

Syllabus for SPED 171: Initial Practicum in Mild/Moderate Disabilities

PREREQUISITES

Admission to the Education Specialist Credential program. Completion of all Phase 1 and prerequisite courses. Completion of all Phase 1 and prerequisite courses.

COURSE DESCRIPTION

SPED 171 is the second of three required supervised clinical practice experiences. Education Specialist candidates will take part in three full days per week, full semester [18 hours per week in classroom; 21 hours per week including ½ hour before and ½ hour after school time included] experience serving culturally and linguistically diverse identified children with mild/moderate disabilities, some of whom may also be identified as English learners. This clinical practice experience may take place in any of these settings: grade K- 12 classroom, adult transition program for students ages 18-22, inclusive settings, and/or co-teaching in a general education classroom. Candidates will spend time in the field experience completing writing and implementing lesson plans and instructional activities, providing appropriate accommodations to lessons, conducting assessments, developing curriculum and performing other professional duties of the special education teacher. Candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Candidates will take over some small group and individual student responsibilities from the Mentor Teacher for a period of four or more weeks during the semester.

Course Information	Instructor Name:
Units: 3 units	Office Number:
Time: 3 full days per week; arrival ½ hour before school starts & stay ½ hour after school ends	Email:
School Site:	Telephone:
Website: Tk20	Office hours by appointment

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS:

- [Education Specialist Clinical Practice Handbook](#) downloaded from the Office of Clinical Practice website
- download form the office of Clinical Practice website
- Active TK-20 account (can be purchased at fresnostate.Tk20.com)

- Candidates will be required to access Canvas for syllabus, assignments, resources, etc. The University provides free email accounts to all students. Internet accounts are available for a fee through [unWired Broadband \(https://www.unwiredbb.com/\)](https://www.unwiredbb.com/).
- Internet access to Zoom is required for this course. Students will need to navigate Zoom for any sessions held online.
- California State University, Fresno e-mail account. The University provides free email accounts to all students. Students may sign up for email online at <https://idm.fresnostate.edu/signup/>

PROGRAM STANDARDS

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1; PS 3, 9, 13; MM 2, 3)

- Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction (TPE 1, 2, 5; PS 3, 5, 10; MM 2, 3, 5)

- Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students' Individualized Education Programs (IEP).
- Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
- Education Specialist candidates anticipate, checks for, and addresses common student misconceptions and misunderstandings.

Interpretation and Use of Assessments (TPE 1, 2, 5; PS 3, 5, 10; MM 2, 3, 5)

- Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
- Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.
- Education Specialist candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards.

Making Content Accessible (TPE 4; PS 3, 6, 8, 13; MM 1, 2, 3, 5)

- Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the

effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.

- Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards
- Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics
- Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

Student Engagement (TPE 1; PS 7, 12)

- Education Specialist candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
- Education Specialist candidates demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels.
- Education Specialist candidates demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.
- Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.

Developmentally Appropriate Teaching Practices (TPE 1; PS 11; MM 2)

- Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
- Education Specialist candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

Teaching English Learners (TPE 2, 3, 4; PS 2, 9, 10, 11, 12, 13)

- Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
- Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as

paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Learning about Students (TPE 1, 5; PS 12, 13)

- Education Specialist candidates use formal and informal methods to assess student's prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
- Education Specialist candidates learn about student's abilities, ideas, interests and aspirations.

Instructional Planning (TPE 3; PS 3, 6, 11, 13, 14; MM 3, 4, 5)

- Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
- Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

Instructional Time (TPE 3, 4; PS 8, 9, 10, 11, 12, 13)

- Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.
- Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

Social Environment (TPE 4; PS 3, 4, 5, 10, 12)

- Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
- Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
- Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (PS 2, 4, 5, 6; 7, 8, 11, 12, 14)

- Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
- Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- Education Specialist candidates demonstrate knowledge of case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Professional Growth (TPE 6)

- Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
- Education Specialist candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems & applying new strategies.

Creating Healthy Learning Environments (PS 14)

- Education Specialist candidates know common, chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school.
- Education Specialist candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- Education Specialist candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
- Education Specialist candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

PRIMARY LEARNING OUTCOMES

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Teacher Candidates will complete activities, based on the TPEs and Program Standards.

1. Apply knowledge of students' abilities and interests into instruction.

2. Deliver comprehensive lessons of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.
3. Pace instruction and re-teach content based on evidence gathered.
4. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
5. Use formal or informal methods to assess student's prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
6. Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the lesson outcomes (IEP).
7. Apply a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings
8. Use computer-based technology to facilitate the teaching and learning process in one or more lessons.
9. Reflect on and evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

Major Assignments

1. Candidate will participate and provide input for three triad meetings with University Coach and Mentor Teacher. The first triad meeting will be held the first week of the placement to review roles and expectations. The second triad meeting is a mid-term evaluation, and the final triad meeting is a final evaluation of the candidate's skills and needed growth areas.
2. Candidate will complete the *Class Profile* form. Candidates will 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.
3. Candidate will gradually assume responsibility for the routines, planning, and teaching of the morning instructional block on a daily basis by the last 3 weeks of the semester. This is documented by the University Coach and/or Mentor Teacher. Activities may include walking the students to the classroom, taking attendance, collecting and correcting homework, morning review, calendar, English language arts lessons, math lessons, etc.
4. Candidate will develop and teach a minimum of six formal lessons, with reflections, which will be observed by the University Coach. The lesson plans must be approved by the University Coach and/or Mentor Teacher before each lesson is taught, per specific clinical practice requirements.

The six formal lessons should cover the topics below. The lessons should be planned with the Mentor Teacher. Lesson plans are due to the University Coach and Mentor Teacher at least 3 days in advance, based on discussion with the University Coach.

- a. 2 Mathematics lessons
- b. 2 English Language Arts lessons
- c. 1 co-taught lesson, approved by the Mentor Teacher, on a content topic of choice [see description of strategies]
- d. 1 visual/performing arts lesson

Following each lesson, the Teacher Candidate will write a reflection on the lesson implementation.

5. Candidate will write weekly reflections on learning and post in Tk20.
6. Candidate will keep a weekly log of time spent in the classroom in Tk20.
7. Candidate will attend at all required meetings, professional development, school events and seminars.
8. As part of the final evaluation, each candidate will write a self-reflection on learning and identify at least two areas of professional growth to address in SPED 175.

CO-TEACHING REQUIREMENTS

The goal of co-teaching is for all students to get high-quality instruction. Co-teaching can support teachers in implementing IEP and 504 plan goals in a general education classroom. The following table outlines five co-teaching strategies. You are required to write and implement one co-taught lesson using one of the strategies below. The lesson may be co-taught with your Mentor Teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your University Coach.

Strategy	What does it look like? When is it used? How do we plan?	Benefits
Station Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> • The class is divided into three or more groups who work in multiple learning centers. • As the students rotate through the stations, the teachers teach the same material in different ways to each group. 	<ul style="list-style-type: none"> • Provides both teachers with an active instructional role • Allows teachers to use flexible grouping to tailor teaching to each groups' needs • Lowers the student-teacher ratio • Resets student focus with each station rotation, increasing engagement

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. <p>When is it used?</p> <ul style="list-style-type: none"> When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. 	<ul style="list-style-type: none"> Provides time for students to engage with the content on their own as well as with teachers Allows for more material to be covered in a shorter time frame Provides a clear teaching responsibility for each adult in the room
Team Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> Both teachers teach at the front of the room and move about to check in with students (as needed). Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices. <p>When is it used?</p> <ul style="list-style-type: none"> When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher’s experience and perspective. <p>How do we plan?</p>	<ul style="list-style-type: none"> From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Provides both teachers with an active instructional role Introduces students to complementary teaching styles and personalities Allows for lessons to be presented by two different people with different teaching styles Models <u>multiple ways of presenting and engaging with information</u> Models for students what a successful collaborative working relationship can look like Provides more opportunities to pursue teachable moments that may arise

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. 	
Parallel Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room. Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. <p>When is it used?</p> <ul style="list-style-type: none"> When teachers have equal content expertise and there's a lot of information being covered in one lesson <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. Each teacher instructs on the same lesson but approaches it differently. 	<ul style="list-style-type: none"> The greatest benefit to this approach is the reduction of student to teacher ratio. Provides both teachers with an active instructional role Gives students the chance to ask more questions during lesson time
Supplemental Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended, accelerated or remediated. Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. <p>When is it used?</p>	<ul style="list-style-type: none"> Provides both teachers with an active instructional role Lowers the student-teacher ratio and reduces the load of teaching a large class Allows for small group instruction Gives students the chance to ask more questions during lesson time

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<ul style="list-style-type: none"> When students need the lesson re-taught, extended, remediation, additional information or accelerated teaching. <p>How do we plan?</p> <ul style="list-style-type: none"> The co-teaching pair co-plans the same lesson and then divides the instructional content. 	
Alternative Teaching	<p>What does it look like?</p> <ul style="list-style-type: none"> One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space. One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. The learning outcome is the same for all students, however, the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. <p>When is it used?</p> <ul style="list-style-type: none"> When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic. <p>How do we plan?</p> <ul style="list-style-type: none"> One teacher instructs most of the class while the other teacher teaches an alternate or accommodated version of the lesson to a smaller group of students. 	<ul style="list-style-type: none"> Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Provides both teachers with an active instructional role Allows for a lower student-teacher ratio Provides additional support to struggling students without specifically singling them out Gives a chance to re-teach, review, and pre-teach Allows for intervention as well as enrichment opportunities Allows teachers use flexible groups

Note: The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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RECOMMENDED WEEK-BY-WEEK COURSE SCHEDULE

*Consult with your University Coach for scheduling observations

<i>Week</i>	<i>Activity</i>
Week 1	<ul style="list-style-type: none"> • Triad/Meet with University Coach and Mentor Teacher
Week 2	<ul style="list-style-type: none"> • Complete Class Profile Form • Begin weekly reflections • Set up time log and become familiar with school, classroom & Tk20
Week 3	<ul style="list-style-type: none"> • Informal observation (University Coach) • Weekly reflections completed • Time Log current
Week 4-7	<ul style="list-style-type: none"> • Formal Observations 1-3 (University Coach) • Weekly reflections completed • Time Log current
Week 8-9	<ul style="list-style-type: none"> • Midterm Triad Meeting (3rd observation) • Document attendance at all required meetings, professional development, staff meetings, school events and seminars • Time Log approved by University Coach in consultation with Mentor Teacher
Week 9-11	<ul style="list-style-type: none"> • Formal Observations 4-5 (University Coach)
Week 13-16	<ul style="list-style-type: none"> • Solo takeover of the classroom for as much time as possible • Formal Observations 5-6 (University Coach) • Weekly reflections completed • Time Log current
Week 14-15	<ul style="list-style-type: none"> • Final Evaluation Assessment/Goal Setting Triad Meeting • Documentation of attendance at all required meetings, professional development, staff meetings, school events and seminars • Weekly reflections completed
Last Day of Instruction	<ul style="list-style-type: none"> • University Coach – clear red flags; ensure that all assignments and observations are completed in Tk20 • Time Logs verified

CREDIT FOR SPED 171

Candidates must receive a grade of 'A' or 'B' to pass SPED 171. If a grade of 'C' or lower is earned, the Teacher Candidate will need to repeat the course.

Grade A = All clinical practice assignments are completed on time and exceed expectations. Candidate keeps all assignments current in the Tk20 binder.

Grade B = 90% of the clinical practice assignments are completed on time and exceed or meet expectations. In addition, candidates must keep all assignments current in the Tk20 binder.

University Coach Formal Lesson Observation Notes

Credential Candidate Name

Type of Candidate

- Student teacher Intern Residency STSP or PIP

Observation #

Date of Observation:

Total time in observation:

Scripted Notes

Evidence of Strengths (as aligned to TPEs observed)

Actionable Feedback for Growth (as aligned to TPEs)

University Coach Signature

Grade

Candidate Mid-Semester and Final Evaluations

Complete this form during the Mid Semester and Final triad meetings. This form is to be filled out at the triad meeting with all parties present.

TEACHING CANDIDATE ASSESSMENT/GOAL SETTING

**Date and
Time***

Clinical Coach Comments: Teacher Candidate Strengths*

Clinical Coach Comments: Feedback for Growth*

Mentor Teacher Comments: Teacher Candidate Strengths*

Mentor Teacher Comments: Feedback for Growth*

PROFESSIONAL COMPETENCIES*

Competencies	Disagree	Agree	Strongly Agree
Teaching Candidate takes initiative. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates professionalism, including the responsible use of social media and other digital platforms and tools (TPE 6.6). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate accepts criticism and suggestions. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate is punctual and prepared. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate respects the attitudes and opinions of others. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates caring, support, acceptance, and fairness toward all students, families, and colleagues (TPE 6.2). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate demonstrates effective classroom management strategies (TPE 2, 6.5)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Candidate engages and supports all student in learning (TPE 1, 4). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching candidate demonstrates proficiency in subject matter, consistent with the California State Standards in the content area(s) of their credential(s) (TPE 3). *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coach: Please enter date you verified time log.* _____

Section to be completed by Coach

Positive Environment

Item 1: Caring Community

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				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 2: Inclusive Learning Environment

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. 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.				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 3: High Expectations

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 4: Positive Behavior Expectations

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				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 5: Reflection, Assessment, & Self-Assessment

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 6: Funds of Knowledge

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				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONAL DESIGN AND IMPLEMENTATION

Item 7: Student Motivation, Engagement, and Active Learning

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.				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 8: Varied Strategies

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.				
Unobserved; Not yet evident	Attempting: Aware, may not be effective	Exploring: Attempting, minimally effective	Emerging: Consistently attempting, limited effectiveness	Developing: Consistently attempting, somewhat effective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item 9: Research-Based Instruction for Emergent Bilinguals

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.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Rigorous and Appropriate Content

Item 10: Critical & Creative Thinking

TPE 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.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Item 11: Subject Matter Knowledge

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Item 12: Content Accessibility

TPE 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.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Item 13: Interdisciplinary Integration

TPE 1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
TPE 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.
TPE 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.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Reflection in Action

Item 14: Monitoring Student Learning & Adjusting Instruction

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Unobserved; Not yet evident <input type="checkbox"/>	Attempting: Aware, may not be effective <input type="checkbox"/>	Exploring: Attempting, minimally effective <input type="checkbox"/>	Emerging: Consistently attempting, limited effectiveness <input type="checkbox"/>	Developing: Consistently attempting, somewhat effective <input type="checkbox"/>
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Teacher Candidate Goals*

Teacher Candidate Signature:

Date:

University Coach's Signature

By entering my name in this field I acknowledge that I am providing my electronic signature*

Grade:

SPED 171/172 Clinical Practice Checklist

<i>Assignments</i>	<i>Teacher Candidate Notes</i>
Training	<ul style="list-style-type: none"> • Complete COVID-19 Safety training and DocuSign form • Upload your Mandated Reporter certificate from EHD 178 or take Mandated Reporter training in Tk20.
Initial Triad Meeting	<ul style="list-style-type: none"> • Complete, sign and upload the Clinical Practice Agreement into Tk20.
Tk20 Time Log	<ul style="list-style-type: none"> • Candidates [including interns] create the Tk20 Time Log. • Enter the number of clinical practice minutes or hours completed daily or weekly in the Tk20 Time Log template.
Pre-Dispositions Survey	<ul style="list-style-type: none"> • Complete the survey in Tk20.
Class Profile form	<ul style="list-style-type: none"> • Complete form in Tk20.
6 formal lesson plans	<ul style="list-style-type: none"> • Six [6] formal lesson plans completed in Tk20 a minimum of three [3] days prior to the scheduled observation. More may be required. <ul style="list-style-type: none"> ✓ 2 Mathematics Lessons ✓ 2 ELA Lessons ✓ 1 co-taught lesson ✓ 1 visual/performing arts lesson
6 formal lesson reflections	<ul style="list-style-type: none"> • Following each formal lesson instruction, candidate completes a lesson reflection.
9 weekly reflections on learning	<ul style="list-style-type: none"> • Nine weekly reflections on learning completed in Tk20 for the weeks when you do NOT have a formal lesson observation. Weekly reflections should include: <ol style="list-style-type: none"> 1. Experience of teaching integrated content lessons 2. Experience of using the Mentor Teacher's classroom management system 3. Experience of participating in an IEP Team meeting 4. Experience of using educational and assistive technology with students 5. Experience of transition planning 6. Experience of solo teaching whole class lessons. If you are teaching a group of students that is smaller than the whole class, reflect on ways the lesson and instruction would need to be modified for whole class instruction. 7. Self-reflection on learning this semester. Include at least two areas of professional growth to address in the final phase.
Midterm Evaluation meeting	<ul style="list-style-type: none"> • Midterm Evaluation [triad] meeting. You, Coach and Mentor Teacher provide reflective input before and/or during the meeting
Final Evaluation meeting	<ul style="list-style-type: none"> • Final Evaluation [triad] meeting. Candidate, Coach and Mentor Teacher provide reflective input before and/or during the meeting provides reflective input before and/or during the meeting.