LONG BEACH STATE UNIVERSITY
College of Education

Vision:
Equity & Excellence in Education
Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 588 Student Teaching: Extensive Support Needs

Fall 2022

Advanced Studies in Education and Psychology

Education Specialist Preliminary Program

Course Information

Instructor: Kristin Stout	**Email**: Kristin.stout@csulb.edu
Virtual Office Hours Days/Times:	**Office Hours Zoom Link:**
Student Teaching Class Day/Times: Wednesdays 7pm – 9:45pm. Check posted schedule	**Class Venue:**

Catalog Course Description

Traditional or intern student teaching for initial preliminary credential Extensive Support Needs (ESN) for minimum 14 weeks (400 hours). Support provided by a Master Teacher or Intern Provider and University Supervisor.

Full admission to the Preliminary Education Specialist Credential or Intern Credential for Extensive Support Needs. Completion of credential program courses. Concurrent enrollment in UDCP 401 or EDSP 578 is permitted with program consent. Concurrent enrollment in EDSP 589 is required. Documented 200 hours of early clinical fieldwork with approved Student Teaching Application by deadline with a current negative TB test and a valid Certificate of Clearance.

Clinical fieldwork for a minimum of 14 weeks (400 hours).
Credit/No Credit. Course fee may be required.

Course Student Learning Outcomes (SLO) and Program Learning Outcomes

This course is designed as a culminating experience for candidates to demonstrate and apply Program Learning Outcomes that have been addressed throughout Program coursework. Student Learning Outcomes that are addressed in Advanced Field Studies are:

Course Student Learning Outcome	Aligned Program Learning Outcome(s)
1. Candidates will demonstrate High Leverage Practices (HLPs) and Teacher Performance Expectations (TPEs) at a beginning teacher level for the ability to engage and support all students in learning by implementing frameworks (Universal Design for Learning, Multi-Tiered Systems of Support, Social-Emotional Learning (SEL), Culturally Responsive and Sustaining Practices (CRSP), and Inclusive Frameworks that support student engagement and learning. Commission on Teacher Credentialing (CTC) Universal (U) Teacher Performance Expectations (TPEs) 1 – 6; Extensive Support Needs (ESN) Teacher Performance Expectations (TPEs) 1-6.	**PLO 1:** Candidates will apply major special education laws, policies, frameworks of inclusion, MTSS, UDL, and CRSP to advocate for systems change
2. Candidates will demonstrate critical analysis at a beginning teacher level by critiquing practices, including how HLPs and TPEs are implemented in special education at the field site, with a lens for CRSP. CTC U TPEs 1 – 6; ESN TPEs 1-6.	**PLO 2:** Candidates will use CRSP tenets to develop and implement an assessment system in order to create appropriate strength-based instructional goals and supports.
3. Candidates will demonstrate HLPs and TPEs at a beginning teacher level the ability to create and maintain effective and respectful student learning environments that reflect frameworks (CRSP, UDL, SEL, Inclusion) to adhere to local and federal guidelines for supporting needs of students with disabilities. CTC U TPEs 1, 2; ESN TPEs 1, 2.	**PLO 1**: Candidates will apply major special education laws, policies, frameworks of inclusion, MTSS, UDL, and CRSP to advocate for systems change
4. Candidates will demonstrate HLPs and TPES at a beginning teacher level the ability to organize subject matter for student learning and adapt curricular tasks and materials to support and generalize skills for all students that reflects CRSP and evidenced-based practices in the field of special education. CTC U TPEs 3; ESN TPEs 3.	**PLO 3:** Candidates will use students' IEP goals and the "plan, teach, assess, reflect, apply" cycle to provide effective instruction, implement interventions and monitor progress using HLP, EBP, inclusion, MTSS, UDL, and CRSP models.
5. Candidates will demonstrate HLPs and TPEs at a beginning teacher level the ability to systematically plan, design, implement and monitor instruction towards specific learning goals and design learning experiences that improves learning outcomes for all students. CTC U TPEs 4; ESN TPEs 4.	**PLO 3:** Candidates will use students' IEP goals and the "plan, teach, assess, reflect, apply" cycle to provide effective instruction, implement interventions and monitor progress using HLP, EBP, inclusion, MTSS, UDL, and CRSP models.

6. Candidates will demonstrate HLPs and TPEs at a beginning teacher level the ability to assess student transitional, educational, social-emotional and behavioral needs by use multiple sources of information to design, implement, and evaluate an individualized educational program (IEP). CTC U TPEs 5; ESN TPEs 5.	**PLO 4:** Candidates will use the frameworks of CRSP, social-emotional learning and positive behavior support to develop and implement Tier 1, 2 and 3 supports.
7. Candidates will demonstrate HLPs, TPEs and Professional Dispositions at a beginning teacher level the ability to develop as a professional educator and collaborate with other professionals, families, and students in the development and implementation of IEPs and guide the work of supporting personnel in a cohesive delivery of services. CTC U TPEs 6; ESN TPEs 6.	**PLO 5:** Candidates will use CRSP tenets to develop the knowledge, skills, and abilities needed for collaborative relationships with families, school personnel, community partners and agencies in order to create quality strength- based educational plans.

Teacher Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning	I, P, A
U. 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	A
1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	A
1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	A
1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	A
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	A
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	A
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	A
E1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)	A
E1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.	A
E1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool	A

Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.	
E1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)	A
E1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)	A
E1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	A
E1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)	A
E1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)	A
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	A
2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	A
2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	A
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	A
2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	A
E2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.	A
E2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.	A
E2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.	A
E2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	A
E2.5 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. (U2.2)	A
E2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment	A

for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. (U2.3)	
E2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.	A
E2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6)	A
E2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)	A
E2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	A
E2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	A
E2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)	A
E2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)	A
E2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	A
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
U 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	A
3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	A
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See Subject- Specific Pedagogical Skills in Section 2 for reference)	A
3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	A
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	A
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	A
3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	A
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	A
E3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)	A

E3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	A
E3.3 Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). (U3.5)	A
E3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. (U3.2)	A
E3.5 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.	A
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
U 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	A
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	A
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	A
4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.	A
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	A
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	A
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	A
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	A
E4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.	A
E4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.	A
E4.3 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)	A
E4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)	A

E4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. (U4.1)	A
E4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.	A
E4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)	A
E4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)	A
TPE 5: Assessing Student Learning	
U 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	A
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	A
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	A
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	A
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	A
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	A
E5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)	A
E5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.	A
E5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.	A
E5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)	A
E5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	A
TPE 6: Developing as a Professional Educator	
U 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	A
6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative	A

impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	
6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	A
6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	A
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	A
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	A
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	A
E6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.	A
E6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)	A
E6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	A
E6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. (U6.7)	A
E6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.	A
E6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.	A
E6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.	A
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy: Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.	A
English Language Development in Relation to Subject-Specific Pedagogy: Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).	A
Literacy Practices in Relation to Subject-Specific Pedagogy:	A

Education Specialist understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject/education specialist) or the discipline(s) of their credential (single subject/education specialist). They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. They provide integrated instruction incorporating the five themes of literacy identified in the ELA/ELD Framework. They plan and implement lessons that support students' meaning making and subject-specific language development as students read, write, and converse in each content area. They support students' ability to effectively express themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' content knowledge. They plan and implement lessons that address the foundational skills of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels. Beginning teachers understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction. All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, graphica3, graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking across the curriculum.	
==Teaching English Language Arts in a Multiple Subject/Education Specialist Assignment:== 1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards.	A

Required Texts/Course Materials:
All course materials are accessible through [Beachboard](), [S4@TheBeach,]() the [Education Specialist Credential](), and [GoReact.]()

About This Course/Teaching Philosophy/What to Expect
The student teaching experience is perhaps the most important component of a teacher preparation program. During this time, the prospective teacher begins to apply theoretical knowledge to the realities of the classroom. In addition, the student teacher candidate must demonstrate professional competence sufficient for the awarding of a teaching credential. The development of high-quality student teaching experiences requires cooperation and coordination between school district personnel, the Education Specialist Credential Program and the student teacher candidate. It is the purpose of this handbook to facilitate cooperation and coordination by clarifying the roles and expectations of those involved in the student teaching experience.

Mode of Delivery and Technical Requirements

Student Teaching can involve synchronous meetings, asynchronous modules, in-person site-visits, video capture or synchronous video observation, and will be archived either by annotated video or scripted observations and

evaluated based on the Teaching Performance Expectations, High Leverage Practices, Culturally Responsive Practices and Professional Dispositions.

To access the online student teaching seminar meetings and the weekly meetings with your Supervisor, you will need access to Zoom.   To access this course on BeachBoard and Zoom, S4@TheBeach, and the Education Specialist Credential website. Candidates will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. The university provides a variety of technology resources to students.

When the CSULB campus is opened, there are two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities website for an extensive list of all available software installed in both computer labs.

Course Communication and Zoom Etiquette
We will use BeachBoard and S4@TheBeach to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check these platforms a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

GPA Policy
Per CSU Chancellor's Executive Order #547, a candidate must have maintained a minimum grade point of 3.0 in all core Preliminary Credential courses prior to entrance into Final Fieldwork (student teaching), with no grade lower than a "C" in any core course.

Course Schedule

Week	Topic	Reading and Material	Assignments Due TPEs **Assessed** for Universal and Extensive are linked to assignments/topics and are also assessed on the Evaluation Form (pg 26-33). TPEs are assessed on the Direct Observation form. Literacy, and Developmentally Appropriate Subject Specific Pedagogy and ELD TPEs reflected here as well.
1	*Orientation Phase:* *Mandatory Orientation Meeting at 7:00pm with entire Student Teaching class.* Roles and responsibility of Cooperating Teachers and University Supervisors. Expectations and assignments for Student Candidates. Review of fieldwork materials and Self-Reflection Forms Small group meetings with Supervisors and Cooperating Teachers *Timeline for Student Teaching planning*	Student Teaching Handbook Review of Summative Final Evaluation Forms	Start working on self-evaluation forms
2	*Beginning Phase:* Developing as a professional educator - Mandated Reporter Training. Complete Self-Reflections	California Mandated Reporter General Training Module Student Teaching Handbook	Certificate of completion of Mandated Reporter Training (A for U 6.5, U6.6) Self-evaluation forms due (A for U 6.3) Weekly Journal Submission
3	*Learning to Teach Phase:*	Review school practices and policies that influence SPED	Weekly Journal Submission with

	Direct Observation Module 1 begins • Lesson Planning • Professionalism • Classroom Management and Positive Behavior Supports Learning about the school practices and policies as influenced by state & district Review of Clinical Fieldwork Log submissions through S4@TheBeach to ensure depth and breadth of experiences	procedures (material from UDCP 400)	reflection on school setting (A for U 6.7, E 6.4) Copy of Clinical Fieldwork Log and development of individualized plan for Fieldwork experiences that are remaining
4	Creating and maintaining effective environments for student learning. Social Emotional Learning. Facilitating and promoting student success and student self-advocacy. Developmentally Appropriate TPEs	Review of SEL and student self-advocacy (material from EDSP 578)	Weekly Journal Submission with reflection on SEL (A for E 1.11, U 4.5)
5	Learning for Justice. Culturally Responsive and Sustaining Practices. Developmentally Appropriate TPEs	Review of CRSP and lesson development (material from EDSP 534 and UDCP 400)	Weekly Journal Submission with reflection on CRSP and lesson plans (A for U 6.2)
6	Behavior supports for Intensive Intervention.	Review of intensive behavior supports for students with extensive support needs (material from UDCP 401)	Weekly Journal Submission with reflection on behavior supports for intensive intervention (A for E 2.9, E 2.14)
7	*Practice Teaching Phase:* Direct Observation Module 2 begins • General Lesson Delivery • Teaching Methods Supporting the physical and medical needs of students with prolonged and progressive disabilities, open and closed head injuries & poor memory processing.	Review of supporting the physical and medical needs of students including Traumatic Brain Injury and poor memory processing (material from EDSP 578 and EDSP 410)	Weekly Journal Submission with reflection on supporting physical and medical needs of students (A for E 4.6, E 6.6, E 6.7) Midterm Formative Evaluation Meeting with Supervisor and Cooperating Teaching
8	Understanding Subject Matter for Student Learning and utilizing effective instructional techniques.	Review of High Leverage instructional strategies and subject matter for students	Weekly Journal Submission with reflection on

		with extensive support needs (material from EDSP 558, EDSP 518)	effective instruction and student goals ==(A for E 1.9, U 6.4)==
	Identifying and prioritizing long-and short-term learning goals.		
9	Planning instruction and designing learning experiences for all students. Effective instructional techniques. Adapting curriculum tasks and materials for specific learning goals. ==Literacy TPEs==	Review of instructional techniques and adapting curriculum for students with extensive support needs (material from EDSP 558, EDSP 578)	Weekly Journal Submission with reflection on effective instruction
10	Engaging and supporting all students in learning. Collaborating to support students with Extensive needs in health, mobility, communication and social engagement	Review of meeting physical and cognitive needs of students with ESN, including Dyslexia, Cerebral Palsy, Deafness & Hearing Impairments (material from UDCP 400, EDSP 410, EDSP 577)	Weekly Journal Submission with reflection on supporting students with extensive needs in their environment ==(A for E 2.1, U2.2, U2.3, U2.4, U2.6, E 3.5, E 4.7, E 5.5)==
11	Direct Observation Module 3 begins: • Student Engagement • Assessing Lesson Outcomes and Reflections • Differentiation, adaptation, and individualization ==Literacy TPEs== Review of Personal Philosophy	Review of student engagement (material from EDSP 454, EDSP 518)	Weekly Journal Submission Reflect on Personal Philosophy of Education – Revise original philosophy
12	*Solo Teaching Phase:* Assessing student learning.	Review of best practices in planning and delivering and evaluating assessments for ESN (material from EDSP 564)	Weekly Journal Submission with reflection on assessment ==(A for U 5.5, U 5.6, E 5.2, E 5.3)==
13	Collaborating to develop IEP/ITPs that address unique learning needs. An overview of the online IEP process. SEIS IEP System	Review of IEP systems and procedures and best practices (material from UDCP 400, EDSP 534)	Weekly Journal Submission with reflection on the IEP process ==(A for E1.5, E 1.10, E 5.4, E 6.3)==
14	Supporting language development, including typical and atypical and English Language Learners ==ELD TPEs==	Review of supporting language development for students with ESN and ELL (material from EDSP 454, EDSP 578)	Weekly Journal Submission with reflection on supporting language development ==(A for E 1.8, E 5.6)==

	Review of Clinical Fieldwork Log experiences through S4@TheBeach.		ELD TPEs Copy of Clinical Fieldwork Log
15	*Culmination:* *Mandatory Wrap-Up Meeting at 7:00pm with entire Student Teaching class* Clear Credential and Master's Program. Review of IDP Interviewing practice and tips for searching for a teaching position. Candidate feedback on Supervisor and Cooperating Teacher		Weekly Journal Submission (A for U 6.1) Individualized Development Plan completed and returned to Supervisor prior to Final meeting Final Summative Evaluation Meeting with Supervisor and Cooperating Teacher

Course Evaluation Components and Grading

All course requirements should be completed in a timely fashion, ensuring that Supervisors are able to evaluate a Candidates progress towards the required expectations.   Failure to provide material by the Supervisor's prescribed due dates may result in a "No-Credit" for semester requirements. Supervisors will not receive any new material for review following the last day of semester course instruction.

Fieldwork Attendance
Final Fieldwork Student Teaching will be delivered through a flexible variety of modes which will include a combination of In-person teaching with practice and reflection, on-line (virtual) teaching with practice and reflection, observations of Master Teacher teaching with reflection, and modules or simulations of teaching competencies with practice and reflection.

Candidates will report in-person or virtually for the school site required teacher reporting hours (vary per district) for a 5-day week.

Candidates are expected to follow fieldwork site policy and practice for reporting late arrival and or absences.   Candidates will contact the Master Teacher at the earliest time possible to report late arrival or absence.   Candidates are expected to be able to provide the Cooperating Teacher with lesson plans and any other agreed upon work and materials in a timely fashion. Candidates will also report all absences/late arrivals to their University Supervisors. Supervisors will collaborate with Master Teachers/Site Providers to determine any adjustments in the proposed semester schedule to accommodate.
Candidates are to be available for student teaching during the date range provided each semester in both site Conformation email and provided during the Orientation Seminar.

Candidates are expected to review the Attendance/Participation expectations outlined in the Student Teaching Handbook.

Candidates must provide documentation for any excused absence. Please refer to and get familiar with the CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html.

Attendance policies, listed below in syllabus, must be followed. Excessive absences from the fieldwork may result in "No-Credit" for the course section.

Direct Observations Form
Candidates will have a minimum of 10 meetings with their University Supervisor. Written feedback will accompany each observation meeting. A minimum of 5 of these meetings will include direct observation of teaching and/or classroom interactions. These observations will be documented through the Direct Observation Form.

Direct Observations assess candidate performance on the Universal and Mild Moderate Teacher Performance Expectations (TPEs) and the CSULB Caminos Culturally Responsive and Sustaining Practices Rubric (CRP)

See sample of the observation form below.

Weekly Reflective Journals through S4@TheBeach
Candidates will log into S4@The Beach weekly to record the type of clinical or alternative interactions represented throughout each week. Candidates will submit the Final Fieldwork Observation and Journal Form by *Sunday evening* each week. Supervisors will respond to reflection forms by Wednesday. The Cooperating Teacher (Master Teacher or Mentor) will receive a copy of the form to review. These journal entries which capture each day should explain how you are continuing to support your students and work with your cooperating teacher, collaborate with other professionals, help plan lessons and assessments, communicate, and connect with your students, and plan for IEPs. Additionally, the journals should reflect upon the Teacher Performance Expectations (TPEs) the High Leverage Practices (HLPs), College of Education Professional Dispositions, and Culturally Responsive Pedagogies Rubric and connect your journal reflection to these. See the topics listed in the course schedule below.

Intern Student Teachers will also complete the Intern Log on S4@The Beach.

Seminar Meetings

A mandatory Orientation class meeting is held the first week of the semester and is required for all candidate's student teaching. A mandatory Final Wrap-Up class meeting is held at the end of the semester and is required for all candidate's student teaching. There will be required Seminar meetings that all candidates must attend, which are arranged collaboratively with Supervisors. Seminar content is collaborative in nature, and therefore not eligible for make-up with a direct replacement activity for credit. Excused absences must meet the above university requirements.

Formative Midterm Evaluation of Demonstration of Teacher Competencies
Candidates will be evaluated on their competencies by a variety of methods which include journals, observations, interviews, Beachboard submissions, and fieldwork artifacts. This combination of evidence will be used to evaluate the required competencies, as listed on the Formative Midterm Evaluation. Candidates are striving to demonstrate progress from week to week, and ultimately completing the semester with scores of "3" or better on all competencies for credit, indicating that they have met these competencies at a beginning teacher level. Candidates will be informed of their progress through the Lesson Observation Form, S4@TheBeach entries, documented meeting notes from Supervisor and Cooperating Teacher, and the Midterm Formative Evaluation completed by the Supervisor and Cooperating Teacher.

The Formative Evaluation assesses Candidate competencies in the areas of Universal and Mild Moderate Support Needs Teacher Performance Expectations (TPEs), High Leverage Practices (HLPs), and Professional Dispositions.

The Formative Midterm Evaluations, completed by the Cooperating Teacher and by the University Supervisor, are done through S4@TheBeach. See a sample of the form below.

Summative Final Evaluation of Demonstration of Teacher Competencies
Candidates will be evaluated on their competencies by a variety of methods which include journals, observations, interviews, Beachboard submissions, and fieldwork artifacts. This combination of evidence will be used to evaluate the required competencies, as listed on the Summative Final Evaluation. Candidates must have a score of "3" or better on all competencies for credit, indicating that they have met these competencies at a beginning teacher level. Candidates will be informed of their progress through the Lesson Observation Form, S4@TheBeach entries, documented meeting notes from Supervisor and Cooperating Teacher, and the Midterm Formative Evaluation and Summative Final Evaluation completed by the Supervisor and Cooperating Teacher.

The Summative Evaluation assesses Candidate competencies in the areas of Universal and Mild Moderate Support Needs Teacher Performance Expectations (TPEs), High Leverage Practices (HLPs), and Professional Dispositions.

The Summative Final Evaluation, completed by the Cooperating Teacher and the University Supervisor, are done through S4@TheBeach.

Self-Evaluation and Goal Setting
Candidates will evaluate their own performance on the student teaching competencies during the semester. They will identify and summarize their areas of strength and need and develop goals for the semester that will assist them in meeting their student teaching competencies. Candidates are encouraged to set additional goals to facilitate their professional growth as well. Candidates will complete a self-evaluation of the Teacher Performance Expectations (TPEs), High Leverage Practices (HLPs), College of Education Professional Dispositions, and Culturally Responsive Pedagogies Rubric and use this information to create goals for Student Teaching at the beginning of the semester and submit it to their University Supervisor.

Individualized Development Plan (IDP) – For Clear Credential
Candidates enrolled in this course must complete an Individualized Development Plan (IDP) for their Clear Credential. The plan will be signed by the university supervisor. A copy of the plan will need to be shared with the University Supervisor, but the original plan will be kept by the Candidate. This form will guide the Candidate in their journey into and through the Clear Credential process.

Grading Policy
Credit/No Credit Grading Only

Students will be provided a copy of the EDSP 587 Credit Worksheet documenting course requirements and student completion of requirements.
Evaluation Components
All evaluative components must be met with passing criteria for Credit (Cr).

Evaluation Component	Cr/Nc
Participation in Student Teaching Meetings	
Weekly Reflective Journals (S4@TheBeach)	
Self-Evaluations and Goal Setting	
Clear Individualized Development Plan – IDP	
Intern Logs (for Interns only)	
Formative Midpoint Evaluation of Demonstration of Teacher Competencies	
Summative Final Evaluation of Demonstration of Teacher Competencies	
Clinical Fieldwork Hours and Log	
Credit / No Credit	

Concurrent enrollment in the Teacher Performance Assessment (TPA) seminar, EDSP 589, is required.

Course Policies

Communication Policy
Candidates are encouraged to contact the University Supervisor with any questions they may have. The Supervisor is available by online appointment and through email.

Dispositions for Program Participation
Candidates will demonstrate professional commitment and responsibility, effective intra- and interpersonal skills, and positive attitudes toward learners (students in Education Specialist Program please refer to PDQ survey).

Plagiarism/Academic Integrity Policy
The instructor expects all students to provide original thoughts, ideas, and work in all written assignments. Correct citations (APA format) must be provided when summarizing or quoting another's work.   While it is not expected to be a problem in this course, please refer to the CSULB catalog for any questions regarding university policy and disciplinary procedures in the areas of plagiarism and academic integrity. Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Reference Page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism.
Pursuant to Policy Statement 08-02, instructor will take action appropriate for the situation, including the possibility of investigation and action by the Office of Student Conduct and Ethical Development. Students should read the section on cheating and plagiarism: cheating and plagiarism in the CSULB catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the

student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html to get familiar with the policy.

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Academic Integrity that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct
Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the CSULB-CED Student Professional Conduct Policy, CED students are expected to:
1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or

sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional, Candidates in the Education Specialist Credential Program are held to the Professional Disposition Qualities that are developed by the College of Education and have been shared upon admission to the credential program.   Candidates not demonstrating these dispositions are subject to intervention and when necessary, removal from the credential program.

Refer to the Student Teaching Handbook for detailed information on candidate expectations for professionalism and policies should support or intervention be necessary.

Education Specialist Website

Candidates are expected to visit the Education Specialist Website on a regular basis. Program updates and deadlines are posted. Program Policies are updated regularly, and candidates are responsible for these. "Fieldwork Forms" can be found under Post-bac Program Information.   Documents and Forms

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking
[*This is an optional statement that was prepared created by the Not Alone@ The Beach team (http://www.cla.csulb.edu/natb/) and has been approved by the campus advocate and the Title IX Office.*]
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services
The Division of Student Affairs curates a full list of student support services on the Programs and Services website. Students are encouraged to reach out for support or to get involved in student programming.

DREAMERS Success Center
The Dream Success Center was established with the intent to provide services, resources, and support to undocumented students on the CSULB campus. Come visit us in Peterson Hall 2, Student Success Center (SSC-290) beginning 01/16/2019 or you can explore this DREAM web page to learn more about how we can assist you.

OMBUS Student Resources
The Office of University Ombuds is an independent, neutral resource for informal problem-solving. The Office serves all members of the campus community – including students and alumni/ae. Please see their extensive Student Resources list Ombuds resources

CED Scholarships and Financial Aid
The CSULB Center for Scholarship Information (CSI) offers a one-stop shop for information on all CED, General Campus and External Scholarships. CSI also provides access to the BeachScholarships system, which offers a single online application for all CED and General Campus Scholarships during the application cycle from November 1 through February 15.

Student Emergency Intervention and Wellness Program
The CSULB Student Emergency Intervention and Wellness Program is a comprehensive initiative that identifies and immediately serves CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis. To access these resources please contact 562-985-2038 or visit Emergency grant

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes
The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

California State University, Long Beach
College of Education

Direct Observation Form

Education Specialist Credential Program

EDSP 587/588 and EDSP 587A/588A

Student:	Lesson Topic:	Date:	Course:
Master Teacher:	Supervisor:		School:

Scale: 4=Exceeds Expectations for a novice teacher 3=Meeting expectations for a novice teachers, 2=Developing skills to meet expectations for a novice teacher, 1=not meeting expectations for a novice teacher

*This observation form has been divided into three modules. The primary focus of observations will vary by the module:

Module 1: Weeks 3-6:
Lesson Planning
Professionalism
Classroom Management and Positive Behavior Supports

Module 2: Weeks 7-10:
General Lesson Delivery
Teaching Methods

Module 3: Weeks 11-14:
Student Engagement
Assessing Lesson Outcomes and Reflection
Differentiation, adaptation, and individualization

Module 1: Weeks 3-6

TPEs for Universal and Extensive that are **Assessed here** on the Direct Observation Form (pg 20-25) are listed in the text after each module subpoint. Literacy, ELD, and Developmentally Appropriate TPEs are also assessed here.

LESSON PLANNING	N/A	1	2	3	4
HLPs • Identify and prioritize long- and short-term learning goals • Setting long and short-term learning goals for students • Systematically design instruction toward a specific learning goal • Designing single lessons and sequences of lessons; check for understanding during and at the conclusion of a lesson. • Adapt curriculum tasks and materials for specific learning goals					
1. Shares lesson with master teacher and supervisor prior to teaching					
2. Materials for lesson reflect the identities of students in the classroom					

3. Written lesson plan is clear, complete, standards-based and reflects universal design for learning principles and culturally responsive and sustaining practices (U 3.1)					
4. Lesson plan includes an appropriate student-friendly objective for content, language, and IEP goals (U4.1; U4.3)					
5. Lesson plan includes a clear plan for formative and summative assessment that allows students to demonstrate mastery in a variety of ways and considers students' strengths, cultural identity and relevance (U 3.4, U5.1; MM 3.1, U4.4, ESN 3.2, U3.3)					
6. Lesson plan includes an appropriate task analysis (U 2.1)					
7. Includes plans for engaging students, modeling, active participation, and checks for understanding considering students' background and lived experiences (U1.4, 1.8, 3.3)					
8. Lesson plan uses UDL principles and includes a plan for differentiated instruction for all students U 1.4, 1.6, 3.5, 3.6, 4.3, 4.4, 5.7, 5.8; MM 1.2, 2.9, 3.1, 4.2; ESN 1.7, 3.1, 4.1, 4.3, 4.4)					
9. Lesson plan includes opportunities for students to think critically and work collaboratively (U 1.5, 4.6)					
10. Lesson goals and instructional strategies are asset based and considers students' strengths and needs (U 1.1, 3.2, 4.2)					
11. Lesson plan incorporates appropriate assistive and available technology (U 3.7, 3.8, 4.7, 4.8; MM 4.1; ESN 4.3)					
Areas of Strength: **Areas for Improvement:**					

PROFESSIONALISM	N/A	1	2	3	4
12. Arrives on-time, prepared, and appropriately dressed					
13. Meets with master teacher and university supervisor and take initiative for setting goals for next lesson (U6.2)					
14. Take initiative to communicate with master teacher and supervisor in an open, constructive manner and reflects critically on feedback (U6.1)					
15. Models ethical conduct of teaching professionals (U6.5), including use of technology and digital media					
Areas of Strength: **Areas for Improvement:**					

CLASSROOM MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS	N/A	1	2	3	4
HLPs • Establish a consistent, organized, and respectful learning environment • Provide positive and constructive feedback to guide students' learning and behavior • Teach social behaviors					

	N/A	1	2	3	4
16. Demonstrates rapport with and respect for students, including students' multiple identities (U 2.1, 2.2, 2.3, 3.2; MM 3.2, ESN 2.5, 3.4)					
17. Recognizes personnel biases, and individual student's culture and other identities impact behavior and teacher interpretation of behavior (U 6.2)					
18. Fosters relationships and safe spaces for students to explore diverse identities (U 2.1, 2.2, 2.3, 3.2; MM 3.2, ESN 2.5, 3.4)					
19. Promotes mutual respect among students (U 2.1, 2.2, 2.3, 3.2; MM 3.2; ESN 2.5, 3.4)					
20. Communicates high expectations of all students (U 2.1, 2.3, 2.5, 2.6)					
21. Uses management strategies to anticipate and address potential behaviors before they occur (U 2.1, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
22. Provides specific, positive feedback for appropriate behaviors (U 2.1, 2.3, 2.5, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
23. Addresses disruptions calmly/effectively (U 2.2)					
24. Intervenes before inappropriate behavior escalates (U 2.1; MM 2.5, 1.7, 2.10, 2.7 ; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
25. Teaches, reteaches, and/or reinforces rules, procedures, and routines (TPE 2.1, 2.2; MM 2.5, 2.7, 1.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
26. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
27. Uses behavior specific praise statements (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 1.7, 2.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
28. Uses behavior specific corrective feedback (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 2.8, 2.10, 2.12, 2.13)					
29. Provides explicit directions for task completion (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
30. Uses if/then statements when appropriate (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
31. Provides student choice in tasks/assignments to promote autonomy and self-determination (TPE 2.1, 2.3, 2.5, 2.6; MM 2.5, 2.7, 1.7, 2.10; ESN 1.4, 2.8, 2.10, 2.12, 2.13)					
Areas of Strength: **Areas for Improvement:**					

Module 2: Weeks 7-11

LESSON DELIVERY	N/A	1	2	3	4

HLPs • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior					
29. Lesson is taught to the specified objectives (U 4.3; MM 1.1, 4.4; ESN 1.6, 3.1; 4.5)					
30. Materials reflect the diversity of students in the class (race, gender, ethnicity, ability), are prepared, and used effectively (U TPE 4.3, 1.6; MM 1.1, 1.2, ESN 1.7, 3.2)					
31. Appropriate pacing is used to teach the lesson and monitor for student learning, i.e., starts lesson on time, transitions smoothly between tasks, completes lesson on time (U TPE 4.3)					
32. A variety of questioning and active participation strategies are used throughout the lesson (U TPE 4.3)					
33. The results of active participation strategies are used to make adjustments to the instruction (U TPE 1.8, 5.1, 5.2)					
34. Involves students in self-assessment (U TPE 5.3)					
35. Uses appropriate wait time during questioning					
36. Effectively implements appropriate and available technology (U TPE 3.7, 3.8, 4.7, 4.8, 5.3; MM 2.1; ESN 4.3)					
Areas of Strength: **Areas for Improvement:**					

TEACHING METHODS	N/A	1	2	3	4
HLPs • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior					
37. States lesson objective in student friendly language					
38. Provides appropriate modeling (U 4.3; MM 4.2, 4.3, ESN 4.1, 4.4)					
39. Provides clear, explicit directions/prompts (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
40. Implements student-centered instructional tasks (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4) and gives students opportunities to work with peers					
41. Provides students with ample guided practice (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					

	N/A	1	2	3	4
42. Provides scaffolding and corrective feedback and needed (MM 4.2, 4.3, ESN 4.1, 4.4)					
43. Provides students with independent practice when students' performance indicates readiness (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
44. Increases intensity of intervention as needed (MM 2.9; 3.1)					
45. Checks frequently for student understanding and monitors student performance (U 1.8)					
46. Provides repetition and assistance as needed (U 1.1, 1.3, 1.4, 1.6; MM 4.2, 4.3, ESN 4.1, 4.4)					
47. Provides appropriate reflection/closure to lesson					
Areas of Strength: **Areas for Improvement:**					

Module 3: Weeks 12-15

STUDENT ENGAGEMENT	N/A	1	2	3	4
HLPs • Use strategies to promote active student engagement					
48. Generates focus with positive attention cue(s)					
49. Uses cognitively age -appropriate activities or assignments (U TPE 4.1)					
50. Creates productive student groups that are appropriate to the learning goals of the lesson (U TPE 1.4, 1.6)					
51. Uses materials and resources to engage students (UTPE 1.1, 1.3, 1.4, 1.6)					
52. Provides students opportunities to integrate understanding (U TPE 1.1, 1.6)					
53. Links with prior academic learning (U TPE 1.1, 1.3)					
54. Links with students' personal, cultural, or community assets (U TPE 1.1, 1.6)					
55. Elicits student responses by asking open-ended questions (U TPE 1.5)					
56. Builds on student responses by extending or clarifying (U TPE 1.5)					
57. Creates opportunities for critical thinking, inquiry and problem solving (U TPE 1.5)					
58. Uses student interests (U TPE 1.1, 1.6)					
59. Supports students in self-assessment (U TPE 5.3)					
60. Allows student participation in data collection if appropriate (self-monitoring, self-evaluation, self-recording)					
Areas of Strength: **Areas for Improvement:**					

ASSESSING LESSON OUTCOMES AND REFLECTION	N/A	1	2	3	4
HLPs • Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs • Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes • Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs					
61. Uses appropriate procedures to measure students' progress towards lesson and IEP objectives (U TPE 5.1; 5.2, 5.8; MM 3.1)					
62. Uses assessment information to guide instructional decision-making (U TPE 5.2, 5.8; MM 3.1)					
63. Analyzes assessments, including scoring criteria (U TPE 5.1, 5.8, MM 3.1)					
64. Reflects areas of strength and areas for improvement in lesson planning, presentation, teaching strategies, management and assessment (U TPE 6.1, MM 3.1)					
65. Proposes changes to instruction that address BOTH individual and collective learning needs related to the central learning focus (U TPE 5.2, 5.8, MM 3.1)					
Areas of Strength: **Areas for Improvement:**					

DIFFERENTIATION, ADAPTATION, AND INDIVIDUALIZATION	N/A	1	2	3	4
HLPs • Teach cognitive and metacognitive strategies to support learning and independence • Provide scaffolded supports • Use flexible grouping • Use strategies to promote active student engagement • Use assistive and instructional technologies • Provide intensive instruction • Teach students to maintain and generalize new learning across time and settings • Provide positive and constructive feedback to guide students' learning and behavior					
66. Incorporates a variety of strategies for representing instructional material (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
67. Incorporates a variety of strategies for engaging learners (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
68. Offers students a variety of strategies to EXPRESS learning (U TPE 4.3, 4.4; MM 3.1; ESN 3.3)					
69. Provides students with choices (U TPE 1.1, 1.6)					
70. Modifies assignments to challenge students appropriately (U TPE 4.3, 4.4; MM 3.1, 4.2, ESN 3.3, 4.4)					
71. Provides intensive and/or individual instruction as needed (MM 3.1, 4.3, 4.4, ESN 3.3, 4.1, 4.4)					
Areas of Strength: **Areas for Improvement:**					

Demonstration of Teacher Competencies Evaluation Form
EDSP 587, EDSP 587 A, EDSP 588, EDSP 588A

Education Specialist Preliminary Credential Program

California State University, Long Beach

Teacher Candidate	
Student Teaching Semester	
Course Enrolled	
Master Teacher or Site Provider	
University Supervisor	
School Site/District	

Name of person completing this form: _____

Formative Review [ ]   Summative Review [ ]

1	2	3	4
(Not a passing score)	*(Not a passing score)*	*(Passing Score)*	*(Passing Score)*
Teacher candidate is not meeting expectations of the profession as a novice educator, or has not yet evidenced TPEs	Teacher candidate is meeting some expectations of the profession as a novice educator but has not yet consistently met TPEs	Teacher candidate is meeting expectations of the profession as a novice educator	Teacher candidate is exceeding expectations of the profession as a novice educator

Passing (Cr/NC) Student Teaching requires candidates receive a passing score of a 3 or 4 on all TPEs by the Summative final review.

Credential Objective	Required Competency Components for Credential
Mild Moderate Support Needs (MMSN)	Universal *and* Mild Moderate Support Needs Teacher Performance Expectations (TPEs) High Leverage Practices (HLPs) Professional Dispositions CRSP Tenets
Extensive Support Needs (ESN)	Universal *and* Extensive Support Needs Teacher Performance Expectations (TPEs) High Leverage Practices (HLPs) Professional Dispositions CRSP Tenets

TPE 1: Engaging and Supporting All Students

Universal TPE 1 & HLPs:

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:

-Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress (U1.2)

1	2	3	4

Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 1 Mild/Moderate Support Needs.

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and demonstrate the ability to:

-Identify appropriate supports with knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (MM1.3, ESN1.8).

-Monitor student progress toward learning goals (MM1.4) and use strategies to facilitate and students in assuming increasing responsibility for learning, self-advocacy, psychosocial development, and self-determined behavior of students with disabilities (MM1.6, ESN1.11).

-Develop IEP/ITPs with students and families (MM1.5, ESN1.10).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 1 Extensive Support Needs

In addition to the Universal TPEs and TPEs listed above for MMSN, beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form and demonstrate the ability to:

-Collaborate with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs (ESN1.5).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Evidence/Source to support scores for TPE 1 that demonstrates skills at beginning or exceeding teacher level.

Mark all that apply. ☐ Interview ☐ Journal Reflection ☐ Portfolio Sample
☐ Observation of teaching/interaction ☐ Other (state) _____

Areas of strength in TPE 1:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 2: Creating and Maintaining Effective Environments

Universal TPE 2 & HLPs:

Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 2- Mild Moderate Support Needs TPEs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Collaborate with families and related services personnel to support access to, and optimal learning experiences for, students with MMSN in the least restrictive environment, according to students' unique needs including general education and specialized academic instructional settings (MM2.4, ESN 2.4).

-Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments (MM2.1, ESN 2.5).

Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community (MM2.2, ESN 2.6).

Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations (MM2.3, ESN 2.7).

They demonstrate the ability to identify if a student's behavior is a manifestation of their disability (MM2.6, ESN 2.9).

-Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function (MM 2.11, ESN 2.14).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 2- Extensive Support Needs TPEs

In addition to the Universal TPEs and TPEs listed above for MMSN, beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs and facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures (ESN2.1).

-Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by - Develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind (ESN2.3).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Evidence/Source to support scores for TPE 2 that demonstrates skills at beginning or exceeding teacher level.

Mark all that apply. ☐ Interview ☐ Journal Reflection ☐ Portfolio Sample
☐ Observation of teaching/interaction ☐ Other (state) _____

Areas of strength in TPE 2:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 3: Understanding and Organizing Subject Matter Application of Content

Universal TPE 3 & HLPs:
Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 3- Mild Moderate Support Needs TPEs
Beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 3- Extensive Support Needs TPEs
Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Evidence/Source to support scores for TPE 3 that demonstrates skills at beginning or exceeding teacher level.

Mark all that apply. ☐ Interview ☐ Journal Reflection ☐ Portfolio Sample

☐ Observation of teaching/interaction ☐ Other (state) _____

Areas of strength in TPE 3:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 4: Planning Instruction and Designing Lesson Experiences for All Students

Universal TPE 4 & HLPs:
Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:
-Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans (U4.5).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 4: Mild Moderate Support Needs TPEs
In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:
-Apply knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (MM4.5, ESN4.6).
-Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions (MM 4.6, ESN4.7).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

1	2	3	4

<table>
<tr><td colspan="4">TPE 4: Extensive Support Needs TPEs
<i>Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.</i></td></tr>
</table>

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Evidence/Source to support scores for TPE 4 that demonstrates skills at beginning or exceeding teacher level.

Mark all that apply. ☐ Interview ☐ Journal Reflection ☐ Portfolio Sample
☐ Observation of teaching/interaction ☐ Other (state) _____

Areas of strength in TPE 4:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 5 – Assessing Student Learning

Universal TPE 5 & HLPs:
Beginning special education teachers demonstrate Universal Teacher Performance Expectations documented through the Direct Observation Form and they demonstrate the ability to:
-Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (U5.5).
-Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities (U5.6).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 5 –Mild Moderate Support Needs TPEs.

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:
-Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs (MM 5.1., ESN 5.3).
-Utilize assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities (MM 5.2, ESN5.3).
- Apply knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law (MM 5.3, ESN5.4).
-Apply knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6) MM 5.4, ESN 5.5).
-Apply knowledge of second language development and the distinction between language disorders, disabilities, and language differences. MM 5.5, ESN 5.6).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 5 –Extensive Support Needs TPEs.

Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Evidence/Source to support scores for TPE 5 that demonstrates skills at beginning or exceeding teacher level.

Mark all that apply. ☐ Interview ☐ Journal Reflection ☐ Portfolio Sample
☐ Observation of teaching/interaction ☐ Other (state) _____

Areas of strength in TPE 5:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

TPE 6: Developing as a Professional Educator (Collaboration)

Universal TPE 6 & HLPs:

Beginning special education teachers demonstrate the ability to:
-Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning (U6.1).
-Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues (U6.2).
-Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues (U6.3).
-Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning (U6.4).
-Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and other (U6.5).
-Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools (U6.6).
-Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance (U6.7).

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 6- Mild Moderate Support Needs TPEs

In addition to the Universal TPEs, beginning special education teachers demonstrate Teacher Performance Expectations for Mild Moderate Support Needs documented through the Direct Observation Form and they demonstrate the ability to:

-Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals (MM 6.2, ESN6.3)

-apply knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities. (U6.7) (MM 6.3, ESN6.4)

- apply knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. MM 6.5, ESN6.6

- Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. MM 6.6, ESN 6.7

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

TPE 6- Extensive Support Needs TPEs

Beginning special education teachers demonstrate Teacher Performance Expectations for Extensive Support Needs documented through the Direct Observation Form in addition to the Universal TPEs and MMSN TPEs listed above.

1	2	3	4
Not a passing score	Not a passing score	Passing Score	Passing Score

Evidence/Source to support scores for TPE 6 that demonstrates skills at beginning or exceeding teacher level.

Mark all that apply. ☐ Interview ☐ Journal Reflection ☐ Portfolio Sample

☐ Observation of teaching/interaction ☐ Other (state) _____

Areas of strength in TPE 6:

Any areas needed for further development and supporting evidence. Required for any "Not a passing score":

Professional Dispositions in Basic Credential Programs plus CRSP

Rubric for Professional Dispositions (TPE6: Developing as a Professional Educator)	1 -Not Meeting Expectations	2 -Novice Meeting Some Expectations	3 -Beginning Teacher; Meeting Expectations	4 -Exceeding Expectations
Demonstrates the belief that all children can learn.				
Values equity and fairness.				
Values diversity and considers all points of view.				
Exhibits dependability, initiative, enthusiasm, and follow-through.				
Demonstrates appropriate self-esteem, flexibility, resourcefulness, and positive response to constructive feedback.				
Engages in socially appropriate and professionally ethical behavior.				
Collaborates and interacts professionally with colleagues, parents, staff, and the community.				
Improves professional practice through continuous reflection.				
Pursues opportunities to contribute and grow professionally.				
Honors legal/professional obligations and follows regulations.				
Reflects on how teacher biases and student individual culture and other identities impact behavior and teacher interpretation of behavior.				
Considers students' culture as an asset to learning, uses an asset-based perspective of students' families.				
Recognizes the positionality of the teacher and acknowledges power dynamics in the classroom and with families.				

Signatures indicate review of this evaluation.

Teacher Candidate   _____   Date _____

Master Teacher/Support Provider _____ Date _____
University Supervisor   _____   Date _____