

California State University, Long Beach

6.1 Clinical Practice Fieldwork Hours

Program	Total Hours
Education Specialist Credential Program Mild Moderate Support Needs	685

	Course Number/Title	Fieldwork Requirement
Clinical 1: Pre-Requisite – 50 hours (Pre-Admission)	EDSP 410: Inclusive and Equitable Practices in Special Education	<p>Number of Hours: 25</p> <p>Requirements of Placement: Elementary and Secondary inclusive general education setting, students with and without disabilities, students across range of federal disability categories</p> <p>Requirements for Teacher Candidate:</p> <ul style="list-style-type: none"> • Observation and reflection of child development of both typical and atypical development in an inclusive elementary classroom setting through video analysis and reflections on students with disabilities • Observation and reflection of child development of both typical and atypical development in an inclusive middle or high school classroom setting through video analysis and reflections on students with disabilities • Observations that reflect the diversity of age and grade levels and the range of federal disability categories, and the continuum of special education services.
	EDSP 454: Academic Language Development and Inclusive Instruction for English Language Learners	<p>Number of Hours: 25</p> <p>Requirements of Placement: K-12 students who are English Language Learners, special education or general education classroom; K-12 Teacher</p> <p>Requirements for Teacher Candidate:</p> <ul style="list-style-type: none"> • 20 hours of classroom observations using the SIOP protocol and descriptions of ELLs in at least two types K-12 settings (e.g. English only, ELD class, immersion class, SDAIE, etc.) <ul style="list-style-type: none"> ○ Description of students' levels and responses to instruction • 5 hours observe, interview, and report on K-12 teachers' experiences with school-wide intervention models such as MTSS including RTI

Clinical 2: Core Courses – 185 Hours (Post-Admission)

EDEL 452 Teaching and Learning Reading, K-8

Number of hours: 10 minimum

Requirements of Placement: 25% English Learner, Grades 1-8

Requirements of Teacher Candidate:

- One-hour special education observation
- Tutoring, small and/or large group instruction
- Teach one phonics lesson
- Teach one comprehension with literature lesson
- Teach one comprehension with information text lesson
- Complete 6 case study assessments

UDCP 401: Positive Behavior Supports

Number of hours: 15 minimum

Requirements of Placement: General Education (5 hours) and Special Education (5 hours) settings, K-12; Special Education K-12 Intervention (5 hours)

Requirements of Teacher Candidate:

- Observation of classroom management systems, culturally responsive practices, positive behavior supports
 - 5-hour observation of a general education and a 5-hour special education classroom. Reflect upon the specific classroom management activities in the observed classroom and to note concerns, if any. Complete observation checklist and a brief narrative responding to a series of instructor- developed questions concerning classroom management systems, positive behavior supports, and culturally responsive practices.
- Tier 2 Intervention for a small group of students
 - Observe classroom in a diverse, urban setting
 - Teacher interview
 - Identify target students
 - Obtain parental consent (submit with report)
 - Define target behavior
 - Collect baseline data during observations (minimum 3 data points)
 - Choose one evidence-based intervention that will address the target behavior
 - Implement intervention
 - Monitor progress over 4-6 weeks (graph data)

Clinical 2: Core Courses – 185 hours (Post-Admission)

<p>UDCP 400: Foundations of Teaching and Learning in Inclusive, Diverse Settings</p>	<p>Number of hours: 10 hours</p> <p>Requirements of Placement: K-12 general education inclusive urban setting, English Language Learners, and students with IEP; students across range of federal disability categories</p> <p>Requirements of Teacher Candidate:</p> <ul style="list-style-type: none">● Observation of and reflection of inclusive practices in both an elementary and secondary setting that service students across the range of federal disability categories<ul style="list-style-type: none">○ Observe and reflect on co-teaching, co-planning and collaboration○ Observe and reflect on roles and responsibilities of support staff and services○ Observe and reflect on classroom adaptations○ Connect observation to best practices that guide planning and delivery of inclusive education● Parent Presentation: complete a clinical fieldwork experience (5 hour) and using interview and observation data to create a presentation for parents on multi-tiered systems of support (MTSS)● Observations that reflect the diversity of age and grade levels and the range of federal disability categories, and the continuum of special education services, including: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs.
<p>EDSP 534: Collaboration and Transition in Special Education</p>	<p>Number of hours: 10 minimum</p> <p>Requirements of Placement: 16-21 year old Students with Transition Plans; Transition Programs; Parents/Care Givers of students with Transition Plans</p> <p>Requirements of Teacher Candidate:</p> <ul style="list-style-type: none">● 10 hours of field experience interviewing and shadowing 4 transition professionals<ul style="list-style-type: none">○ Identify a transition age student (16-21 years) with a disability from a culturally and or ethnically diverse community (consider, race, ethnicity, gender identity, cultural profile of the student’s community and other markers of social identity.)○ Observe the student in the school setting○ Complete a family cultural wealth profile assessment to obtain the student’s and family’s cultural wealth relevant to transition outcomes. (Interview the student and a family member or guardian)○ Select and complete one additional relevant transition assessment○ Use the approved template to develop a complete ITP● Observe a transition program● Collect data regarding case management, collaboration, and ITP development● Collaborative approaches to transition planning<ul style="list-style-type: none">○ Parent/Care Giver interviews

Clinical 2: Core Courses – 185 hours (Post-Admission)

**EDSP 558:
Literacy
Supports for
Students with
Diverse
Abilities**

Number of hours: 130 minimum

Requirements of Placement: K-12 students with disabilities participating in a general education classroom; diverse classrooms; literacy and content area instruction

Requirements of Teacher Candidate:

- Observe and participate in classrooms for a minimum of 10 hours per week across the semester for a minimum of 130 hours total
- Weekly reflections based on the course content for the week
 - Literacy standards observed and reflected upon linked to TPEs
- 2 Lesson Plan assignments
 - Using UDL & CRSP Principles, develop a reading lesson that covers a topic in the area of science or history/social studies. Address ELA standards related to informational text
 - Using UDL & CRSP Principles, develop a writing lesson that covers a topic in the area of science or history/social Studies. Address ELA standards related to writing and the content area on that topic. The assignment includes a draft lesson, revision, and reflection

**EDSP 577:
Instructional
Methods and
Strategies for
Individuals
with
Mild/Moderate
Support Need**

Number of hours: 10 hours (if not concurrently enrolled in Student Teaching)

Requirements of Placement: K-12 student with Mild Moderate Support Needs

Requirements of Teacher Candidate:

- Observe and assess a student with Extensive Support Needs; observe the administration of a variety of assessments
- Lesson planning, program planning, and Assistive Technology supports
- Intensive intervention for students with Mild Moderate Support Needs
 - Review the curriculum across content areas, including math and Language Arts
 - Develop intensive intervention lesson plans that utilize Universal Design for Learning and Social Emotional Learning and CRSP principles to develop lessons that meet individualized needs
- Observations and reflections that reflect on how intensive interventions are delivered across the diversity of age and grade levels and the range of federal disability categories for Mild Moderate Support Needs and the continuum of special education services, including: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs.

Clinical 3: Student Teaching/Final Field Experience – 450+ Hours

**EDSP 587:
Student
Teaching: Mild
Moderate
Support Needs**

Number of hours: 450+ Hours across 15 weeks minimum

Requirements of Placement: K - 22 Special Education classroom that supports students with Mild Moderate Support Needs that is reflective of the demographics of California including socio-economic, cultural, and linguistic diversity.

Candidates are provided with the opportunity to observe students with Mild Moderate disabilities. Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, and content areas. Candidates observe a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings. Through gradual release, Candidates are provided the opportunity to assume the role of the classroom teacher.

Requirements of the Teacher Candidate:

Week 1 - Orientation

- Complete tour of the school campus
- Become acquainted with school staff and resources
- Learn all students' names
- Learn students' IEP goals and accommodations and present levels of performance
- Be able to explain, teach, reteach, and reinforce classroom routines, rules, and procedures
- Setup planning/conference schedule with Master Teacher
- Observe all aspects of the students' daily schedule
- Observe all lessons taught by Master Teacher
- Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction and using proximity to support student adherence to classroom rules, procedures, and routines
- Complete other duties as assigned by Master Teacher and/or University Supervisor

Weeks 2: Beginning Phase

- Take over opening/closing exercises
- Begin co-plan lessons
- Develop and share lesson plans to teach 1 lesson each day
- Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction
- Begin teaching small groups, as requested by Master Teacher
- Learn role in case management
- Complete other duties as assigned by Master Teacher and/or University Supervisor

Weeks 3-6: Learning to Teach Phase

- Co-plan and co-teach lessons throughout the day

- Develop and share lesson plans for subject areas teaching – increase responsibility for number of lessons taught each week
- Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction
- Plan and lead small groups as requested by Master Teacher
- Monitor accommodations
- Co-plan and administer assessments
- Participate in IEP planning and progress monitoring
- Begin directing support staff
- Participate in collaboration with colleagues and families
- Complete other duties as assigned by Master Teacher and/or University Supervisor

Weeks 7-11: Practice Teaching Phase

- Begin to independently plan for lessons
- Build up to teaching 75% of the day independently
- Administer progress monitoring assessments for a few students and participate in IEP planning
- Collect and utilize instructional data to make decisions for instruction
- Increase responsibility for directing support staff
- Collaborate with colleagues
- Share progress monitoring updates with families and other teachers
- Participate in planning and delivering accommodations for all areas
- Participate in lessons taught by Master Teacher by circulating the classroom and providing one on one support for instruction
- Plan and teach interventions to small groups as requested by Master Teacher
- Complete other duties as assigned by Master Teacher and/or University Supervisor
- Complete Formative Evaluation Conference with University Supervisor

Weeks 12-15: Solo Teaching Phase

- Plan and teach all lessons
- Progress monitor for IEP goals and academic progress
- Take the lead in at least 1 IEP meeting assessment, planning, collaboration, meeting participation
- Plan and deliver accommodations for all areas
- Collaborate with families and teachers on progress monitoring data
- Assume case management responsibilities

Final Week:

- Update Master Teacher on unit planning & assessments
- Finalize progress monitoring
- Complete Summative Evaluation Conference with University Supervisor
- Complete Individual Development Induction Plan

**Candidates must also be concurrently enrolled in EDSP 589: Student Teaching Seminar for development and creation of the Teacher Performance Assessment