

Syllabus for SPED 175: Final Practicum in Mild/Moderate Disabilities

PREREQUISITES

Admission to the Education Specialist Credential program. All required credential program coursework must be completed through Phase 2 for Education Specialist only Teacher Candidates or through Phase 3 for Dual Teacher Candidates. Concurrent enrollment or previous completion of SPED 246, SPED 219, and SPED 233 required, or Program Coordinator permission.

COURSE DESCRIPTION

SPED 175 is the last of three required supervised clinical practice experiences in the program. Education Specialist Candidates will take part in five full days per week, full semester experience [35 hours per week including ½ hour before and ½ hour after school time included] serving culturally and linguistically diverse identified children with mild/moderate disabilities, some of whom may also be identified as English learners. The 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 are required to demonstrate competency in planning, assessment and instructional tasks as well demonstrate use of consistent classroom management system and behavior management of individual students, while steadily increasing their classroom responsibilities. A minimum of four weeks of solo experiences which include sole responsibility for planning, assessing and instruction are required over the arc of the program. Candidates will conduct formal and informal assessments and collect the data to drive instruction and monitor ongoing progress towards goals/objectives.

Course Information	Instructor Name:
Units: 3 units	Office Number:
Time: 5 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
- 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, 7, 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 5; 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 Specialists 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 Specialists 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, 7, 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, and 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. In final practicum, the Education Specialist candidate will successfully complete all of the following:

1. Exhibit ethical, professional and intellectual integrity
2. Maintain student records appropriately and honor confidentially
3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families
4. Accurately and critically reflect on and evaluate own teaching practice, and accept and consider constructive criticism and professional advice from others
5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to:
 - a. assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
 - b. assess outcomes of instruction
 - c. communicate student functioning to others
 - d. collaboratively develop the Individualized Education Program [IEP]
 - b. develop and implement evidence-based instructional strategies to meet the needs of the students
6. Apply program competencies in clinical practice that include students from culturally, ethnically, and linguistically diverse backgrounds
7. Create and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students, including non-verbal students
8. Plan, implement and manage daily classroom routines and efficacious research-based teaching to reflect maximum use of instructional time for the students and setting
9. Engage actively and responsibly in a variety of collaborative relationships, appropriate communication and problem solving with Mentor Teacher, other school faculty and staff, related service delivery personnel, University Coach, and families
10. Guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment
11. Plan and implement series of well-sequenced lessons that utilize active participation and evidence-based instructional strategies to engage students in instruction that incorporates knowledge of students' cultural, ethnic and linguistic background and abilities
12. Utilize appropriate technology for instruction and assessment
13. Develop and consistently implement appropriate classroom management systems and behavioral supports that are positive, proactive and respectful
14. Use functional analysis to design and implement positive behavioral support plans
15. Use information about individual student strengths and interests to select appropriate instructional goals, strategies, and techniques
16. Develop the Individual Development Plan (IDP), a crucial tool that preliminary programs use to clearly identify any remaining program requirements that must be

completed by the Teacher Candidate/program completer so that the employing district may continue to support the Teacher Candidate to meet the requirements for the preliminary and clear credentials. The portability of this document as candidates/completers carry it with them from preliminary program to induction program is one of its more important aspects.

Major Assignments

1. Candidate will complete the *Class Profile* form or, at the discretion of the University Coach, may have a face-face discussion regarding the students' profiles. Candidates will locate and apply information about students' current academic status, content- and standards-related learning needs and goals, formal and informal assessment data with explanation of the scores, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Candidate will develop and implement a minimum of six formal lessons, with reflections to be evaluated by the University Coach. Lesson will be written following the format of the lesson plan template. Write your lesson plans and have them approved by your University Coach and/or Mentor Teacher before each lesson is taught, per specific field work 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. Observation requirements and lesson topics are outlined below. The lesson topics are listed below.
 - a. 1 Mathematics Lesson
 - b. 1 ELA Lesson
 - c. 1 co-taught lesson
 - d. 1 lesson that addresses study skills, vocational or pre-vocational needs
 - e. 2 lessons from the following, each in a different area:
 - self-advocacy lesson
 - social skills lesson
 - IEP processing lesson
 - adaptive behavior lesson
 - transition lesson

Following each lesson, the Teacher Candidate will write a reflection on the lesson's strengths and challenges using the Tk20 template.

3. Candidate assumes full responsibility daily for the classroom for a block of four weeks [120 hours minimum] over the arc of the program. During this period, the candidate is

expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record.

- a. Solo teaching includes planning lessons with the Mentor Teacher, based on students in the classroom, delivering the lessons, monitoring students' progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and candidate self-reflection on own teaching practices.
 - b. A [block lesson plan template](#) will be submitted in advance to the University Coach and Mentor Teacher.
4. Candidate conducts or co-conducts a formal assessment of a student and reflects on the process in writing.
 5. Candidate develops or co-develops a Behavior Intervention Plan for an identified student. Candidate reflects on the process in writing.
 6. Candidate develops or co-develops a draft IEP for an identified student and attends or leads the IEP team meeting. Student Teacher Candidates provide evidence of attendance. Following the meeting, each candidate writes a reflection on the experience in TK-20.
 7. Candidate develops and implements a data collection system that is used in the classroom two or more times per month to document student progress in lessons. Evidence of the data collection is provided. Candidate will write a reflection on the process.
 8. Candidate develops or co-develops a Behavior Intervention Plan for an identified student and writes a reflection on the process.
 9. Candidate shows evidence of a systematic communication system with parents or guardians.
 10. Candidate writes weekly reflections on learning and posts in Tk20.
 11. Candidate keeps a weekly log of time spent in the classroom in Tk20.
 12. Candidate attends all required meetings, professional development, school events and seminars.
 13. At the end of the semester and in collaboration with the University Coach and Mentor Teacher, candidate develops an Individual Development Plan (IDP) that documents areas of growth that will need to be addressed in the district Induction Program.

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. 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 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 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"> From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<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"> The co-teaching pair co-plans the same lesson and then divides the instructional content into parts. 	<p>information, and available to assist students and answer questions.</p> <ul style="list-style-type: none"> 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
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 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

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. Each teacher instructs on the same lesson but approaches it differently. 	
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"> 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. 	<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
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 	<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

Strategy	What does it look like? When is it used? How do we plan?	Benefits
	<p>outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p> <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"> • 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

Week	Activity
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

<i>Week</i>	<i>Activity</i>
	<ul style="list-style-type: none"> • 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) • Plan for solo takeover of the classroom
Week 13-16	<ul style="list-style-type: none"> • Solo takeover of the classroom for 4 weeks • 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 • Individual Development Plan [IDP] completed and uploaded to Tk20
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 • All IDP emailed to OCP

CREDIT FOR SPED 175

Candidates must receive a grade of ‘A’ or ‘B’ to pass SPED 175. 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. In addition, candidates must keep 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

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	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"/>

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	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 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	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 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	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 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	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"/>

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

Attempting: Aware,
may not be effective

Exploring:
Attempting,
minimally effective

Emerging: Consistently
attempting, limited
effectiveness

Developing: Consistently
attempting, somewhat effective

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 175 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 if 10 months old or younger. If older, complete new Mandated Reporter training in Tk20.
Initial Triad Meeting	<ul style="list-style-type: none"> • Complete, sign and upload the Clinical Practice Agreement in Tk20.
Tk20 Time Log	<ul style="list-style-type: none"> • Create the Tk20 Time Log • Enter the number of clinical practice minutes or hours completed daily or weekly in the Tk20 Time Log template.
Class Profile form	<ul style="list-style-type: none"> • Complete form in Tk20, or at discretion of your Coach, hold a confidential discussion with your Coach about your students, using initials only.
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"> ✓ 1 Mathematics Lessons ✓ 1 ELA Lessons ✓ 1 co-taught lesson ✓ 1 lesson on study skills, vocational or pre-vocational needs ✓ 2 lessons from the following, each in a different area: <ul style="list-style-type: none"> • Self-advocacy lesson • Social skills lesson • Processing lesson • Adaptive behavior lesson • Transition 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 conducting a formal and informal assessment 2. Experience of developing a draft IEP and participating in the IEP meeting 3. Description of communication system with parents or guardians. Provide evidence. 4. Experience of using educational and assistive technology with students 5. Experience of developing of a Behavior Intervention Plan 6. Experience of transition planning 7. 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. 8. Description of regular data collection system data collection system used in the classroom 2x or more monthly to document student progress in lessons. Provide evidence.
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

<i>Assignments</i>	<i>Teacher Candidate Notes</i>
Post-Dispositions Survey	<ul style="list-style-type: none"> • Complete the survey at the end of semester.
Individual Development Plan	<ul style="list-style-type: none"> • In collaboration with the University Coach and Mentor teacher, write the Individual Development Plan (IDP) to document areas of growth you will need to address in your employing district's Induction Program. <ul style="list-style-type: none"> • Keep a copy for yourself and provide it to your employing district. • Upload a copy of the document in Tk20.
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.