Submission Requirements for Part 3

Part 3 addresses candidate preparation to provide effective literacy instruction consistent with the above requirements.

If there are differences in candidate preparation for these TPEs across the pathways offered by the institution, please indicate these differences and ensure they are clearly labeled.

3.1. *Program/Coursework Coverage of TPEs* – Submission of Table 3.1 (provided in the appendices). Course coverage of **Foundational Skills TPE 7.5** with links to specific content within course syllabi.*(See Appendix C-F, as applicable to each credential program)* See Table 3.1

3.2. *Coursework Coverage of Standard 7* – Provide a narrative with links embedded to specific location(s) in course syllabi addressing **Standard 7a** describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

In EDEL 5100: Literacy and the Arts for Diverse Learners, education specialist candidates are **prepared to understand** and teach the skills in TPE 7.5 through course readings, lectures, class discussions, and key assignments. Candidates **practice teaching** the foundational skills through class presentations, activities, and key assignments. These assignments are integral in the **assessment** process to ensure that all multiple subject candidates demonstrate their knowledge and skill in designing and delivering lessons to teach foundational skills in literacy prior to advancing to phase 2 in the credential program.

Introduction to concepts related to foundational literacy skills (TPE 7.5) occurs through course readings, weekly responses, and lectures that cover topics such as print concepts, phonemic awareness, phonics, spelling, and fluency (see course outline for weekly reading assignments). Candidates read from the course textbook (Gunning, T. (2019). *Creating Literacy Instruction for All Students* (10th ed.). Pearson) and supplemental texts including the ELA framework, online articles, the Dyslexia Guidelines, online briefs from the International Literacy Association, and literacy related podcasts. Candidates are taught the developmental progression of word recognition, phonics, and spelling through course readings and lectures.

Candidates in EDEL 5100: Literacy and the Arts for Diverse Learners are taught phonics concepts and terminology in a very explicit way through course readings and lectures. Their knowledge is assessed through a Phonics Proficiency Test. Candidates are required to demonstrate passage of the phonics proficiency test with 80% accuracy to pass the EDEL 5100 course. This ensures that our candidates have a strong knowledge of phonics and are equipped to teach phonics in accurate and systematic ways.

The whole group literacy lesson must demonstrate direct, systematic, and explicit instruction in the literacy skills (e.g. phonics, phonemic awareness, spelling, fluency) that are the focus of the lesson. The required lesson plan must be closely aligned to both the ELA framework/standards and the ELD framework/standards. In addition, candidates must include both formative and summative assessments throughout their lesson plans to monitor student progress. Candidates are explicitly taught and practice how to design lessons using the frameworks during the first weeks of the term. Candidates submit their whole class literacy lesson plans a week before their presentation to receive feedback for improvement to ensure that they have included the relevant standards and have designed instruction that is direct, systematic, and explicit. In addition, the lesson presentations are required to be motivating and engaging for students. Elements of linguistically and culturally sustaining instruction are also required (see rubric for whole class literacy lesson). Examples of whole class literacy lessons that reinforce foundational skills are the following:

Shared Book Experience, Elkonin Boxes, Word Building Approach, Tap It-Map It-Graph It, and Morphemic Analysis).

The literacy analysis project provides both practice and assessment of the candidate's ability to assess, analyze, and design instruction in foundational skills. The course instructor provides in-depth instruction in the literacy skills assessed as a part of the case study and in implications for instruction through course readings, written responses to readings, and lectures. Following instruction, candidates identify one student in their clinical practice placements and administer the following literacy assessments:

- Phonological Awareness Assessment (blending, segmenting, rhyming, and phonemic manipulation of individual sounds, syllables, onsets, and rimes)
- Alphabet Knowledge Assessment (identification and production of all letters by name and sound)
- Beginning Phonics Skills Test and Nonsense Words Test (decoding of phonics skills such as long and short vowels, blends, consonant digraphs, vowel digraphs, diphthongs, schwa, r-controlled vowels)
- Decoding of multisyllabic and multimorphemic words (e.g. affixes)
- Fluency (accuracy, rate, and expression in grade level text)
- Comprehension
- Spelling (orthographic elements analyzed by pattern)
- Writing Content and Conventions

Candidates submit Literacy Analysis Papers that include a description of the assessment results, an analysis of the areas of literacy strength and need, and recommendations/implications for literacy instruction aligned to the ELA framework. Candidates use their knowledge of the developmental progression of foundational skills to analyze students' skills in these areas and are taught to use the developmental progression to determine whether a student's skills are at, above, or below expected levels. The instruction described in the Literacy Analysis Papers must be direct, systematic, and explicit. It must be designed to build on students' areas of strength and remediate areas of need identified by the assessments.

3.3   *Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills* – Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

3.3a.   *Communication/Agreement with Districts regarding clinical practice* – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings.

Student Teaching MOU

Intern Teaching MOU

CSUB letter to districts

3.3b. *Candidate Information* – Direct link(s) to location(s) in candidate handbooks or materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

During coursework and clinical practice CSUB education specialist candidates will learn and practice providing PK-12 students with foundational reading skills along with strong literature, language and comprehension instruction through a balanced approach utilizing both oral and written language. Link to Handbook.

3.3c. **Candidate Clinical Practice Opportunities* – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.

During coursework and clinical practice CSUB education specialist candidates will learn and practice providing PK-12 students with foundational reading skill along with strong literature, language and comprehension instruction through a balanced approach utilizing both oral and written language. Link to observation tool.

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION

Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii):

...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:
> *(ii) A strong literature, language, and comprehension component with a balance of oral and written language.*

Submission Requirements for Part 4
Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

4.1. *Program/Coursework Coverage of TPEs* – Submission of Table 4.1 (provided in the appendices) which includes identified TPEs related to a strong literature, language, and comprehension component for candidates along with a balance of oral and written language. These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program). See table 4.1

4.2. *Clinical Practice*: *Ensuring Opportunities for Candidates to Practice* a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include <u>all</u> the following:

4.2a. *Communication/Agreement with Districts* – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings.

Student Teaching MOU

Intern Teaching MOU

CSUB letter to districts

4.2b. *Candidate Information* – Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1.

> *During coursework and clinical practice CSUB candidates will learn and practice providing PK-12 students with a strong literature, language and comprehension instruction through a balanced approach utilizing both oral and written language. Link to Handbook.*

> 4.2c. *Candidate Clinical Practice Opportunities* – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

> *During coursework and clinical practice CSUB candidates will learn and practice providing PK-12 students with a strong literature, language and comprehension instruction through a balanced approach utilizing both oral and written language. Link to observation tool.*

PART 5. ENSURING CANDIDATES ARE WELL PREPARED TO UNDERSTAND AND IMPLEMENT DIAGNOSTIC AND EARLY INTERVENTION TECHNIQUES

Education Code 44259 (b)(4)(A)(iii) and (iv) read as follows:
...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following:
> *(iii) Ongoing diagnostic techniques that inform teaching and assessment.*

> *(iv) Early intervention techniques.*

Submission Requirements for Part 5
Note: If there are differences in pathways offered, please indicate these differences and identify the relevant pathway.

5.1.   *Program/Coursework Coverage of TPEs – S*ubmission of Table 5.1 (provided in the appendices) which includes specific TPEs related to diagnostic techniques that inform

teaching and assessment as well as early intervention techniques. (See Appendix C-F as applicable to each credential program). <mark>See table 5.1</mark>

5.2. *Clinical Practice Opportunities* for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques.

*5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

Student Teaching MOU

Intern Teaching MOU

CSUB letter to districts

5.2 b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

During coursework and clinical practice CSUB candidates will learn and practice how schools use screening and diagnostic techniques to inform teaching and assessment as well as early intervention techniques. Link to observation tool TPE 7.10

*5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

During coursework and clinical practice CSUB candidates will learn and practice how schools use screening and diagnostic techniques to inform teaching and assessment as well as early intervention techniques. Link to observation tool TPE 7.10

5.3 Incorporation of California Dyslexia Guidelines

>5.3a. *Coursework* – Explain how the *California Dyslexia Guidelines* are incorporated into the program for all candidates. (300 words or less).

In EDEL 5100: Literacy and the Arts for Diverse Learners, candidates are required to read and respond to the Dyslexia Guidelines in weeks 3, 4, 12, and 13. They complete the Dyslexia Module created by the UC/CSU Collaborative for Neurodiversity and Learning. Objectives for the module include the following:

- Understand the major concepts of the existing definition of dyslexia adopted by the International Dyslexia Association (IDA) and the National Institutes of Child Health and Human Development (NICHD).
- Identify the key features of dyslexia as currently defined and understood.
- Describe potential characteristics of dyslexia across the school-age years.
- Discuss the new research leading to a more comprehensive understanding and definition of dyslexia.
- Identify strategies for consulting with families.

In addition, candidates complete a written response to the following questions, which is graded by the EDEL 5100 course instructor.

- What are the key features of dyslexia as currently defined and understood?
- Describe the potential characteristics of dyslexia across the school-age years.
- Describe one interesting fact from the research that you learned regarding dyslexia.
- List helpful strategies for consulting with families regarding their child.

Throughout the semester, candidates complete a case study project, providing them with the opportunity to learn and practice administering literacy assessments, analyzing results, and describing instructional implications for one student in their clinical practice placement. Candidates assess literacy areas including phonemic awareness, alphabet knowledge, phonics, and fluency. Each week, candidates bring results of the literacy assessment to class, and the course instructor facilitates analysis and discussion of instructional implications, which includes reviewing the results for possible characteristics of reading difficulties or disabilities.

Candidates are required to design and co-teach a whole class literacy lesson to their classmates. In this lesson, candidates design instruction that is systematic and differentiated to incorporate specific strategies for students with reading difficulties or disabilities.

5.3b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the *California Dyslexia Guidelines* is clearly identified.

>*EDEL 5100 Course syllabus*: Dyslexia Module

>*5.3c. Clinical Practice*
>Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*. Given that not every

candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the *California Dyslexia Guidelines*. (See 5.3f below)

During coursework CSUB candidates will learn about the California Dyslexia Guidelines and have opportunities during clinical practice to observe how these guidelines are utilized in PK-12 practice. Given that not all every candidate will have a child with dyslexia, opportunities for these candidates to practice strategies identified in the guidelines may occur by participating in a MTSS process or case study activities ([link to syllabus here](#)).

Additionally, provide all of the following evidence:

*5.3d.   Communication/Agreement with Districts – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the *California Dyslexia Guidelines*.

> [Student Teaching MOU](#)
>
> [Intern Teaching MOU](#)
>
> [CSUB letter to districts](#)

5.3e.   Candidate Information – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the *California Dyslexia Guidelines*.

> *During coursework CSUB candidates will learn about the California Dyslexia Guidelines and have opportunities during clinical practice to observe how these guidelines are utilized in PK-12 practice. [Link to handbook indicating TPE 7](#)*

*5.3f. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in *California Dyslexia Guidelines (may be combined with 5.3c above)*.

> *During coursework CSUB candidates will learn about the California Dyslexia Guidelines and have opportunities during clinical practice to observe how these guidelines are utilized in PK-12 practice. Given that not all every candidate will have a child with dyslexia, opportunities for these candidates to practice strategies identified in the guidelines may occur by participating in a MTSS process or case study activities ([link to syllabus here](#)).*

Special Education Program Handbook

**Preliminary Credential
Intern Credential
in
Mild to Moderate Support Needs
Extensive Support Needs**

Early Childhood Special Education Added Authorization

Academic Year 2024/2025

Special Education Program

Department of Advanced Educational Studies
California State University, Bakersfield

TABLE OF CONTENTS

FORWARD

You are commended for seeking to enter the teaching profession. The role of the teacher in today's society is of great importance. You are choosing to enter a profession that can make a difference for both the individuals you affect and society at large.

The purpose of this handbook is to provide you with information necessary to obtain the Special Education (Preliminary) Credential and/or a master's degree in special education at California State University, Bakersfield. Each credential is designed to meet the unique needs of the local community as well as state standards.

Our professional credential programs are designed to provide candidates with the skills, knowledge, and attitudes that can ensure competence at the beginning of their careers and lay a solid foundation for life-long professional growth. We believe that good teachers must constantly reflect on their professional skills and endeavor to meet the changing needs of their students. Our goal is, therefore, to produce caring and reflective practitioners who are capable of meeting the educational challenges of the 21st century.

The program faculty is here to assist and advise you. Upon admission, you will be assigned a faculty advisor to help you with any questions or problems as you proceed through the Special Education Program. Please feel free to contact Special Education Program faculty.

Special Education Program Faculty

Yeunjoo Lee, Ph.D.
Professor

Sarana Eyire Roberts, Ph.D.
Assistant Professor

John Mouanoutoua, Ph.D.
Assistant Professor, Program Director

Diane McNett, M.A.
Full Time Lecturer, Program Coordinator

Matthew Kabel, Ed.D.
Full Time Lecturer

CHAPTER I. INTRODUCTION

The Special Education Program at California State University, Bakersfield provides exemplary credential and master's degree programs in Mild to Moderate Support Needs (MMSN) or Extensive Support Needs (ESN). The program also offers an Early Childhood Special Education Added Authorization program. All programs are accredited by the California Commission on Teacher Credentialing (CCTC).

These programs are designed to provide candidates with the knowledge and competencies necessary for earning a Special Education credential or Master's degree either in MMSN or ESN.

The Preliminary Credential is valid for five years, and during this time the candidate must obtain a clear education specialist credential. CSUB does not offer a Clear education specialist credential program.

To apply to the Special Education Program, each candidate must complete an application file as described in this Handbook. An information session is scheduled twice each semester, and candidates must attend the information session the <u>semester before they intend to start</u> the Special Education Program.

Special Education Program Philosophy and Mission Statement

Program Philosophy and Rationale:

The Special Education Credential Programs at California State University, Bakersfield (CSUB) are guided by the philosophy and based on the laws (PL94-142, PL101-457, PL105-17, and PL114-95) that all individuals in our society have the right to be educated in the least restrictive environment to fulfill their individual needs and become productive and/or participating members of society by developing their optimal potential.

The Special Education Programs are grounded in the School of Social Sciences and Education mission statement and motto, "*Enhancing Minds, Engaging Hearts, Enhancing Communities*". The motto provides a conceptual framework for all professional education programs within the School. In particular, the mild/moderate and extensive support needs credential programs have been developed through the joint efforts of CSUB special education, general education program faculty, and local area practitioners who are committed to influencing the practice of teaching students with special needs.

Program Mission Statement

At CSUB, our primary mission is to prepare future special education teachers who can work effectively with students with mild/moderate or extensive support needs. Our students develop the instructional, interpersonal and management skills that are critical to success in this field.

Graduates become effective teachers and caring, reflective, and decision-making professionals.

A common thread throughout the program is the philosophy that the education of all youth is the shared responsibility of general education classroom teachers, special education teachers (education specialists), parents, administrators, and related support personnel. Therefore, the program prepares personnel to work in schools emphasizing the skills necessary for successful school collaboration efforts.
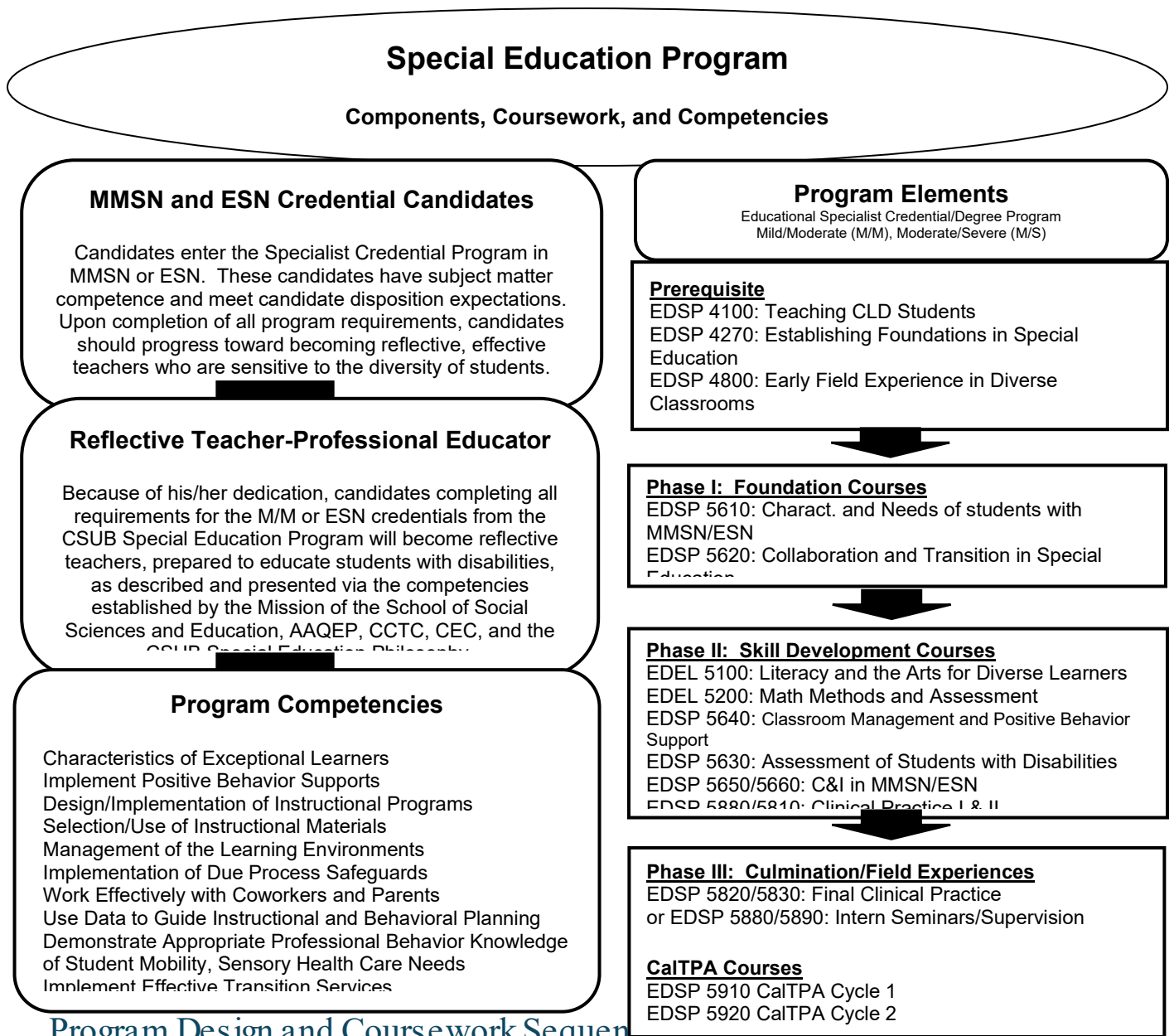
Program Goals

The Special Education Credential Programs at CSUB integrate both theoretical models and classroom practices to address the reality of the students with MMSN or ESN. The following goals were identified by the university's Special Education faculty members:

1. The program is unified by the common, overall goal of helping candidates become reflective practitioners who are able to draw upon a variety of skills and models and apply them effectively in many educational settings.

2. Candidates demonstrate knowledge of the ethical standards, professional practices and laws and regulations related to the provision of services to students with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

3. Candidates demonstrate an appropriate level of competency working with students from diverse backgrounds by understanding and accepting the differences in culture, race, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners.

4. Candidates develop professional perspectives by examining educational policies and existing and emergent practices in relation to fundamental issues, philosophy and history of education, relevant legal requirements, and the status of special education services within society.

5. Candidates gain specific competencies in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with partner public school personnel and parents.

6. Candidates gain understanding of the characteristics and unique needs of students with mild/moderate and extensive support needs.

7. Candidates exhibit behaviors representing the high standards demanded of the teaching profession, including the need to participate in a learning community throughout their careers.

8. Candidates demonstrate appropriate skills in positive behavior support for students with disabilities.

9. Candidates demonstrate competencies in using or adapting instructional and assistive technology for their classroom teaching for students with disabilities.

10. Candidates demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with disabilities.

Special Education Preliminary Credential Program Model

The Special Education Program is committed to the education of competent "reflective teachers" focusing on careers in special education (MMSN or ESN). These candidates should be cognizant of the problems and committed to meet the needs of exceptional learners. The quest of the program is to provide credential candidates with the necessary preparation to deliver educational services designed to assist exceptional individuals in reaching their optimal potential as productive members of society.

Special Education Program

Components, Coursework, and Competencies

MMSN and ESN Credential Candidates

Candidates enter the Specialist Credential Program in MMSN or ESN. These candidates have subject matter competence and meet candidate disposition expectations. Upon completion of all program requirements, candidates should progress toward becoming reflective, effective teachers who are sensitive to the diversity of students.

Reflective Teacher-Professional Educator

Because of his/her dedication, candidates completing all requirements for the M/M or ESN credentials from the CSUB Special Education Program will become reflective teachers, prepared to educate students with disabilities, as described and presented via the competencies established by the Mission of the School of Social Sciences and Education, AAQEP, CCTC, CEC, and the CSUB Special Education Philosophy.

Program Competencies

Characteristics of Exceptional Learners
Implement Positive Behavior Supports
Design/Implementation of Instructional Programs
Selection/Use of Instructional Materials
Management of the Learning Environments
Implementation of Due Process Safeguards
Work Effectively with Coworkers and Parents
Use Data to Guide Instructional and Behavioral Planning
Demonstrate Appropriate Professional Behavior Knowledge of Student Mobility, Sensory Health Care Needs
Implement Effective Transition Services

Program Elements
Educational Specialist Credential/Degree Program
Mild/Moderate (M/M), Moderate/Severe (M/S)

Prerequisite
EDSP 4100: Teaching CLD Students
EDSP 4270: Establishing Foundations in Special Education
EDSP 4800: Early Field Experience in Diverse Classrooms

Phase I: Foundation Courses
EDSP 5610: Charact. and Needs of students with MMSN/ESN
EDSP 5620: Collaboration and Transition in Special Education

Phase II: Skill Development Courses
EDEL 5100: Literacy and the Arts for Diverse Learners
EDEL 5200: Math Methods and Assessment
EDSP 5640: Classroom Management and Positive Behavior Support
EDSP 5630: Assessment of Students with Disabilities
EDSP 5650/5660: C&I in MMSN/ESN
EDSP 5880/5810: Clinical Practice I & II

Phase III: Culmination/Field Experiences
EDSP 5820/5830: Final Clinical Practice
or EDSP 5880/5890: Intern Seminars/Supervision

CalTPA Courses
EDSP 5910 CalTPA Cycle 1
EDSP 5920 CalTPA Cycle 2

Program Design and Coursework Sequence

CSUB Special Education Preliminary credential programs are designed to reflect the standards established by the Commission on Teacher Credentialing (CTC) and to integrate the rationale of the University with the School of Social Sciences and Education theme. All required

components of the specialist program such as subject matter competency, early field experiences, and student teaching, are congruent with the expectations set forth by the CTC. Specific objectives and learning opportunities to meet the standards are assigned to particular courses in the program.

1. Program Design

The Special Education Programs for the mild/moderate and extensive support needs credentials progress in the three developmental phases: (1) Foundation and Basic Understanding, (2) Skill Development, and (3) Culmination and Field Experiences.

Phase I: Foundation and Basic Understanding
During the first program phase, "Foundation and Basic Understanding," special education credential candidates study how special education students relate to the entire spectrum of students enrolled in today's classrooms. It is critical for credential candidates at this level to develop a basic understanding of: (a) characteristics of students with mild to extensive support needs; (b) research in learning theories and instructional practices both in general education and special education; (c) communication and collaboration issues, and (d) issues related to the curriculum and instructional adaptation for students with exceptionalities (TK-12).

Phase II: Skills Development

During the second phase of the program, credential candidates will acquire specific knowledge and skills through their coursework and field experience that will enable the candidate to teach and assess the needs of students with exceptionalities and manage classroom behavior. Field work in a variety of settings is integrated and required throughout Phase I and Phase II.

Phase III: Culmination and Field Experiences

In the third and final stage of the program, credential candidates utilize what they have learned and experienced during the final student teaching. Candidates will have ample opportunity to demonstrate their competence in assessment, curriculum planning/instruction, and classroom and behavior management strategies. Candidates will share their successes and/or concerns with other candidates and university field experience supervisors in seminars.

In addition to incorporating two courses from the Teacher Education credential program, the coursework in the Special Education credential program encompasses the major areas of special education core knowledge and skills including learner characteristics, assessment, diagnosis and evaluation, instructional management, behavior management, social interaction skills, communication and collaborative partnerships, transition processes and services, and professional and ethical practices.

California State University, Bakersfield
Education Specialist in MMSN or ESN
Preliminary Credential

Development Phase	General Education	Special Education		ECSE-AA
		MMSN	**ESN**	
Prerequisites		EDSP 4100 EDSP 4270 EDSP 4800		
Phase I *Foundation*		EDSP 5610 EDSP 5620		
Phase II *Skill Development*	EDEL 5100 EDEL 5200	EDSP 5630 EDSP 5640 EDSP 5650	EDSP 5630 EDSP 5640 EDSP 5660	EDSP 5710 EDSP 5720
Phase III *Culmination/* *Field Experiences*		EDSP 5820/5830 or EDSP 5880/5890		EDSP 5730
CalTPA		EDSP 5910 EDSP 5920		

Special Education Preliminary Credential Course Numbers and Titles

EDSP 4800 Early Field Experience in Diverse Classrooms
EDSP 4270 Establishing Foundations in Special Education
EDSP 4100 Teaching Linguistically and Culturally Diverse Students
EDSP 5610 Characteristics and Needs of Students with Mild to ESN
EDSP 5620 Collaboration and Transition in Special Education
EDSP 5630 Assess of Students with Mild to Extensive Support Needs
EDSP 5640 Classroom Management and Positive Behavior Support
EDSP 5650 Curriculum & Instruction of Children with MMSN
EDSP 5660 Curriculum & Instruction of Children with ESN
EDEL 5100 Literacy & the Arts for Diverse Learners
EDEL 5200 Math Methods and Assessment
EDSP 5800 Clinical Practice I
EDSP 5810 Clinical Practice II
EDSP 5820 Final Clinical Practice in MMSN
EDSP 5830 Final Clinical Practice in ESN

EDSP 5880 Intern Seminar and Supervision
EDSP 5890 Final Intern Seminar and Supervision
EDSP 5910 Ed Sped CalTPA Cycle 1: Learning About Students and Planning Instruction
EDSP 5920 Ed Sped CalTPA Cycle 2: Learning About Students and Planning Instruction

<u>Early Childhood Special Education Added Authorization Course Numbers and Titles</u>

The Early Childhood Special Education (ECSE) Added Authorization allows teacher candidates to teach young children ages birth to pre-kindergarten with disabilities. CSUB ECSE-AA program consists of three courses.

EDSP 5710: Young Children with Disabilities and Their Families
The purpose of this course is to provide program candidates with the knowledge of basic family theories and family systems as they are applied to intervention with infants, toddlers, and preschoolers who are at risk or have disabilities and their families. The course explores issues related to cultural, linguistic, and socio-economic diversity in order to increase students' awareness, understanding, and appreciation for family customs, lifestyles, values, and priorities. Legal and legislative mandates are reviewed. Students learn professional approaches and strategies for determining family needs and preferences, implementing family–centered approaches to services, and developing and sustaining family-professional partnerships and support. They also learn how to develop an Individualized Family Service Plan (IFSP). This course is required for Early Childhood Special Education Added Authorization program.
This course will provide candidates with a working knowledge of
the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with
special needs and their families, and effective instructional techniques for working with
this population. This course is required for Early Childhood Special Education Added Authorization program.

EDSP 5720: Assessment and Intervention/instructional Strategies: Birth through Pre-Kindergarten
This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for children (birth to 5 years of age). The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized, non-standardized, and alternative assessment techniques, instruments and procedures. Additionally, the candidate will develop skills in order to function as an active member of a transdisciplinary-based assessment team. The candidate will also acquire skills to design and implement intervention and evidence based/developmentally appropriate strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities.

EDSP 5730 Field Experience in Early Intervention and Early Childhood Special Education
This field experience course is designed to provide foundational knowledge and practical experiences in two public or private education programs for infants and young children with disabilities from culturally and linguistically diverse backgrounds. These experiences are aligned with CEC/DEC standards and CTC ECSE-AA standards. Candidates are actively engaged in reflecting on the connections among research, professional standards, and community practices, as well as their own professional development as professional in EI/ECSE. Candidates are expected to demonstrate skills in the following areas: collaboration, coordination of services, and management of curriculum, assessment, instruction, behavior, and professional relations. As a course requirement, candidates complete observations and teach young children with disabilities through in-depth experiences with young children in small and whole groups. **Candidates are required to complete a minimum of 45 hours in home and preschool settings in small and whole groups.**

Preliminary Credential Program Admission Requirements and Procedures

All documents submitted to CSUB become the exclusive property of the university and will not be copied or returned.

1. Apply for admission to CSUB on a post-baccalaureate standing.

2. Attend the Information Session that are held each semester.

3. Submit a complete application packet to the Credentials Office by the due date. Required application materials include:

   a. Special Education Application Form. Form must be completed and signed.
   b. Three recommendation forms from those who know the candidate's potential/work performance for special education teaching career.
   c. Autobiography: Include your characteristics, intent, teaching experience and special motivation, 2-3 pages typed & double spaced.
   d. Tuberculosis Clearance - Provide evidence of freedom from tuberculosis within the last four years.
   e. Certificate of Clearance – Provide evidence of Fingerprint Clearance from the Commission on Teacher Credentialing.
   f. Professional Liability Insurance: Purchase the insurance from Cashier's Office
   g. CBEST: The candidate must have proof of passage or registered to take the CBEST.
   h. Subject matter competencies (SMC) verification:
      ▪ A valid California Teaching Credential, multiple subject or single subject
      ▪ Passage of CSET for multiple subjects or a core single subject area, exam scores are valid for 10 years
      ▪ SMC Waiver as approved by AB-130 Coordinator
   i. Special Education Program Plan Form: This form must be completed and signed by the candidate and the faculty advisor during the academic advising session and submitted as a part of the application materials.
   j. GPA Requirements: Candidate must have an overall GPA of 2.67 or 2.75 for the last 60 semester units. Candidates with an overall GPA of 2.5 can apply for exceptional

admission.

    k. Mandatory Reporter Training: Complete a Child Abuse Mandated Reporter Training http://mandatedreporterca.com/.

    l. $30 program application fee - The credential fee must be accompanied by the Credential/Program Services request form.

4. Candidate Interview: Candidate will be interviewed during an individual advising session.

5. Academic Advising: When the SPED selection committee conditionally admits a candidate after reviewing an application packet and completing the interview process, a letter will be sent to him/her with information as to who the faculty advisor is and their contact email and telephone number. The candidate is required to schedule an appointment with that advisor to have a Program Plan completed before enrolling in courses.

6. Prerequisites must be met or may be waived with supporting verification documents:
    a. EDSP 4100 (Teaching Linguistically and Culturally Diverse Students)
    b. EDSP 4270 (Establishing Foundations in Special Education)
    c. EDSP 4800 (Early Field Experience in Diverse Classrooms)

7. Other requirements needed prior to issuance of any credential include:
    a. Passage of RICA
    b. U.S. Constitution
    c. Health Education
    d. CPR (Infant, Child, and Adult)
    e. Passage of the Ed Sped CalTPA Cycle 1 and Cycle 2.
    f. Completion of Individual Development Plan
    g. Basic Skills Requirement or evidence of a bachelor's degree from an accredited university

Intern Credential Program Admission Requirements

To be recommended for an Intern Credential, you must complete and submit <u>all</u> of the following requirements to the credential office. *Please make copies for your records prior to submitting your application. All documents submitted to CSUB become the exclusive property of the university and will not be copied or returned.*

- Admitted to CSU, Bakersfield.
- Admitted to and in good standing with the CSUB Credential Program.
- Verification of employment (copy of contract or letter of intent to employ) from a school district that has a current internship agreement with CSUB.
- Verification of Bachelor's Degree from an accredited College or University (degree must be posted on your transcript from graduating institution).
- Verification of 100% Subject Matter Competency: passage of CSET in your subject area or subject matter waiver letter.
- Verification of CBEST or Basic Skills Requirement or copy of bachelor's degree
- U.S. Constitution: course ('C' or better posted to transcript) or exam (copy of certificate).
- Valid Certificate of Clearance, Emergency Permit, PIP or STSP posted on the CTC website.
- Completion of 120 hours of pre-service coursework; must include classroom management and planning; developmentally appropriate teaching practices; pedagogy and

communication skills, including reading; and 45 hours in Teaching English Learners. You may contact our office to verify you have met these hours.

▪ Completion of all intern application forms.
▪ Advising: Intern advising must be completed prior to the issuance of your intern credential. Your program advisor will continue as your intern advisor.
▪ $30 program application fee - The credential fee must be accompanied by the Credential/Program Services request form. *These fees do not cover the CTC application fee. Click here for current CTC application fees:* [CTC Fees.](#)
▪ If your assignment is an Independent/Home Study setting you must provide a letter, on letterhead, from your school administrator verifying that the assignment will include a minimum of 30 hours/per semester of small group instruction.

Intern Credential Program Application Sequence

▪ Admission to the University and the SPED Credential Program
▪ Admission to Special Education Intern Credential Program
▪ Pass CSET or hold a valid California general education credential.
▪ Secure a contract with a school district as an intern teacher.
▪ Complete Intern Credential Application Packet

Early Childhood Special Education Added Authorization Admission Requirements
▪ Admission to the University and the SPED Credential Program
▪ Hold a valid preliminary credential or subject matter competency for the program admission. Students with subject matter competency must complete a preliminary education specialist teaching credential to be recommended for an ECSE-AA.

Special Education Program Application/Admission Timelines

Candidates must submit the application packet *one semester prior to the semester* they wish to enroll and observe the following sample procedural timelines. Please contact the program admission advisor or program website (https://www.csub.edu/specialed/) for an application due date (Ms. Amani Hernandez: 661-654-3193, Bakersfield; Ms. Jenny St. George: 661-952-5080, Antelope Valley).

Exceptional Admission Policy

No predictions, guarantees, or assurances can or should be made about, or to, students applying under exceptional admission status. It is impossible to determine whether a student will be given exceptional admission status until the evaluation process is complete. The Exceptional Admission Application Form is available at the program's website:
https://www.csub.edu/teachereducation/_files/ms-and-ss-exceptional-admit-app.pdf

Candidates' Interview with Academic Advisors

When program applicants submit a completed application packet, each applicant will receive a date and a time for a small group interview. All applicants should attend an assigned interview session. During the interview session, candidates will be asked questions that elicit responses regarding their talents, interests that may be useful in teaching, background or preparation related to diversity, and education-related career goals. The interview form will allow for tabulation of interviewer opinions about interviewees on several rated topics. There will also be a section allowing the interviewer to make any observation deemed appropriate. Applicants will be rated on:

a. the general impression of the applicant's health, vitality, poise, responsiveness; their many-sided interests, abilities, and experiences
b. their speech and communication skills
c. their personality and suitability to teaching, the traits of which may include: positivism, friendliness, enthusiasm, openness, responsiveness to others, a positive perspective and attitude toward youth and the teaching role and responsibility
d. their philosophy of education and interest in teaching both general education and special education students
e. their interest and commitment to an education career
f. their receptivity to working with students from diverse backgrounds

Interviewers/advisors will rate the applicant on a scale of *outstanding, good, average, and poor* in regards to the applicant's professional aptitude, attitude, and receptivity to feedback, responsibility and professional appearance. During the interview, interviewers will also rate the applicant's speech and language proficiency in English and disposition. Dispositions for the program are listed below.

- *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

Special Education Faculty Members Contact Information

Yeunjoo Lee, Ph.D.   (661) 654-6478   ylee@csub.edu
Professor   Office: EDUC 219

Sarana Eyire Roberts, Ph.D.   (661) 654-2527   sroberts21@csub.edu
Assistant Professor   Office: EDUC 218

John Mouanoutoua, Ph.D.   (661) 654-2460   jmouanoutoua2@csub.edu
Assistant Professor, Director   Office: EDUC 221

Diane McNett, M.A.   (661) 952-5089   dmcnett@csub.edu
AV Coordinator, FT Lecturer   Office: AV 309

Matthew Kabel, Ed.D.   (661) 654-6214   mkabel@csub.edu
FT Lecturer   Office: EDUC 212

Waivers and/or Transfer Credit/Out-of-State Credential

If you hold an out-of-state credential, your first step is to contact the Commission on Teacher Credentialing. Candidates with special education credential coursework from other institutions may request substitutions by using the forms in the application and by submitting all necessary supporting documents by the due date or during your advisement session. Coursework taken elsewhere should have been completed within the past seven years. The program advisor will then review the requests and approve only those that have sufficient evidence that the coursework completed elsewhere is equivalent to the coursework offered at CSUB. Please present supporting evidence including an unofficial transcript and course descriptions.

Requirements for Continuing in the Special Education Program

a. *GPA*
   Candidates must maintain a minimum GPA of 3.0 in all required credential courses attempted after entry into the program. Candidates whose GPA falls below 3.0 will either be put on probation for one semester or be asked to drop from the program. If a candidate on probation fails to raise his/her/their GPA to over 3.0 in the subsequent semester, the candidate will be dismissed from the program. Any course in which the candidate earns a grade below a C must be repeated.

b. *Advancement through the Program*
   Candidates whose performance is judged to be inadequate in any phase will be expected to improve or repeat the problem courses before advancing to the next phase. The special education program faculty will meet regularly to discuss candidates' dispositions and academic progress and make recommendations that will best assist candidates in acquiring the requisite professional skills and maintaining the integrity of the program.

c. *600 Hours of Clinical Practice*
   Candidates are required to complete 600 hours of field experience across their credential

program. They must be enrolled in a field experience course each semester they are enrolled in core special education credential courses.

d. Final Clinical Practice Requirement
Candidates who do not satisfy minimum requirements will not receive credit for their student teaching. They may be required to extend student teaching another semester, be placed on probation, or be dismissed from the program.

e. Provision for Candidate Appeal
Candidates may appeal an unsatisfactory performance evaluation for coursework to the instructor on record, and for student teaching to the university supervisor, and then the Program Director. If resolution is not obtained, a written appeal may be made to the Department Chair, who will submit it to the Department Appeals Committee. Results are forwarded to the candidate by the Department Chair. If resolution is still not obtained, a written appeal may be made to the Dean of the College of Social Sciences and Education.

Candidates may further appeal a case through established university procedures that are available in the Student Services Office. A candidate who experiences other difficulties within the program should discuss the issues first with the academic advisor, and then with the Program Director if not resolved with the advisor. If the student wishes to pursue further the issues and/or difficulties, the student should then consult, in sequential order, with the Advanced Educational Studies Department Chair, Dean of the School of Social Sciences and Education, and, finally, the Associate Vice President for Academic Affairs.

f. Time Limits for Coursework
The California Administrative Code, Title 5, Education, states that all the requirements for a credential and master's degree be completed within a seven-year period. This time limit requirement means that no more than seven years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential or a master's degree is approved.

g. Recommendation
Mere completion of coursework, including student teaching, does not guarantee a credential. The candidate must be recommended for a credential based upon evaluations of their academic completion and dispositions. The University, through the School of Social Sciences and Education, makes the recommendation for issuance of a credential before a candidate's application for the credential can be processed.

h. Application for the Credential

Completion of coursework, including student teaching, does not guarantee a credential. Candidates must be recommended for a credential based upon satisfactory completion of the Teacher Performance Assessments (TPA) in addition to satisfying all other Program and CCTC requirements and criteria. The University, through the special education program, makes the recommendation for issuance of a credential upon review of a candidate's file and application for the credential. The Preliminary Credential is valid for five (5) years. During this time, the candidate must complete a teacher induction program in order to satisfy the requirements for the Professional Clear Teaching Credential. CSUB does not offer a Clear Credential Special Education program. Please check with your school district about a Clear Education Specialist Credential program.

CHAPTER II. SPECIAL EDUCATION CLINICAL PRACTICE

Introduction

This portion of the handbook is designed to provide a brief description of the clinical practice components of the special education program, and to provide administrators, district cooperating teachers, University Supervisors, and credential candidates with an understanding of the relationships and responsibilities of all those participating in the program. The Clinical Practice Handbook is located in Appendix A.

The Special Education credential program at CSUB provides integrated field experiences both in General Education and in Special Education throughout the credential program. All special education credential candidates are required to enroll in a clinical practice course in each term while they are in a special education credential program. As a culminating field experience, credential candidates are required to complete a full semester of student teaching with a cooperating teacher. If credential candidates are hired as an intern teacher, they will enroll in the intern seminar course every term until they complete the preliminary credential program.

Clinical Practice Terminology

- *Final Student Teaching*: the period of guided and solo teaching when a teacher candidate takes increasing responsibility for the work within a given group of learners over a period of consecutive weeks.

- *Student Teacher*: the University Student who has met the criteria for entering student teaching.

- *Mentor/Cooperating Teacher*: a credentialed teacher under whose direct supervision of the candidate does their clinical practice hours for teaching experience.

- *University Supervisor*: a university faculty member who supervises teacher candidates in close collaboration with the Cooperating Teacher and Intern Mentor.

- *Intern Supervision*: a University Supervisor supervises interns in the Intern Program including seminars provided through EDSP 5880 and 5890.

- *Intern Teacher*: a university credential candidate who has met the criteria for and holds a valid intern credential, and participates in appropriate intern seminar classes (EDSP 5880 and 5890).

- *Intern Mentor*: is assigned by district. An Intern Mentor is a special education teacher on or near the intern's site who visits the intern's classroom providing constructive feedback and is available regularly to the intern for assistance and guidance.

Field Experience Categories and Information

There are three different types of clinical practice experiences in which credential candidates may participate: a) standard clinical practice, b) final student teaching, and/or c) intern teaching. Information about each type of clinical practice is provided in this section.

Whenever possible, credential candidates should complete field work requirements in diverse classrooms and student teaching experiences which include at least one placement in a diverse site with the following student populations: socioeconomically disadvantaged students, students who are English Language Learners, and students at risk.

Throughout clinical practice experiences, credential candidates are requested to reflect on their knowledge and skills to work with students of diverse backgrounds and needs. Their competency of working with diverse populations is evaluated through lesson plans, reflective journals, candidate competency evaluation forms, and classroom observations by Cooperating Teachers and University Supervisors.

Before or soon after beginning a field experience, credential candidates are encouraged to:
- Consult the district's school report and review the demographics of the school population.
- Visit the school/take a tour of the community before he/she begins field experience.
- Discuss with a Cooperating Teacher how the diversity of the student population in his/her field experience classroom impacts planning and teaching.
- Review and discuss best practices for working with diverse populations.

Clinical Practice Placement

The Special Education Field Placement Coordinator places credential candidates in school sites within our existing partnerships in the CSUB serving area. *Under no circumstances should the credential candidates contact a school district.* The coordinator does not handle requests for a specific school or a specific teacher in a specific district. The coordinator makes a request to the district and the district makes the final placement. Each semester, credential candidates fill out a Placement Request Form.

Every attempt is made to ensure that the credential candidate is given a variety of field experiences. Candidates are placed with at least one middle or secondary school if their subject matter proficiency is in multiple subjects and at least one elementary experience if their main focus is on single subject. For instance, if a candidate prefers teaching at the elementary level, he/she will be student teaching in elementary special education and conducting field experience in elementary general education classrooms, while the early field experience in special education (EDSP 4800) will be at the secondary level and vice versa.

***See Appendix A for more information on clinical practice requirements.

1. **Final Student Teaching**

Credential candidates who plan to complete a final student teaching course will need to submit a placement request form by the 10th week of the semester prior to their student teaching. If candidates do not submit a placement request form by the posted deadline, then candidates'

placement for the following semester may be delayed. See Appendix A for more information on Student Teaching Requirements.

2. **Intern Teaching**

The Special Education Intern Credential Program at CSUB follows the regulations for intern support adopted by California Commission on Teacher Credentialing (CTC) in Coded Correspondence 14-04. The new regulations increase the number of hours of both general and English Learner specific support and supervision that must be provided for Intern teachers.

3. **EDSP 5880 and 5890: Intern Seminar and Supervision**

▪ Taken each semester for up to four semesters, this seminar and supervision course is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving mild to moderate and moderate to severe populations.
▪ The seminar focuses on developing a community of learners in special education classrooms that includes: IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so that interns can learn from each other.
▪ Interns will be provided guidance from Intern Mentors and University Supervisors in their own classrooms. Supervision will focus on basic classroom management and instructional competencies.
▪ While enrolled in Intern Seminar, the intern performs a variety of activities that ensure they interact with a variety of service personnel including general education teachers, staff, and administration, as well as parents. For example, ways of interacting with parents may include: communicating with parents in person at back-to-school night, attending parent-teacher conferences and IEP meetings, and writing notes home to parents in order to communicate plans and/or concerns. In addition, interns assume all responsibilities as full-time teachers throughout the program.

Clinical Practice in a Private School Setting

Private school teachers who are employed as the Teacher of Record wishing to use their current teaching assignment as part of the clinical practice experience must get approval from the CSUB SPED program to complete clinical practice in a private school setting. The school must be accredited by WASC, the Western Association of Schools & Colleges, a 501(c) (3) organization that is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States. If the accredited private school placement is approved and within the geographic area served by CSUB, the teacher at the school may request to enroll in clinical practice courses and complete the required activities at the private school.

The private school is required to have a current Memorandum of Understanding (MOU) with CSUB. The school will ensure the candidate is supported by a qualified cooperating teacher within the candidate's credential area.

The program selects district supervisors who hold a Clear Credential in the credential area for which they are providing supervision and have a minimum of three years of K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and

district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Cooperating Teachers should possess the following qualifications:

- A minimum of three years of successful teaching experience in special education
- A professional clear credential in the same area with the student teacher.
- Tenure in the district
- An on-going successful record of teaching excellence
- Current knowledge of subject matter methodology and "best practices"
- Willingness to share their expertise, materials, and classroom with a Student Teacher
- English Learner authorization/certification
- Appropriate special education teaching credential in either mild/moderate or extensive support needs.
- Strong interpersonal communication skills
- Enthusiasm about working with Student Teachers/early field experience students

The school should provide the following opportunities for teacher candidates:

- The school should provide opportunities for teacher candidates to work with at a minimum of 5 children with disabilities who have appropriate IEPs.
- The school should provide a full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the mild/moderate disability area. In the final clinical practice class, the teacher candidate should work toward assuming full responsibility for the provision of services in the specific credential authorization.
- The school should provide opportunities for the teacher candidate to work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The placement should provide opportunities to communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies.
- The school should provide opportunities for teacher candidates to use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
- The school should provide opportunities for teacher candidates to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.
- The school provides opportunities for teacher candidates to administer formal and informal assessment and develop state-approved IEPs to support diverse group of children with disabilities.
- The school should provide the teacher candidate to sufficient experience to work with a diverse population including English learners. The teacher candidate should be able to

implement effective instructional practices for ELD and content instruction for ELs in a final clinical practice placement.

- The school should provide opportunities for teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The school should provide opportunities for candidates to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.

TPA and TPE Requirements

California Teaching Performance Expectations (TPE)
Teacher Candidate progress is observed and evaluated throughout their clinical practice experiences based on the California Teaching Performance Expectations (TPE) for the Preliminary Education Specialist credential. Program coursework also prepares candidates with specific tasks that demonstrate that candidates meet California TPEs for new teachers.
Preliminary Education Specialist Teaching Performance Expectations Updated 2024

Candidates will demonstrate they are able to:
TPE 1: Engage and support all students in learning
TPE 2: Create and maintain an effective environment for student learning
TPE 3: Understand and organize subject matter for student learning
TPE 4: Plan instruction and design learning experiences for all students
TPE 5: Assess student learning
TPE 6: Develop as a professional education
TPE 7: Effective Literacy Instruction for Students with Disabilities (including dyslexia guidelines).

Teacher Performance Assessment (TPA)
In addition to coursework and Clinical Practice assessments in your program, CTC requires candidates to submit and pass an approved performance assessment prior to being recommended for a Preliminary Teaching Credential. Performance assessments are designed to be authentic exercises in which you demonstrate how you will plan, instruct, assess, and reflect on real lessons as a teacher. To meet the performance assessment requirement, the Special Education program relies on the Education Specialist CalTPA (ED Sped CalTPA), an examination developed by the California Commission on Teacher Credentialing and administered by Pearson.

The Ed Sped CalTPA was designed to provide candidates the opportunity to demonstrate their ability to plan asset-based instruction and assessments, teach and assess learning of a class of actual students, reflect on their practice, and apply what they learned through their teaching, assessing, and reflection to future learning experiences for their students. This teaching and learning cycle serve as the framing for the four steps of the CalTPA.

Ed Sped CalTPA Cycle 1

Instructional Cycle 1 represents a complete teaching cycle for one content-specific lesson that you will develop and teach within a school placement. Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate learning objective(s), determine what you expect your students to learn and how you will assess that learning, and develop content-specific activities and instructional strategies to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As you teach and video-record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and emotional support through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

Ed Sped CalTPA Cycle 2

Instructional Cycle 2 represents a complete teaching cycle for 3-5 purposefully connected series of lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal. To complete this cycle, you will analyze and reflect on the evidence you observed of student learning of content and development of academic language based on your learning goal(s) and objective(s) to either (a) create a re-teaching activity because students did not demonstrate the learning goal(s) and/or objective(s) of the instruction or (b) create a connecting activity to build on the instruction provided because students did demonstrate the learning goal(s) and/or objective(s) of the instruction. The re-teaching or connecting activity will provide evidence about how you used both informal and formal assessment results to plan further instruction to support and advance student learning.

Passage Policy

Failure to pass a cycle will result in NC for the course. Candidates not passing all TPA cycles will need to earn a passing score on each cycle to apply for their credential. Candidates may take the TPA courses two times. If the candidate fails a second time the candidate will be required to take Remediation, a 1 unit course through Extended Education, the following semester where they work on revising their TPA for resubmission. Candidates may take each CalTPA cycle 3 times prior to program dismissal. Remediation will be available through Extended Education.

 Candidates must pass the full TPA prior to applying for your preliminary credential.

Candidates should reference their TPA course syllabus for instructions regarding registration and submission of each task. Program faculty are available to support your work.

State level information about the CalTPA program can be found on the [California Educator Credentialing Assessments website](http://www.ctcexams.nesinc.com) (http://www.ctcexams.nesinc.com). The website includes assessment information, registration and registration support, information for concurrent bilingual candidates who are in a placement where a language other than English is exclusively used for instruction, or who are in a placement where both English and another language are used for instruction, and preparation materials including instructions on using the Pearson ePortfolio system and video annotation tool.

CHAPTER III. CSUB Appeal Process for the Disposition Assessment

Dispositions are integrated and assessed within the program at various points. Candidates are introduced to the dispositions at the information session, in each core and field experience course. Candidates are evaluated by university supervisors at the beginning (EDSP 4800), middle (EDSP 5800) and end (EDSP5820/5830) of the program. In addition, course instructors may complete candidate disposition rubrics for any students with whom they have concerns. The program will ensure that candidates understand program expectations regarding candidate dispositions.

An instructor or supervisor who observes a regular pattern of candidate behavior that demonstrates a failure to meet disposition standards completes an improvement plan that is placed in the candidate's file. The plan is shared with the candidate, allowing the candidate the opportunity to work on changing their attitude/behavior related to the identified disposition. The program director and the candidate will discuss any disposition improvement and progress the candidate has made before approving the student teaching application. Candidates who have not made progress toward the disposition standards are not allowed to student teach. A decision letter will be mailed to the candidate by program coordinators.

Procedure for Initiating Appeal

A candidate must initiate an appeal in writing using the Student Appeals Action Form within 21 calendar days from the mailing date of the decision letter from the program coordinator. This written appeal should be sent, care of the program coordinator, to the Student Appeals Committee, which shall review the appeal. Written notification of the Committee's recommendations is sent to the School Dean, whose decision may not be appealed.

Student Appeals Committee Membership

- Chair, appointed annually by the School Dean.
- Two members of the Professional Unit, elected by the constituency, and representing the following:
  o Initial Credentialing Program
  o Advanced Programs

Attendance at the Hearing

The candidate involved may be assisted by an advisor. The advisor may be another candidate, an administrator, or a faculty member. Witnesses may be called on behalf of the candidate who initiated the appeal process. The advisor does not speak on behalf of the candidate, testify (unless he or she has first-hand-knowledge of a fact), or question witnesses. The advisor generally consults and/or privately interacts with the candidate, unless the University grants the advisor permission to represent the candidate in a particular case. Resource persons or expert witnesses may be called at the request of the Committee.

Procedure

Preparation for the Hearing: All parties must be informed of the appeal in writing by the chair of the Student Appeals Committee (hereafter referred to as "chair"), normally within five class days after the receipt of the appeal application. Copies of documents and correspondence filed with respect to the appeal shall be provided to the relevant parties through the chair. Thereafter, neither new evidence nor new charges shall be introduced by the candidate before the

Committee. The chair shall notify in writing the relevant parties of the exact time and place of the hearing at least seven calendar days before the beginning of the proceedings. Whereas the burden of proof rests upon the person bringing the appeal, the Student Appeals Committee may seek out pertinent witnesses and documentation.

Hearing Procedure: During the hearing, both the faculty member and the candidate shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

Recommendation of the Student Appeals Committee

The Student Appeals Committee shall deliberate in executive session and customarily render a recommendation by majority vote within five calendar days of the close of the hearing. The chair shall notify the School Dean and the candidate in writing within five days of the Committee's final recommendation.

Candidate Improvement Plan

Special Education Program
California State University, Bakersfield

The CSUB Educator Preparation Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing these competencies, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlinedbelow:

Step 1: Improvement Plan
A university supervisor, faculty member, or coordinator completes the **Candidate Improvement Plan** and requests approval from the Program Director and/or Coordinator. The faculty member meets with the candidateto review the areas of concern and to establish specific steps for improvement. This improvement plan is provided to the candidate (and other involved parties) in writing. A digital copy of the Improvement Plan is sent to the Program Director to be reviewed and forwarded to the Program Admissions Advisor. The Program Admissions Advisor will log the Improvement Plan in the Database. The signed copy of the Improvement Plan is given to the Program Admissions Advisor for inclusion in the candidate file.

At the end of the stated timeline, the faculty member will retrieve the plan from the candidate file and updatethe Decision "Improvement Plan met" or "additional time provided". An updated copy will be sent to the candidate and the Admissions Advisor will maintain the paper copy and update the database.

Step 2: Decision to Dismiss
If the candidate does not meet the stipulations in the improvement plan and continuation in the program is notrecommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program.

Step 3: Grievance Process
If the candidate would like to appeal the decision, he or she may send a written request to the Educator Preparation Program Appeals Committee, which includes faculty members, a program director, and a department chair. The Appeals Committee will meet with all involved parties and inform the candidate of thefinal decision in writing.

Candidate Improvement Plan

Candidate:_____**Term/Year:**_____

Date: _____

University Supervisor/Instructor/Coordinator:

CSUB Candidate Dispositions

☐ Professional Collaboration	☐ Reflective Practitioner
☐ Ethical Professional	☐ Student/Client Centered
☐ Professional Leader	☐ Professional Competence

Area(s) of Concern (Please list specific areas of concern with Professional Expectations and Professional Dispositions):

Specific Improvement Actions with timeline for completion:

Once signed, please provide signed copies to the candidate, Program Director, and Program AdmissionsAdvisor (for candidate's file).

Candidate:_____Date: _____

Supervisor/Instructor:_____Date: _____

Decision:

_____Improvement Plan met

_____Candidate has demonstrated growth and has additional time to further improve. Please indicate the amountof time allotted for this: _____

_____Candidate is removed from the program

Program Director Signature:_____Date:

Student Appeals Action Form
(To be initiated by the candidate)

Name_____ Candidate ID#_____

Address_____City_____State/Zip_____
_

Phone/Email
_____Major_____

Signature_____Date_____

DECISION BEING APPEALED: State ruling to which exception is desired. All relevant forms and documentation must accompany action form.

RATIONALE FOR APPEAL: State reason for why the ruling cited above should be overturned.

The following signatures should be obtained prior to filing the Student Appeals Action Form.

CANDIDATE'S ADVISOR:

_____   _____
Signature   Print name

DEPARTMENT CHAIR:

_____   _____
Signature   Print name

The following should be completed after the decision on the appeal.

DECISION OF THE DEAN: _____ Approval of appeal _____Denial of appeal

_____   _____
Signature   Print name

CHAPTER IV. Other Helpful Information

How to Reach Program Faculty

Every faculty member maintains regularly scheduled office hours, and also responds to voice mail and email messages.

List of Program Faculty and Staff

Professor: Dr. Yeunjoo Lee	(661) 654-3055
Assistant Professor: Dr. Sarana Roberts	(661) 953-2527
Assistant Professor, Program Director: Dr. John Mouanoutoua	(661) 654-2460
Coordinator & Full Time Lecturer: Mrs. Diane McNett (AV)	(661) 952-5089
Full Time Lecturer: Dr. Matthew Kabel	(661) 654-6214
Administrative Support Coordinator: Mr. Ryan Otawka	(661) 654-3055
Admission Advisor & Credential Evaluator: Mrs. Amani Hernandez	(661) 654-3193
Admission Advisor & Credential Evaluator (AV): Ms. Jenny St. George	(661) 952-5080
Credential Analyst: Mrs. Gillermina Martinez	(661) 952-3074
College of Social Sciences and Education Dean's Office:	(661) 654-2210
Admission and Records	(661) 654-3036
Financial Aid Office	(661) 654-3016
Liberal Studies Office	(661) 654-3337

Appendix A

Clinical Practice Handbook

Section 1: Cooperating Teacher Information

The Cooperating Teacher is an important asset in helping prepare Teacher Candidates for their own classrooms. The Cooperating Teacher will work closely with the University Supervisor in helping the Student Teacher mature and develop in his/her knowledge and skills in classroom teaching.

Cooperating Teachers should possess the following qualifications:

- A minimum of three years of successful teaching experience in special education
- A professional clear credential
- Tenure in the district
- An on-going successful record of teaching excellence
- Current knowledge of subject matter methodology and "best practices"
- Willingness to share their expertise, materials, and classroom with a Student Teacher
- English Learner authorization/certification
- Appropriate special education teaching credential in either mild/moderate or moderate/severe disabilities
- Strong interpersonal communication skills
- Enthusiasm about working with Student Teachers/early field experience students

Cooperating Teacher's Responsibilities with Teacher Candidate's Lesson Plans

- Approve the lesson plans a minimum of three days in advance (although one must be flexible, it is important for students to plan lessons).
- Review lesson plans and presentation of lessons and provide appropriate comments.
- Approve supplemental material and independent work being used as part of a lesson.
- Determine if it is necessary to assist the Teacher Candidate with the lesson.
- Provide constructive suggestions for each lesson - this will help the Teacher Candidate to grow in his or her knowledge and skills.
- Critique several lessons being taught during the semester on the forms provided.

Responsibilities of the Cooperating Teachers When Working with Teacher Candidates

- Make expectations clear from the beginning - unclear expectations lead to frustration on the part of the Cooperating Teacher and the Teacher Candidate.
- Discuss the daily routine and schedules.
- Serve as the liaison between the Teacher Candidate and school faculty (e.g., principal, school psychologist, and other related personnel).
- Introduce the Teacher Candidate to the school environment - make them feel welcome at

the school site.
- Provide a workspace for the Teacher Candidate to keep materials and personal belongings.
- Inform the Teacher Candidate of school and district policies.
- Discuss guidelines for discipline, grading, classroom organization, special classes, paraeducators, etc.
- Provide copies of the teachers' edition for each subject area the Teacher Candidate will teach.
- Share your faculty handbook with the Teacher Candidate.
- Discuss emergency plans for earthquake and fire drills.
- Prepare the class for the Teacher Candidate's arrival and introduce him/her/them to the class.
- Inform the Teacher Candidates where to get supplies and materials needed for them teaching experience - also inform them if there is a resource center available for use.
- Encourage the Teacher Candidates to apply methods learned in university classes.
- Mentor them --conversations can be productive if the Cooperating Teacher and the Student Teacher respect each other professionally.
- Demonstrate and discuss lessons with the Teacher Candidate regarding specific focus areas
- Discuss and model appropriate strategies to use for English Language Learners.
- Observe and conference regularly, review the Teacher Candidate's daily and unit plans, and assess student work and progress with Student Teacher.
- Be willing to give constructive suggestions to the Teacher Candidate.
- Assist the Teacher Candidate in achieving classroom management.
- Set aside a time to discuss the daily events in the classroom.
- If requested, write a letter of recommendation for the Teacher Candidate placement file.
- Complete two periodic evaluation forms and final evaluation form.
- Provide the Teacher Candidate opportunities for attending IEP meetings.
- Have the Teacher Candidate participate in parent-teacher conferences.
- Provide opportunities for the Teacher Candidate to write IEP goals and objectives under supervision.
- Maintain confidentiality: The Teacher Candidate's performance should only be discussed with the Principal and the University Supervisor.
- Participate in the required evaluations.

Observations and Evaluation

Provide the Teacher Candidate with both positive feedback and suggestions for improvement. The observations are extremely important especially if the Teacher Candidate is experiencing difficulty. Thorough documentation is imperative.

Cooperating Teachers are asked to complete a *final evaluation* on the provided forms and participate in a final collaborative evaluation conference with the Teacher Candidate and the University Supervisor in a final student teaching course (EDSP 5820/5830).

Paraeducators and Teacher Candidate

Discuss the Teacher Candidate's responsibilities with the paraeducator. Many times, it is difficult for a paraeducator to sit back and watch the Teacher Candidate make mistakes. Although paraeducators know the classroom and wish to be helpful, they must let the Teacher Candidate take control so he or she may learn from mistakes.

If the Teacher Candidate is to provide work for the paraeducator working with students, please guide the Teacher Candidate in preparing the work. A cooperating teacher may need to serve as the liaison between the Teacher Candidate and the paraeducator.

How do I know when the Student Teacher is to assume full time teaching responsibilities?

The Phase-In schedule is suggested for all Student Teachers in a final student teaching course. This can be modified to meet each cooperating teacher's needs. However, the program may have to adjust the schedule for certain semesters due to the reduced time for final student teaching. Please discuss the schedule with the University Supervisor. Some adjustments to the schedule may be necessary.

Section 2: University Supervisor Information

The University Supervisor is a faculty member who supervises the Teacher Candidate in close cooperation with the district Cooperating Teacher. The University Supervisor will communicate regularly with the Teacher Candidate and will schedule and conduct observations of the Teacher Candidate. The University Supervisor will meet with the Cooperating Teacher prior to starting observations in the classroom. The University Supervisor welcomes contact with the Cooperating Teacher. University Supervisors are experienced teachers and administrators whose role as a liaison with the school district, with the Cooperating Teachers, and with the Teacher Candidate is key. University Supervisors assume the roles of consultant, counselor, resource person, and evaluator. The University Supervisor is the principal representative of the SPED program at CSUB with regard to student teaching assignments.

University Supervisor Qualifications and Responsibilities

The supervisor's primary goal is to *mentor/support* the Student Teacher/Intern Teachers achieve success to the best of his or her ability. They serve as a valuable resource for Student/Intern Teachers, pointing out what student/intern teachers need to do to improve, ensuring that student/intern teachers are doing the planning and "homework" necessary to prepare properly, and overseeing the academic aspects of the student/intern teacher's preparation and delivery. It is suggested that the University Supervisor reviews the other chapters of the handbook. Often, Student Teachers have questions, and whenever possible, refer them to the handbook or an advisor.

University Supervisors are selected and prepared for a supervisory role and must have the skills, knowledge, and dispositions of highly accomplished professions to fulfill their responsibilities. University supervisors have three main responsibilities. First, they <u>assist and evaluate</u> student/intern teachers. As part of the evaluation process, they conduct an initial visit, observe lessons, complete evaluation forms, grade assignments.

University Supervisors should meet the following criteria:

University Supervisor Qualifications
- Minimum of five years of K-12 public school teaching and/or clinical experience serving students in cross-cultural settings.
- A credential/certificate in Education or a related discipline.
- Record of teaching excellence
- Current knowledge of subject matter methodology and "best practices"
- Proficiency in basic technology.
- English Learner authorization/certification
- Strong interpersonal communication skills

University Supervisor Responsibilities
- Demonstrate thorough knowledge of public education and the various agencies involved in special education and be capable of developing productive working relationships with interns, cooperating teachers and all other persons involved in the teacher education

process.

- Demonstrate superior knowledge of both the subject matter and methodology of teaching.
- Be willing to follow all procedures set forth by the SPED program and enter all required documentation/information in the electronic system by due dates.
- Review the Teacher Candidates' lesson plans and provide written responses if necessary. Initialize the lesson plans during each visit.
- Discuss the experiences the Teacher Candidates should have during the semester with the Cooperating Teacher.
- Assist the Teacher Candidates in self-reflection and evaluation of their teaching.
- Observe Teacher Candidates in their assignments.
- Each time the University Supervisor visits Teacher Candidates, review their journal and respond appropriately. Initial the journal.
- Establish effective communication with administrators regarding the student teaching program.
- Provide, upon request, a letter of reference for the Teacher Candidates' placement file.
- Fill out periodic evaluations of Teacher Candidates' performance and a final evaluation form.
- Sign the completed Candidate Competency Evaluation Form after the last meeting with the Teacher Candidates, if the Candidate is in student teaching or final intern seminar,
- Make the required number of visits for each Teacher Candidate and provide oral as well as written feedback.

Number of Visits and Observation Feedback

The University Supervisor will observe the Student Teacher a minimum of six times via synchronous and asynchronous modes during a semester. However, weekly visits are encouraged. Some of the visits should be scheduled visits and some should be unscheduled visits. The University Supervisor will fill out an observation form for each visit with the Teacher Candidates. A copy of observation feedback is given to the Teacher Candidate and another copy is given to the Cooperating Teacher after each observation. The observation/visitation form should include positive comments as well as suggestions for improvement. Do not ask Teacher Candidates to go against the Cooperating Teacher or school policies.

Observations and Final Evaluation

The University Supervisor must fill out classroom observation forms for each observation. The University Supervisor should attempt to confer with the Teacher Candidate following each visit. In a final student teaching course, it is suggested that the Cooperating Teacher, Student Teacher, and University Supervisor discuss the midterm evaluation in a three-way conference. This will give the Teacher Candidate a reference point from which to work for the remainder of the semester.

The midterm competency evaluation must be filled out during either the fifth or sixth week of the final student teaching semester. If the form is not filled out by this time, the University Supervisor should inform the Program Director of the reason.

Teacher Candidates are to sign forms only after they have been filled out. A signature by the Teacher Candidate only indicates they have seen the form, not that they agree with the form.

Seminars

University supervisors must participate in all seminars. Seminar topics include providing orientation information, mid-term reflections and sharing for all Teacher Candidates. It is suggested that seminars reflect on the observations the University Supervisors have made in the classrooms. Teacher Candidates will share their projects with peers and exchange ideas on teaching strategies and materials. At the final intern/student teaching seminar, Teacher Candidates will submit all required assignments including the portfolio to the University Supervisor. Also at the final seminar, the credential evaluator will provide necessary forms for applying for the preliminary credential in special education and explain the proper procedures to follow. Finally, the University Supervisors and Student Teachers will have exit interviews and sign the completed Candidate Competency Evaluation form for Student Teachers.

Individualized Development Plan

All Interns and Final Clinical Practice candidates are required to complete and submit a Individualized Development Plan with their preliminary credential application. The candidate is required to provide their Induction Program with a copy of this plan. University supervisors will support the candidate with the completion of the document.

Inadequate Cooperating Teachers

If the University Supervisor observes the Cooperating Teacher is not adequately preparing Student Teachers, the Supervisor will notify the Director or the Coordinator of Special Education Programs immediately and a new placement will be made.

It is suggested that the University Supervisor reviews the other chapters of the handbook. Many times, Student Teachers have questions, and whenever possible, refer them to the handbook or an advisor.

Emergency Permit Participating Teachers

The Emergency Permit Participating Teacher has a classroom of his or her own. Instead of working with a Cooperating Teacher, the University supervisor will work closely with the principal, or the site supervisor. Observations will be the same as with the traditional Student Teacher. The University Supervisors will leave the top copy of an observation form with the principal, *or the site supervisor*.

The principal or the site supervisor will be asked to fill out evaluation forms, two periodic evaluations and a final evaluation for the Student Teachers. This will provide us with the feedback that is needed. If the principal expresses a concern regarding the Student Teacher, please discuss the concern with him/her and then make a decision as to whether or not they will need a "Needs to Improve" form.

The Emergency Permit Student Teacher must maintain the same quality as the traditional Student Teacher. They are not assured an automatic pass just because they are in their own classrooms. They can be failed just the same as the other Student Teachers. Careful documentation of the classroom experiences is needed.

Education Specialist Classroom Observation Form
Universal Teacher Performance Expectations (TPEs)
California State University, Bakersfield

Candidate Name/Student ID: _____ University Course: _____

School: _____ Type of Class/Program observed: _____

Grade: _____ # of Students present: _____ # Paraeducators present: _____

Rating Code: **N** = Not Observed   **U** = Unacceptable   **D** = Developing   **A** = Acceptable   **T** = Target

	N	U	D	A	T
TPE 1: Engaging and Supporting All Students					
a. Uses knowledge of students to engage them in learning	☐	☐	☐	☐	☐
b. Maintains communication with students and families	☐	☐	☐	☐	☐
c. Connects subject matter to real-life and student interests	☐	☐	☐	☐	☐
d. Uses a variety of instructional strategies and resources	☐	☐	☐	☐	☐
e. Promotes critical and creative thinking and analysis	☐	☐	☐	☐	☐
f. Provides a supportive learning environment	☐	☐	☐	☐	☐
g. Incorporates the visual and performing arts, as appropriate	☐	☐	☐	☐	☐
h. Monitor student learning and adjust instruction	☐	☐	☐	☐	☐

	N	U	D	A	T
TPE 2: Creating and Maintaining Effective Environments					
a. Uses positive interventions, restorative justice, and conflict resolution	☐	☐	☐	☐	☐
b. Promotes multiple perspectives and culturally responsive practices	☐	☐	☐	☐	☐
c. Establishes and maintains a safe learning environment	☐	☐	☐	☐	☐
d. Accesses resources to support students	☐	☐	☐	☐	☐
e. Maintains high expectations for learning with appropriate support	☐	☐	☐	☐	☐
f. Establishes and maintains clear expectations	☐	☐	☐	☐	☐

	N	U	D	A	T
TPE 3: Understanding and Organizing Subject Matter					
a. Demonstrates knowledge of subject matter	☐	☐	☐	☐	☐
b. Use knowledge about students and learning goals	☐	☐	☐	☐	☐
c. Instructs with current subject-specific pedagogy	☐	☐	☐	☐	☐
d. Collaborates to plan instruction using UDL principles	☐	☐	☐	☐	☐
e. Adapts curriculum to support academic language	☐	☐	☐	☐	☐
f. Provides equitable access using resources, instructional materials, and technology	☐	☐	☐	☐	☐
g. Models and develops digital literacy	☐	☐	☐	☐	☐
h. Demonstrates effective teaching strategies using technology	☐	☐	☐	☐	☐

	N	U	D	A	T
TPE 4: Planning and Designing Instruction					
a. Uses student information to plan long-term and short-term goals	☐	☐	☐	☐	☐
b. Applies knowledge of typical and atypical development	☐	☐	☐	☐	☐
c. Instruction and assessments reflect the interconnectedness of academic content areas across the curriculum	☐	☐	☐	☐	☐
d. Makes effective use of instructional time (including UDL, MTSS, EL, technology)	☐	☐	☐	☐	☐
e. Provides opportunities for students to understand and use strategies that meet their individual needs	☐	☐	☐	☐	☐
f. Accesses resources for planning and instruction	☐	☐	☐	☐	☐
g. Promotes a range of communication strategies	☐	☐	☐	☐	☐
h. Provides personalized and integrated technology-rich lessons	☐	☐	☐	☐	☐

	N	U	D	A	T
TPE 5: Assessing Student Learning					
a. Utilizes a variety of classroom assessments and rubrics (including self-assessments)	☐	☐	☐	☐	☐
b. Uses multiple measures to modify instruction and assess learning	☐	☐	☐	☐	☐
c. Involves students in self-assessment and reflection of progress	☐	☐	☐	☐	☐
d. Uses technology to support assessment administration	☐	☐	☐	☐	☐
e. Provides timely assessment feedback	☐	☐	☐	☐	☐
f. Effectively uses EL assessment data	☐	☐	☐	☐	☐
g. Effectively uses IEP, IFSP, ITP, and 504 plan assessment data	☐	☐	☐	☐	☐

TPE 6: Professional Role and Responsibilities

N U D A T

a. Reflects on teaching practices and pedagogical knowledge ☐ ☐ ☐ ☐ ☐
b. Recognizes own biases and exhibits a positive disposition ☐ ☐ ☐ ☐ ☐
c. Establishes professional learning goals and makes progress ☐ ☐ ☐ ☐ ☐
d. Communicates effectively with peers, colleagues, families, and school community ☐ ☐ ☐ ☐ ☐
e. Demonstrates professional responsibility for all aspects of learning ☐ ☐ ☐ ☐ ☐
f. Analyzes context, structure, and history of public education ☐ ☐ ☐ ☐ ☐

TPE 7: Effective Literacy Instruction for Students with Disabilities

N U D A T

a. Plan and implement evidence-based literacy instruction conforming to Californa ELD framework ☐ ☐ ☐ ☐ ☐
b. Plan and implement evidence-based literacy instruction via UDL, MTSS, and the California Dyslexia Guidelines ☐ ☐ ☐ ☐ ☐
c. Incorporate asset-based instruction, inclusive approaches, and culturally responsive pedagogies ☐ ☐ ☐ ☐ ☐
d. Provide literacy instruction that promotes student engagement and active learning based on students' learning strengths and needs ☐ ☐ ☐ ☐ ☐
e. Foundational Skill: develop students' skills in print concepts, phonics, spelling, phonemic and phonological awareness ☐ ☐ ☐ ☐ ☐
f. Making Meaning: engage students in meaning making by accessing prior knowledge and using complex literary information text, and probing ☐ ☐ ☐ ☐ ☐
g. Language Development: promote students' oral and written language development by teaching vocabulary and grammatical structures with discourse-level comprehension ☐ ☐ ☐ ☐ ☐
h. Effective Expression: develop students' expression via writing, discourse, and use of language conventions ☐ ☐ ☐ ☐ ☐
i. Content Knowledge: promote students' content knowledge with literacy instruction that integrates reading, writing, listening, and speaking ☐ ☐ ☐ ☐ ☐
j. Monitor student progress in literacy development using formative assessment practices and diagnostic techniques that inform instructional decision making ☐ ☐ ☐ ☐ ☐
k. Provide ELD for students identified as English learner ☐ ☐ ☐ ☐ ☐

COMMENTS:

University Supervisor Signature   Date

Distribution: White – File Copy   Yellow – Intern/Candidate   Pink – Intern Coach/Mentor

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

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.

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.

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

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 (10th 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

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-passonate-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*

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

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/finalelaccssstandards.pdf
19. Standards: Bookmark the CA ELD 2012 Standards https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.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 AAQEP 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 AAQEP 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 AAQEP 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; AAQEP 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 AAQEP 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.

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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: ❖ Literacy Assessments/Analysis Papers (50) ❖ IRI+ with analysis (Signature Assignment) (30)	80
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.*

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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

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Class #	Lecture Topics	Textbook/ Other Reading Due	Assignments Due
1	● Overview of Course/Preview syllabus and clinical practice expectations ● Reading Enjoyment/Read Aloud/Interactive Read Aloud ● Phonics Proficiency Pretest		
2	***The Nature of Literacy*** ● Theoretical Instructional Models ● CA Common Core ELA Standards/Analyze Anchor Standard RIT #3 K-12 ● Five Key Themes of ELA Literacy and ELD Instruction ● Integrated Model: Literacy and the Arts ● Shared Reading ● Arts Standards (dance, media arts, music, theater, visual arts) ● Phonics Rules Lecture #1	-Gunning 1 focus. pgs. 13-18 -ELA/ELD Framework pgs. 187-188, 367-369 -CCTE Article (pgs. 26-29) Literacy Leadership Brief: The Power and Promise of Read-Alouds and Independent Reading (literacyworldwide.org) -Literacy TPEs pgs. mid 2-mid 5	~Reading Assignment #1
3	***Teaching All Students*** ● ELD Standards	-Gunning 2 focus pgs. 27-	~Reading Assignment #2

		● Integrated & Designated ELD strategies ● Universal Design for Learning ● Culturally Responsive Literacy Instruction ● Response to Intervention (RTI) and Multi-Tiered Systems of Support ● Phonics Rules Lecture #2	29, 37-45, 49-51 -ELA/ELD Framework pgs. 104-119, 341-349 -Dyslexia Guidelines pgs. 42-49 Using Read Alouds with Critical Literacy Literature in K-3 Classrooms | Reading Rockets Characteristics of Culturally Sustaining and Academically Rigorous Classrooms	
4		***Assessing for Learning Foundational Skills*** ● Range, Quality, and Complexity of Reading K-5 with Benchmarks ● Introduction to CCSS 10 ● Phonemic and Phonological Awareness ● Reading and Interest Survey ● Concepts About Print ● Phonics Rules Lecture #3	-Gunning 3 focus pgs. 78-92 -Dyslexia Guidelines Pgs. 9-13; 50-54 ILA Brief: Phonological Awareness *Basics: Phonological and Phonemic Awareness* Video: What is Phonological Awareness?	~ Reading Assignment #3 ~Literacy & the Arts Lessons

5	**Emergent/Early Literacy** **Foundational Skills** ● Reading/Oral/Written Language Development ● Alphabetic Principle ● Assessment #1: Phonological Awareness ● Review Phonics Proficiency Pretest	-Gunning 4 focus pgs. 122-135, 145-167	~Reading Assignment #4 ~Literacy & the Arts Lessons ~Reading and Interest Survey
6	**Teaching Phonics and Syllabic Analysis** **Foundational Skills** ● Teaching Consonants and Vowels ● Syllabic Analysis ● Using Decodable Text ● Assessment #2A, B, C: Alphabet Inventory/Beginning Phonics Skills Test/Nonsense Words Test	-Gunning 5 focus pgs 182-184, 186-214, 228-236 ILA Brief: Phonics Explaining Phonics Instruction	~Reading Assignment #5 ~Assessment #1: Phonemic Awareness Assessment & 2 page analysis paper ~Literacy & the Arts Lessons
7	**High-Frequency Words, Fluency, and Extended Reading** **Foundational Skills** ● High Frequency Words ● Fluency (rate, automaticity, prosody) ● Culturally Responsive Interactive Read Aloud Planning and Presentations	-Gunning 6	~Reading Assignment #6 ~ Assessment #2 A & B: Alphabet Inventory/ Beginning Phonics Skills Test & **ONE** combined 2 page analysis paper ~Literacy & the Arts Lessons
8	**Building Vocabulary and Spelling** **Language Development** ● Academic Language and Basic Academic Word List (Tier 2 vocabulary) ● Morphemic Analysis ● Contextual Analysis ● Developmental Spelling Stages ● Orthography and Word Study ● Assessment #3 Spelling	Gunning 7 focus pgs. 261-271, 279-287, 290-299 & pgs. 140-145 Why phonics instruction is not enough for English learners	EdSource Teaching & Assessing Spelling	**~Phonics Proficiency Test #1** ~Reading Assignment # 7 ~Literacy & the Arts Lessons
9	**Comprehension: Theory and Strategies** **Meaning Making** ● Focus on Literature/Narrative	-Gunning 8 focus pgs. 317-349	~ Reading Assignment #8 ~Assessment #3: Spelling & 2 page analysis paper

	Text ● Literal and Inferential Comprehension ● Depth of Knowledge (DOK-Webb) ● Assessment #4: Writing Sample with Rubric	ELA/ELD Framework pg. 68 [Making the Most of Read-Alouds to Support Primary-Grade Students' Inference-Making](#)	~Literacy & the Arts Lessons
10	**_Comprehension: Text Structures and Teaching Procedures_** **_Content Knowledge_** ● Focus on Informational /Expository Text ● Graphic Organizers ● Pattern Guides/Expository Text Structures ● Writing text dependent questions for close reading of text ● Assessment #5-6: Informal Reading Inventory (IRI+)	-Gunning 9 focus pgs. 368-379, 389-393,411-414 & pgs. 450-457	~Reading Assignment #9 ~Assessment #4: Writing Sample with Rubric & 2 page analysis paper ~Literacy & the Arts Lessons
11	● **_Family Literacy Night or Module_** ● **_Dyslexia Module_** **_Floating Class_**	-Gunning bottom 560-top 562 (Involving Parents/Family Literacy Programs) -[Dyslexia Guidelines](#) pgs. 82-95 [Introduction to Dyslexia](#)	
12	**Effective Expression** ● Writing Process Approach ● Interactive-Shared Writing ● Technology and Literacy ● Assessment Accommodations for Students with Special Needs ● Analysis of IRI+	-Gunning pgs. 131-140; 427-430; Chapter 13 focus pgs. 512-524, 531-533, 545;	~Reading Assignment #10 ~Literacy & the Arts Lessons ~~Completed signature assignment-Assessment ONLY (IRI+)

		551-552; 563-568 -ELA/ELD Framework 954-964 -Dyslexia Guidelines pgs. 76-81	
13	• Grouping Strategies • Organization and Management of a Literacy Classroom • Peer Evaluations of Literacy & the Arts Lessons	-Gunning Chap 12 focus pgs. 480-490, 496-507; 555-560 -Dyslexia Guidelines pgs. 64-75 ILA Brief: Independent Reading	~Reading Assignment #11 **~Phonics Proficiency Test #2**
14	• Review key components of literacy instruction (theory, assessments, strategies) • RICA REVIEW		***Signature Assignment (Assessment #6-9 IRI+ with analysis)** *Post essay on LiveText
15	FINAL EXAM		***Final Exam** **~Phonics Proficiency Test #3**

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

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TPE/Criteria	Unsatisfactory	Basic	Proficient	Distinguished

Assessment Results (10%) & **Areas of Strength and Need** (20%): **TPE 3: Understanding and Organizing Subject Matter for Student Learning** **TPE 5: Assessing Student Learning** **TPE 7: Effective Literacy Instruction for All Students** **AAQEP: 1a & 1d**	Data and/or explanation is missing or incomplete. 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.	Data is minimally represented and may be hard to follow. Data explanation is represented, but is unclear. 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.	Data is clearly represented with adequate information. An explanation of results is developed with assessment support/evidence. 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.	Quantitative and qualitative data is complete, detailed, accurate and professionally presented. A clear explanation of results is explained with assessment support/evidence. 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.
Instructional Implications (30%): **TPE 3: Understanding and Organizing Subject Matter for Student Learning** **TPE 4: Planning Instruction and Designing Learning Experiences for All Students** **TPE 7: Effective Literacy Instruction for All Students** **AAQEP: 1a, 1c, 2c**	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.	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.	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.	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.
Assessment(s) and Supporting Documents Provided (30%): **TPE 5: Assessing Student Learning** **TPE 7: Effective Literacy Instruction for All Students** **AAQEP: 1d**	**No Documents Submitted**	**Several Documents Missing**	**One Document Missing**	**All Documents Submitted**

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

"Expanding Minds, Engaging Hearts, Enhancing Communities"

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
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.

Course Objectives and Competencies

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 Expectations. 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

#	Description					Assessment
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	7.7	1.2 1.3	7.7		Research paper,

Outcome					Assessment
the life span and develop IEP goals to foster acquisition of academic knowledge		7.7			Quizzes, Exam, Online discussion
11. Demonstrate knowledge to interpret a comprehensive assessment (including formative and summative assessments) results and ability to make appropriate adaptation in planning and implementing instruction for students with diverse characteristics in learning needs, ethnicity, gender, and linguistic abilities.	4.1 4.3 5.6 5.8 7.10	5.4 7.10	7.10	4 5 6	IEP/ITP, Online discussion, Quizzes, 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

Note:
• TPE=CTC Teaching Performance Expectations (available at: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-program-standards-pdf.pdf?sfvrsn=729750b1_10)
• MMSN=Mild to Moderate Support Needs Teaching Performance Expectations
• ESN= Extensive Support Needs Teaching Performance Expectations
• HLP=High Leverage Practices (available at: http://ceedar.education.ufl.edu/high-leverage-practices/)

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

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

McLeskey, J., Maheady, L., Billngsley, B., Brownell, M., & Lewis, T. (2018). *High Leverage Practices for Inclusive Classrooms.* Council for Exceptional Children. Free download from http://ceedar.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

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.

Assignment List

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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 pronounces 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 <u>at least 3 goals</u> 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 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.

Tentative Course Schedule

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

	Topics	Readings	Assignments
Week 1	▪ Syllabus ▪ Course assignments ▪ Terminology	*Chapter 1*. Exceptionality and Special Education	Quiz 1
Week 2	▪ Evaluation and identification of exceptional learners ▪ Inclusive teaching practices ▪ Introduction to Common Core State Standards and its impact on SPED ▪ Assistive Technology	*Chapter 2*. 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	▪ Supporting English Language Learners	*Chapter 3*. Multicultural and Bilingual Aspects of Special Education *Chapter 4*. Parents and Families	*Activity #1* Quiz 3

	▪ Best practices of working with families		
Week 4	▪ Writing IEP Goals and Objectives ▪ Providing an appropriate education for students with mild to severe disabilities ▪ A Seven Step Process to Creating Standards Based IEPs (electronic doc) ▪ Teaching English Language Learners in special education	Chapter 2. Assistive Technology Framework (Boucke) Ortiz, A. (2001). IEP Case Study Folder (A Canvas Folder) ✓ How to Write a Present Level of Performance? ✓ Tips for Writing Goals, Objectives, and Benchmarks	Quiz 4
Week 5	▪ Teaching Students with intellectual disabilities	*Chapter 5.* Learners with Intellectual and Developmental Disabilities	Common Core Lesson Plan Quiz 5
Week 6	▪ Teaching Students with Learning Disabilities	*Chapter 6.* Learners with Learning Disabilities	Quiz 6
Week 7	▪ Teaching students with ADHD ▪ Benefits of inclusion ▪ Strategies to support inclusion	*Chapter 7.* Learners with Attention Deficit Hyperactivity Disorder	Quiz 7
Week 8	Mid Term Exam (TEST 1)	*Chapter 1-7*	*Activity #2* Quiz 8
Week 9	▪ Teaching students with EBD.	*Chapter 8.* Teaching students with Emotional and Behavioral Disorders	*Activity #3* Quiz 9
Week 10	▪ Writing health related IEP goals and objectives. ▪ Autism: Characteristics and instructional methods.	*Chapter 9*: Autism Spectrum Disorder Marks et al. (2003) http://www.nimh.nih.gov/health/publications/autism-listing.shtm	IEP/ITP Case Study Quiz 10
Week 11	▪ Teaching students with communication disorders • Augmentative and Alternative Communication (AAC)	*Chapter 10.* Learners with Communication Disorders. *Tech. Chapter 3.* Assistive Technology for Communication	*Activity #4* Quiz 11
Week 12	▪ Teaching students who are deaf or hard of hearing	*Chapter 11*: Learners who are deaf or hard of hearing. *Tech. Chapter 6.* Assistive Technology for Vision and Hearing (Pages 138- 150)	Research Paper Research Paper Handout Quiz 12

Week 13	▪ Teaching students with blindness or low vision.	*Chapter 12.* Learners with Blindness or Low Vision *Tech. Chapter 6.* Assistive Technology for Vision and Hearing (Pages 125-137)	*Activity #5*
Week 14	University Holiday: Thanksgiving Week		
Week 15	▪ Teaching students with low incidence, multiple, and severe disabilities. ▪ Teaching students with physical disabilities and other health impairment. ▪ Teaching students with special gifts and talents. Evidence based practices.	*Chapter 13.* Learners with low incidence, multiple, and severe disabilities *Chapter 14.* Learners with physical disabilities and other health impairments. *Chapter 15.* Learners with special gifts and talents.	*Activity #6*
Week 16	Final Exam (TEST 2)	*Chapter 8-15.*	

Grading Policy

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	
Total			**800**	

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)
Timely discussion contributions	Timely and substantive postings. Excellent contribution to	Timely postings. Adequate contribution to discussion.	One or two late postings. Minimal contribution to discussion.	Late postings. No contribution to discussion.

	discussion.			
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading	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
Adherence to on-line protocols	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

	Target	**Acceptable**	**Unacceptable**
Content Evaluation	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.
Incorporation of Research	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.
Organization/ Clarity	The Candidate demonstrates superior organization and clarity.	The Candidate demonstrates satisfactory organization and clarity.	The Candidate demonstrates unsatisfactory organization and clarity.
Mechanics	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

Component	Target	Acceptable	Developing	Unacceptable
Descriptive Information	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.
Lesson Objectives 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.
Adaptation 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.
Introduction/ Anticipatory Set/ Motivational Strategy/ Building Background 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.
Specific Procedures 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.
Lesson closure 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.
Transition to next activity 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.
Lesson Evaluations 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.
Overall Effectiveness 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
Depth of Knowledge	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.
Visual	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.
Grammar & Syntax	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.
Presentation & Engagement	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.