SPED 111: General Education and Special Education Clinical Experience

Course Modality: This is the first of three clinical practice supervision courses in the Preliminary Education Specialist Program. The candidate will be assigned to a clinical practice supervisor (aka University Coach) who will support the candidate during this course. The University Coach is a veteran practitioner with a Professional Clear Credential and expertise in the content area of the clinical practice course. Supervision is held in a placement school classroom	
Course ID number	Instructor Name
Units: 3	LEBSE Department California State University, Fresno
Class Meeting Location & Time: (zoom link if applicable)	Email / Telephone
Canvas: *fresnostate.instructure.com*	Office
Prerequisites: Admission to the Fresno State Education Specialist Credential program	Student Support Hours

Course Description

SPED 111 is a supervised field experience in a general education classroom two days per week and in a special education classroom one day per week. SPED 111 is the first of three (3) supervised clinical experience [21 hours per week in the classroom] preparing Teacher Candidates pursuing the Education Specialist Credential or Multiple Subject and Education Specialist [Dual] Credential to teach in culturally and linguistically diverse general education classrooms.

Diversity Statement: The CSU Fresno student body is one of the most diverse in the nation and proudly reflects the population of the Central Valley of California. The university serves a region with over ninety separate and identifiable ethnic and racial groups. Our students come with a variety of backgrounds, expectations, and levels of preparation. Many are first-generation college students. Many students work either full or part-time in addition to attending the university. Some students have learned English as a second language, and a cluster are international students. The University draws most of its students from the metropolitan area and the surrounding communities in Fresno, Madera, Mariposa, Kings and Tulare counties. In order to serve the needs of this large region, classes are held on the main campus, at off-campus locations. To accommodate student needs and serve the rural locations classes are also taught either partially or fully online.

The California State University does not discriminate on the basis of race, color, national origin, sex, age, veteran status, marital status, religion, sexual orientation, or disability. The university supports an academic and work environment that protects dignity and promotes the mutual respect of faculty, staff, and students. In the P12 Educational Leadership department diversity is a celebrated component of our program, and is respected, shared and celebrated in our work with each other and is reflected in our work products.

Expectations for understanding Diversity, Equity, and Inclusion (DEI): The definitions listed below can be credited to UC Berkeley Center for Equity, Inclusion, and Diversity and the University of Houston's Center for Diversity and Inclusion. These definitions are by no means exhaustive. Rather, they are meant to provide a foundational knowledge in the areas of diversity, equity, and inclusion. It is also easier to embrace something when we understand it.

- **Diversity:** Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.

- **Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

- **Inclusion:** Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures

equal access to opportunities and resources. Diversity advocate Verna Myers coined the phrase "Diversity is being invited to the party. Inclusion is being asked to dance."

Required Course Materials

- 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/).
- Refer to (or download when necessary) the California Department of Education website: http://www.cde.ca.gov/re/pn/fd/
  - o *Common Core State Standards*
  - o *Next Generation Science Standards*
  - o *Visual and Performing Arts Content Standards*
  - o *Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition of Core Curriculum*
- *Active* Tk20 account (can be purchased at fresnostate.Tk20.com)
- Lesson planning
- Fresno Assessment of Student Teachers, FAST
- Education Specialist Clinical Practice Handbook, Calendar and templates from website: https://kremen.fresnostate.edu/teaching-credential/sped/current-students.html

Course Specifics

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 Association for Advancing Quality in Educator Preparation (AAQEP) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

Student Learning Outcomes
Note: (ESN = Extensive Support Needs TPE, MM= Mild/Moderate TPE, U = Universal TPE)

The following teacher performance expectations (TPEs) are addressed in this course:

TPE 1: Engaging and Supporting All Students in Learning

ESN1.11 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.

U1.1 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.

U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

ESN2.3 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 deaf-blind.

ESN2.6 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 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.

ESN2.12 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.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

U3.3 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)

U3.5 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.

U3.7 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

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

ESN4.7 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.

U4.8 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.

TPE 5: Assessing Student Learning

ESN5.3 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.

TPE 6: Developing as a Professional Educator

ESN6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

U6.2 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.5 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.

Expectations To Align with the TPEs:

- Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 1).
- Teacher Candidates will demonstrate specific pedagogical skills for the instruction of reading, language arts, math, and science, visual and performing arts (TPE 1).
- Teacher Candidates will allocate instructional time to maximize student learning (TPE 2).
- Teacher Candidates will monitor student learning during instruction (TPE 2)
- Teacher Candidates will interpret and use assessments for planning instruction (TPE 3)
- Teacher Candidates will make content accessible (TPE 4)
- Teacher Candidates will engage students in the learning process (TPE 5)
- Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6)
- Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 6)
- Teacher Candidates will evaluate and reflect upon their own teaching practices for the purpose of improvement (TPE 6).

Major Assignments

1. **Attend weekly meetings called by the University Coach**.

2. **Pre-Disposition Survey and Post-Disposition Survey.** Developing dispositions essential to becoming a professional educator is required of the Multiple Subject Credential Program. Teacher candidates are required to:
   a. Complete the pre-disposition survey during week 1 or 2 of the semester.
   b. Discuss the results with your University Coach and set a goal for an area of growth.
   c. Complete the post-disposition survey during week 15 or 16 of the semester.

3. **Clinical Practice Agreement**. This agreement is to be reviewed at the first triad meeting with the Teacher Candidate (TC), Mentor Teacher (MT) and University Clinical Practice Coach (CC). It is intended to assist with clarifying responsibilities as well as individualizing the gradual release plan for the TC. This is a working document that can be adjusted as needed.
   a. The weeks shown are estimates and do not necessarily match the actual weeks of the semester. Remember that exploring and engaging with the **Teaching Performance Expectations** (TPEs) must remain central to TC learning and development. This agreement is to be uploaded into the Teacher Candidate's Tk20 binder after the triad meeting.

4. **Clinical Practice Experience and Logging Clinical Hours**. Teacher Candidates are required to participate in a *minimum of 21 hours per week* in clinical placement aiming to log approximately 240-280 hours during this course.

a. Teacher Candidate assume responsibility of morning routines on a daily basis.

b. Clinical activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar, lesson planning, co-teaching strategies, reviewing assessment data, attending professional learning community at school site, attending professional learning approved by Fresno State, attending parent-teacher conferences, attending district board meetings, etc.

5. **Class Profile.** Information must include a class summary of (a) English proficiency levels, (b) identified needs (IEP, 504, behavioral plans), (c) ethnicity, and (d) reading/writing proficiency (with the source of your information). In addition, the candidate will identify other information about individual students. The information gathered should directly inform your planning and instruction to ensure all students have access to the curriculum.

a. This information may include academic strengths and challenges, cultural background, interests, social interactions, attitude, language proficiency, health needs, etc.

b. A review of IEP goals, 504 plans, or behavior plans should be part of this process. Interest surveys, observations of interactions and behavior, and conversations are good sources of information.

6. **Assuming Classroom Routines.** The Teacher Candidate assumes responsibility of the morning routine on a daily basis as documented by the University Coach/ Mentor Teacher observation. Activities may include walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc. Each week after the morning routine is assumed, the candidate will assume responsibility for another classroom routine.

7. **Lesson Planning.** Every week you will participate in the development of the weekly lesson plans with your Mentor Teacher and you will observe and ask questions about how a unit of study is put together. Each candidate will *develop one standards-based weekly lesson plan* and have them *approved by your University Coach* and/or Mentor Teacher *36 hours before* each lesson is taught.

8. **Formal Observation, Debrief, and Reflection**. Develop and write six or more formal lesson plans to address standards-based content taught in the classroom. Each lesson will be taught, recorded while teaching, and should last at least 15-20 minutes. Submit the lesson plan to the Mentor Teacher and University Coach for feedback and approval her *36 hours before* the lesson is taught. Following the teaching of the lesson, the candidate will meet with the University Coach to debrief.

9. **Reflections.** Ten reflections are due during weeks 3 - 14 in the semester. Each reflection should be no longer than 300 words in length. During the 6 weeks in which you have a formal observation, you will specifically reflect on your formal observation and debriefing conversation with your University Coach. Suggestions for the reflections will be provided.

10. **Mid-Semester and Final-Semester Performance Review.** During week 7 or 8, the University Coach will help schedule a meeting with the Teacher Candidate and Mentor Teacher to review the candidate's progress and to set learning goals for areas of improvement for the second half of the semester. During week 15 or 16, the University Coach will schedule a meeting with the Teacher Candidate and Mentor Teacher to review the candidate's final progress and to set learning goals for areas of improvement for the clinical practice course.

11. **Successfully pass the Site Visitation Project.** The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Teaching Credential show mastery of the Teacher Performance Expectations (TPEs). The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers* **(FAST)**. The system consists of two tasks or "projects", the Site Visitation Project (SVP) and the Teaching Sample Project (TSP). The Site Visitation Project [SVP] is the first of two FAST assessments required for Education Specialist candidates. The Site Visitation Project (SVP) assesses the candidate's ability to plan, implement, and reflect upon instruction

ASSIGNMENT AND EXAMINATION SCHEDULE

Date	Assignment
Weeks 1-15	Performance Assessment Scheduled Visit/Observations
Weeks 7-8	● Mid-Semester Assessment/ Goal Setting Meeting ● Competencies Documented attendance at all required seminars
Weeks 8-15	● Site Visitation Observation/Conference
Weeks 14-15	● Final Assessment/Goal Setting Meeting ● All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

Site Visitation Project (SVP)

FAST OVERVIEW

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the *Fresno Assessment of Student Teachers* (FAST). The system consists of two tasks or "projects", the Site Visitation Project (SVP) and the Teaching Sample Project (TSP). The Site Visitation Project [SVP] is the first of two FAST assessments required for Education Specialist candidates. The SVP will be scored by trained scorers (typically your University Coach) using a specific four-point rubric:

     1 = Does not meet expectations

     2 = Meets expectations

     3 = Meets expectations at a high level

     4 = Exceeds expectations

In the event that a candidate earns a score of "1" on any section, the candidate will have the opportunity to revise and resubmit that section. If a passing score is still not earned in the resubmission, the candidate may apply for a *Special Consideration* using the *FAST Non-Passing Score Procedure* (outlined in the FAST Manual; will be received in either the CI 176 course or from your Coach).

SITE VISITATION PROJECT OVERVIEW

The SVP assesses the candidate's ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

TPE #	TPE Area
TPE 1	Engaging and Supporting All Students in Learning (Universal: 1.1, 1.3, 1.5, 1.8; ESN: 1.5, 1.6, 1.7, 1.8, 1.9, 1.11)
TPE 2	Creating and Maintaining Effective Environments for Student Learning (Universal: 2.2, 2.6; ESN: 2.4, 2.5, 2.8, 2.9, 2.10, 2.11, 2.13)
TPE 3	Understanding and Organizing Subject Matter for Student Learning (Universal: 3.1, 3.2, 3.3, 3.5; ESN: 3.1, 3.2, 3.3, 3.3, 3.4, 3.5)

TPE 4	Planning Instruction and Designing Learning Experiences for All Students (Universal: 4.1, 4.2, 4.7; ESN: 4.3, 4.4, 4.5, 4.7)
TPE 5	Assessing Student Learning (ESN: 5.1)
TPE 6	Developing as a Professional Educator (Universal: 6.1)

For this project, **the candidate will plan, teach, and evaluate a 20- to 45-minute mathematics lesson that is observed by the University Coach and digitally recorded and uploaded into Tk20**. Candidate will teach the lesson in mathematics and infuse English Language Development and English Language Arts standards. The written lesson plan will be submitted to the University Coach at least three (3) days prior to implementation. The lesson will be observed by the University Coach and/or subject-matter expert. To evaluate the planning and implementation of the lesson, the candidate will watch the lesson recording, select a segment that demonstrates subject-specific pedagogy and respond to questions about the lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual. More information can be found in the FAST Manual and will discussed in CI 176.

Credit for SPED 111

To receive credit for SPED 111, candidates must receive a grade of "A" or "B". 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, and a score of "2" on each of the sections of the Site Visitation Project is earned.   In addition, candidates must keep all assignments current in the Tk20 binder. *The candidate must pass all sections of the SVP assessment before receiving credit for SPED 111.*

- *Grade B* = 90% of the clinical practice assignments are completed on time and exceed or meet expectations with a grade of "B" or better, and a score of "2" on each of the sections of the Site Visitation Project is earned.   In addition, candidates must keep all assignments current in the Tk20 binder. *The candidate must pass all sections of the SVP assessment before receiving credit for SPED 111.*

Course Policies & Safety Issues

DISCOVERY.   DIVERSITY.   DISTINCTION.

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at: https://covid.fresnostate.edu/cases/index.html

Vaccination: All Students who access Campus/Programs must be Fully Vaccinated (including the booster dose when eligible to receive it) in order to participate in any in-person course-related activities (either on-campus or off-campus). Students may select that they will not be participating in any in-person activities (which includes use of the Library, Student Union and/or Student Health & Counseling Center) and/or may attest to a Medical or Religious Exemption from the vaccine policy requirement in accordance with CSU and campus procedures. Students should go to the Student Portal to update their COVID self-certification form and vaccine documentation. Requests for exemptions can be found there. You are not to come to campus if any of the following are true:

- You are not considered fully vaccinated, and you have not attested to a medical or religious exemption.
- You have attested to an exemption, but you have not completed your mandatory weekly COVID-19 test.

Health Screening: Please do not come to campus or off-campus learning site if any of the following is true:

- If you have experienced COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

Please complete the campus online reporting form (https://covid.fresnostate.edu/cases/reporting.html), and you will then receive further guidance.

Safety Measures: While masks will no longer be required, we strongly encourage their use, as face coverings are still a valuable tool in the fight against COVID-19, especially in large group settings. We fully support and respect those who wish to continue wearing face coverings.
Individuals can pick up face coverings, provided at no cost, at any of the following locations:

- Library
- University Student Union
- Student Health and Counseling Center
- Student Housing Atrium
- COVID Testing Site – check the below website for location

Please see university website for the most updated information:
www.fresnostate.edu/coronavirus
Please remember that the same student conduct rules that are used for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any

online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings in any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Dispute Resolution: If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.
Chair's name: Dr. Imelda Basurto
Department name: Literacy, Early, Bilingual and Special Education
Chair's email: ibasurto@csufresno.edu
Department phone number: 559.278.0285

Intellectual Property: All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above.

Student Ratings of Instruction: In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer

feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at: https://sites.google.com/mail.fresnostate.edu/fresno-state-sri/fssri-for-students.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found on the web at:
- Adding and Dropping Classes
- Cheating and Plagiarism
- Computers
- Copyright Policy
- Disruptive Classroom Behavior
- Honor Code
- Title IX

The following University services can be found on the web at:
- Associated Students, Inc.
- Students with Disabilities
- Dream Success Center
- Library
- Learning Center Information
- Student Health and Counseling Center
- SupportNet
- Survivor Advocacy
- Writing Center

Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

Tentative Course Schedule

DISCOVERY.   DIVERSITY.   DISTINCTION.

Please refer to SPED 111 Clinical Practice Agreement on the [Fresno State Education Specialist website](#) for a detailed schedule of activities and deadlines.