organizing subject matter for student learning
    - TPE 4- Planning instruction and designing learning experiences for all students



- TPE 5- Assessing student learning
  - TPE6- Developing as a Professional Educator
  - TPE7- Effective Literacy Instruction for Students with Disabilities
- Permission to record forms must be turned in to the credentials office
  - A written lesson plan must be available for the university supervisor for each observation including the recorded lesson.
  - The written lesson plans are the Signature Assignment for each semester and must be submitted to Watermark.
  - For the recorded lesson, the Intern will write a one-page response in which the Intern reflects on what worked well in the lesson, and areas that have room for improvement. Release forms are required from all persons who will appear on the video. Permission to record forms (located at the end of the syllabus) must be submitted to your University Supervisor. Your University Supervisor is unable to view your lesson and you will not pass the course if you do not submit the permission forms. Students who do not have permission to be videoed may participate in the lesson off-camera. The school administrator should be informed. *During the recording, Interns should maintain anonymity of the students and other adults in the room by refraining from using names.*
  - Mentor/Support Provider Observations: The Mentor/Support Provider is strongly encouraged to make two observations of the intern engaged in teaching each semester. The CSUB Classroom Observation Form or comparable district form may be used for each observation and maintained by the intern. The copies should be made available for review by the course instructor/University Supervisor at the last seminar meeting.
4. **Reflective Journal Entries (4 Journal Entries, 5 points each):** The Intern is required to maintain a log of relevant classroom and/or student related activities as well as reactions, comments, questions and reflections of those activities. The journal should be submitted to the University Supervisor. Journal Entries should be a minimum of page in length, double spaced, 12 point, Times New Roman Font. The journal entries should include self-reflection concerning the Intern's teaching skills. Journal entries must cover the following topics:
- a) **Journal Entry #1:** Discuss factors that contribute to developing a community of learners
  - b) **Journal Entry #2:** Describe the role, activities, and characteristics of the effective advocate for students with special needs.
  - c) **Journal Entry #3:** Describe the accommodation you made based on students' assessment results
  - d) **Journal Entry #4:** Write a reflection on a recent IEP writing experience or IEP meeting you facilitated
5. **Critical Incidents (2 Critical Incidents; 10 points each):** The Intern is required to write about two different critical incidents that have occurred in their classroom. Critical Incident reports should be one to two pages in length, double spaced, 12-point, Times New Roman Font. **Using the following bolded words as headings, use the following format ([Critical Incident Template](#)):**
- a) **When** did the incident occur? Date, time of day, and subject/class period if applicable.
  - b) **Where** did the incident occur?
  - c) **Who** was involved in the incident? Use fictitious names.
  - d) **What** occurred? Give a detailed account of the incident.
  - e) **Why** was the incident critical? Provide an explicit statement about why you consider the incident to be critical.
  - f) **Outcome:** What was the outcome of the critical incident?
  - g) **Reflection:** Are you satisfied with how you responded to the critical incident? If the incident were to occur again, would you respond in a similar fashion, or is there something you would do differently? Using a collaborative problem solving approach, what are possible resolutions?
6. **Permission-to-Record Forms (10 points)**

Turn in the permission to record forms to your University Supervisor. *Permission to record forms are located at the end of the syllabus.* Your University Supervisor is unable to view your lesson and you will not pass the course if you do not submit the permission forms.

7. **Professional Development Plan (20 points)**

The intern, in collaboration with their University Supervisor and Mentor/Support Provider will develop a performance goal. This plan must be documented using the Professional Development Plan form. The plan, developed using the university form, will include the following information:

- **Performance Goal for Improvement of Teaching Practice:** The intern will identify at least one specific focus area (i.e., inclusive education, technology, writing IEPs, classroom management, multicultural studies, transition, behavioral intervention, serious emotional disturbance, augmentative communication, etc.) to address in his/her performance goal. This goal must be aligned with the California Standards for the Teaching Profession.
- **Goal Objectives:** Objectives must be clearly stated, including indicators that you have met your objectives and a timeline for meeting your objectives.
- **Resources:** The intern will describe the necessary support and resources required to meet his/her goals and objectives.

8. **Seminar Project: Completion of ONE designated seminar project (25 points)**

**PROJECT A: Enrolled in 5870 & 5890**

**Working with Paraprofessionals**

The purpose of this assignment is to assist interns with establishing a productive and compatible working relationship with paraprofessionals by focusing on the essential skills recommended and needed for such a relationship. This can be accomplished by ensuring that the paraprofessional has a thorough and complete understanding of the inner workings of your classroom. Interns will develop a 2 to 3 page overview which summarizes details concerning their classrooms. This overview should be prepared as a document to be shared with their paraprofessionals. Template

Interns may use a well-developed outline or narrative format that fully addresses each of the following areas:

- Special Education/Exceptionalities
  - Your personal philosophy about educating exceptional students
  - Disabilities of students and how they affect learning
  - General discipline strategies
  - Confidentiality
- Basic Classroom Operations
  - Organization and location of materials
  - Classroom policies
- Procedures/Policies Related to Paraprofessionals
  - Expected hours of employment
  - Absence notification
  - Personal space, i.e. desk, cabinet drawer
  - School policies
- Duties/Assignments/Tasks
  - List of tasks or assignments for a daily, monthly and semester basis
  - Student recess, lunch or playground
- Procedure for Feedback
  - How this will be provided

- Identify the frequency of providing feedback

### **PROJECT B: Enrolled in 5880-FIRST SEMESTER**

#### **Individualized Education Programs (IEPs) and IEP Calendar**

A significant component of a special education intern's teaching assignment is learning to construct an IEP. With input and direction from the University Supervisor and Mentor/Support Provider, Interns will construct an IEP using a student on their caseload. The IEP should be reviewed by the Mentor/Support Provider and then made available for review by the university supervisor.

The IEP calendar is to be completed with students' first names and last name initial along with the date the IEP is due. Highlight triennials with yellow.

### **PROJECT C: Enrolled in 5880-SECOND SEMESTER**

#### **Fostering Positive Relationships with Families**

The purpose of this assignment is to consider and identify approaches which will be implemented by the Intern to foster and promote positive collaborative relationships with parents and families of students.

Interns will address strategies devoted to fostering positive relationships with families of students by constructing responses in prompted areas. Responses should be written in narrative format using the bolded titles as headings producing a 2 to 3 page report. Individual style and approaches along with school site traditions should be considered.

- **Establishing Rapport** – Elaborate on how you will initiate, cultivate, and maintain positive relationships with families.
  - **Family Involvement** – Detail ways in which families can be involved in your classroom.
  - **Communication** – Identify methods you will employ to communicate on both an individual family and on a class wide level.
  - **Documentation** – Describe methods to be used to document contact with families.
  - **Educational Resource** – Consider ways in which you can serve as an educational resource to the families of the students in your class.
  - **Evaluation** – How will you assess the success of your program and efforts?
- 9. EL Strategy Presentation (20 points):** Throughout your career, you will get great ideas from your colleagues. For this assignment, interns will create a presentation to briefly share an EL strategy or lesson that has been effective in their classrooms. The presentation must be accompanied by a visual, PowerPoint, handout, etc. Please allow five minutes for this informal presentation. The presentation rubric is located on Canvas.
  - 10. Posting Lesson Plan and Video to Livetext (20 points):** The written lesson plan from an observation by the University Supervisor is the Signature Assignment for each semester and must be submitted to LiveText. The lesson plan format is located on Canvas and [here](#). Attach a one-page reflection identifying TPEs of strengths and areas for improvement. Be sure to include evidence from your recorded video via timestamp.
  - 11. Individual Meeting (25 points):** The Intern will schedule an individual meeting with his/her University Supervisor. At this meeting, the Intern and the University Supervisor will review the Intern's progress, assignments, recorded lesson, General Education Contact Log, etc.
  - 12. Logging Support Hours (Pass/Fail):** Consistent logging of hours in [LiveText FEM](#).

- Interns are required to attend all seminar meetings and individual meetings to meet the support hours requirement.
- Interns who do not meet the minimum required hours (by CCTC) fail the Intern Seminar Course, which may result in losing an intern credential.
- [Tracking form](#) to assist with tracking hours.

**13. Professional Portfolio Binder (5 points):** A binder with labeled dividers is required. As an Intern teacher, you need to have a central place for your plans and reflections for each class you teach.

**14. Competency Evaluation Form (20 points):** The Intern will self-evaluate using the Competency Evaluation form. Intern will identify and evaluate his/her personal strengths and needs as related to California’s Education Specialist Program Standards. Be sure to use the appropriate form (MMSN or ESN) The form is located on Canvas and [here](#).

<b>Course Policies</b>
------------------------

1. **Punctual attendance** is required. Inform your University Supervisor in advance if you will be missing the class. If missing the class for a professional reason (attending a conference or a special meeting such as a school function), provide your University Supervisor with verification. You will need to make up the missed seminar by completing an assignment determined by your University Supervisor. It is expected that you will be on time each seminar meeting and will stay for the duration of the meeting. Points will be deducted in cases of late arrivals and early departures.
2. **Late work** All assignments turned in late will receive a late penalty. Any assignment turned in after the assigned due date and time will be considered late. Assignments submitted late will receive a 20% penalty. Work may not be accepted more than one week late. University Supervisors may accept work in cases of a verifiable illness or a verifiable death.
3. **Cell phones** should be turned off or put on vibrate. Leaving the class to accept extended phone calls is not acceptable.
4. As per CSUB policy, **children may not attend classes** (due to liability reasons as well as discussions that may not be suitable or appropriate for children).

<b>Seminar Meeting Dates</b>
------------------------------

Interns will be assigned a University Supervisor. Interns will meet three times each semester as a cohort with their University Supervisors. The final meeting will consist of individual conferences with the University Supervisors to discuss progress and areas for improvement.

Date	Topics	Assignments Due
------	--------	-----------------

<p><b>9/6</b> <b>DDH 102G</b> <b>4:30 pm</b></p>	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• General intern meeting to review requirements.</li> <li>• Review course syllabus</li> <li>• Field Experience Module</li> <li>• Meet with University Supervisor</li> <li>• Schedule Observations</li> </ul>	<p>1) Teaching Schedule</p>
<p><b>10/18</b> <b>DDH 102G</b> <b>4:30 pm</b></p>	<ul style="list-style-type: none"> <li>• Professional Development Plan</li> <li>• Seminar Projects</li> <li>• Self-Competency Evaluation</li> </ul>	<ol style="list-style-type: none"> <li>1. Journal Entry #1, 2</li> <li>2. Critical Incident #1</li> <li>3. Permission to record forms due to University Supervisor</li> <li>4. Classroom observations (6 per semester)</li> <li>5. Professional Development Plan</li> </ol>
<p><b>11/15</b> <b>DDH 102G</b> <b>4:30 pm</b></p>	<ul style="list-style-type: none"> <li>• EL Presentations</li> <li>• SOCI/Evaluations</li> </ul>	<ol style="list-style-type: none"> <li>1. Journal Entry #3, 4</li> <li>2. Critical Incident #2</li> <li>3. Classroom observations (6 per semester)</li> <li>4. Assignment #10 above</li> <li>5. Seminar Project</li> <li>6. Competency Evaluation Form</li> <li>7. Support hours logged into Livetext</li> <li>8. Candidate Support Plan Meeting</li> <li>9. Individual meeting</li> <li>10. Binder Check</li> </ol>

**Note: Failure to submit all assigned work will result in a non-passing grade.**

Grade Distribution			
Assignment Number	Assignment	Due Date	Points
1	Attendance and Participation at Seminars		75

<u>2</u>	Teaching Schedule		<b>10</b>
<u>3</u>	Teaching Observation #1:	Schedule with University Supervisor	<b>20</b>
<u>3</u>	Teaching Observation #2:	Schedule with University Supervisor	<b>20</b>
<u>3</u>	Teaching Observation #3:	Schedule with University Supervisor	<b>20</b>
<u>3</u>	Teaching Observation #4:	Schedule with University Supervisor	<b>20</b>
<u>3</u>	Teaching Observation #5:	Schedule with University Supervisor	<b>20</b>
<u>3</u>	Teaching Observation #6:	Schedule with University Supervisor	<b>20</b>
4	Journal Entry #1		<b>5</b>
4	Journal Entry #2		<b>5</b>
4	Journal Entry #3		<b>5</b>
4	Journal Entry #4		<b>5</b>
5	Critical Incident #1		<b>10</b>
5	Critical Incident #2		<b>10</b>
6	Permission Forms due to Univ. Supervisor		<b>10</b>
7	Professional Development Plan		<b>20</b>
8	Seminar Project		<b>50</b>
9	EL Presentation		<b>20</b>
10	Recorded Lesson Plan Uploaded to LiveText		<b>20</b>
11	Individual Meeting	Schedule with Mentor/Support Provider and University Supervisor	<b>25</b>
12	Intern GE/EL Hours Logged	<b>Update Consistently; All Hours Due Logged by ***</b>	<b>Pass/ Fail</b>
13	Professional Binder		<b>5</b>
14	Competency Evaluation Form		<b>20</b>
		<b>Total</b>	<b>420</b> <i>*340 for 5870</i>

**Note: Failure to submit all assigned work will result in a non-passing grade.**

**Permission Form  
California State University, Bakersfield  
Intern Teaching Program**

Dear Parent/Guardian:

I, \_\_\_\_\_, am a teacher credential candidate at California State University, Bakersfield. I am currently teaching on an intern credential at \_\_\_\_\_ and my University Supervisor is \_\_\_\_\_.

During intern teaching, I am required to participate in an evaluation of my teaching. I need to record myself teaching a lesson. The 20- to 30-minute recorded lesson is submitted to my University Supervisor who reviews my teaching. The University Supervisor and I are the only ones who will see the recorded lesson.

I am requesting your permission to include your child in the recorded lesson. Please know that your child's participation in these lesson activities is purely voluntary and if for any reason you are concerned about his/her involvement during this lesson, he/she will not be included.

Thank you for considering this request. If you agree to permit your child to participate in the evaluation of my teaching, please sign and return the bottom portion of this letter by \_\_\_\_\_ (date). If you have any questions, please feel free to contact John Mouanoutoua at [jmouanoutoua@csuchico.edu](mailto:jmouanoutoua@csuchico.edu).

Thank you for your assistance. I look forward to working with your child.

- 
- Yes, my child may participate in the recorded lesson.
  - No, I do not want my child to participate in the recorded lesson.

Child's Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**Formulario de Permiso de Estudiante  
Universidad Estatal de California, Bakersfield  
Programa de Enseñanza Interna**

Estimado Padre /Tutor:

Yo, \_\_\_\_\_, soy un candidato a la credencial del maestro en California State Universidad, Bakersfield. Actualmente estoy enseñando una credencial interna en \_\_\_\_\_ y mi Supervisor Universitario es \_\_\_\_\_.

Durante la enseñanza en prácticas, se me requiere participar en una evaluación de mi enseñanza. Necesito registrarme enseñando una lección. La lección grabada de 20 a 30 minutos es enviada a mi Supervisor Universitario quien revisa mi enseñanza. El Supervisor Universitario y yo somos los únicos que verán la lección grabada.

Estoy solicitando su permiso para incluir a su hijo en la lección grabada. Por favor, sepa que la participación de su hijo en estas actividades de la lección es puramente voluntaria y si por alguna razón le preocupa su participación durante esta lección, él / ella no será incluido.

Gracias por considerar esta solicitud. Si usted está de acuerdo en permitir que su hijo participe en la evaluación de mi enseñanza, firme y devuelva la parte inferior de esta carta antes del \_\_\_\_\_ (fecha). Si tiene alguna pregunta, no dude en ponerse en contacto con el John Mouanoutoua at [jmouanoutoua@csuchico.edu](mailto:jmouanoutoua@csuchico.edu).

Gracias por su asistencia. Espero trabajar con su hijo.

-----  
-----

- Sí, mi hijo puede participar en la lección grabada.
- No, no quiero que mi hijo participe en la lección grabada.

El nombre del niño \_\_\_\_\_

Firma del Padre / Tutor \_\_\_\_\_

Fecha \_\_\_\_\_



**California State University, Bakersfield**  
**Video Assessment**  
**California Commission on Teacher Credentialing**  
**Teacher Candidate Name**  
**ADMINISTRATOR RELEASE FORM**

**\*This form should only be filled out by an administrator in a school that has parents/guardians complete Student Release Forms at the beginning of the school year and keeps them on file.**

(To be completed by the administrator responsible for the class that the above-named teacher candidate will be videotaping.)

Administrator Name: \_\_\_\_\_

Title: \_\_\_\_\_

School Name: \_\_\_\_\_ (intern will complete)

School Address: \_\_\_\_\_ (intern will complete)

I am the administrator of the school named above. I have received permission slips from each students' parents/guardians in

\_\_\_\_\_ 's (intern teacher's name, intern will complete) class who will be participating in the recording.

Signature of Administrator: \_\_\_\_\_

Date: \_\_\_\_\_