



SPED 171 INITIAL PRACTICUM IN MILD/MODERATE DISABILITIES

Semester:	Instructor:
Units: 3	Office:
Day/Time:	Email:
Location:	Phone:
Website: www.csufresno.edu	Office hours:

Prerequisites

Successful completion of required coursework. Concurrent enrollment in SPED 136 required.

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description

SPED 171: Initial Practicum in Mild/Moderate Disabilities is the third of four required supervised field experiences in the program. Teacher candidates will take part in a 20-hour week, full semester experience in a K-12 classroom, RSP or SDC, serving students identified with Mild/Moderate disabilities. They will spend a minimum of 200 hours in the field setting completing assessment, curriculum development and implementation, instructional activities and other professional duties of the special education teacher. Teacher candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Successful teacher candidates will take over some small group and individual student responsibilities of their Cooperating Teacher for a period of two weeks at the end of the semester.

Required Texts and Instructional Materials:

Special Education Student Teaching Handbook will be on Blackboard.

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://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>.)

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), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Specific Pedagogical Skills for Subject Matter Instruction

[TPE 1 | Program Standard 9]

1. Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
2. 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 2]

1. 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).
2. 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.
3. Education Specialist candidates anticipate, check for, and address common student misconceptions and misunderstandings.

Interpretation and Use of Assessments

[TPE 3 | Program Standard 5 | M/M 1, 2, 3]

1. Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
2. 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.

3. 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 | Program Standards 3, 6, 8, 13 | M/M 3,4)

1. 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.
2. Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards
3. Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics
4. 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 | Program Standards 7, 12 | M/M 1]

1. Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
2. 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.
3. Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self advocacy.
4. 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 6 | Program Standard 11 | M/M 3]

1. Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
2. 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 7 | Program Standards 10, 12, 13]

1. 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.
2. Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
3. 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 8 | Program Standards 12, 13 | M/M 1]

1. 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.
2. Education Specialist candidates learn about student's abilities, ideas, interests and aspirations.

Instructional Planning

[TPE 9 | Program Standards 3, 13 | M/M 1, 2, 3, 4, 5]

1. 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.
2. Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
3. 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 10]

1. 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.
2. Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.
3. 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 11 | Program Standard 12 | M/M 4]

1. 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.
2. Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
3. Education Specialist candidates demonstrate the ability 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

[TPE 12 | Program Standard 2]

1. Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
2. Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals

Professional Growth

[TPE 13 | Program Standard 4]

1. 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.
2. Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

University Policies

Available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Course Requirements

Teacher candidates will be assessed through written work, but the majority of assessment will be performance based. These performance-based activities will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidates' assigned classroom. Candidates are asked to work in conjunction with their professor for SPED 136 and their supervisor to complete assignments in their assigned field placement.

Evaluation

- 1. Cooperating Teacher Observations:** Your cooperating teacher will complete a minimum of four evaluations of your teaching and implementation of other duties during the semester and complete the appropriate forms. (Cooperating teacher applies only to those students who are not teaching in their own classrooms.)
- 2. University Supervisor Observations:** Your university supervisor will visit the practicum site approximately one time each two-three weeks (a minimum of six visits). There will be six scheduled formal observations for which candidates are required to provide a full lesson plan (format provided by university supervisor). Candidates should expect supervisors to make some random visits. Lesson plans (Plan Book) should always be available to supervisors when they visit. Candidates are required to call their university supervisor if they are going to be off campus or absent from school on any day. The supervisor will provide written feedback on documentation of competencies after each visit.
- 3. Mid-term and Final Evaluation:** You, your cooperating teacher, and your university supervisor will meet and complete the Mid-Semester Evaluation Form and Final Conference and Exit Evaluation Form. You will also complete a self-evaluation at midterm and final evaluation (*see Fieldwork Evaluation form*).
- 4. Fieldwork requirements:** With the support of your cooperating teacher and university supervisor you must develop and implement a set of required fieldwork assignments. These are closely linked to the content taught in SPED 136. You will receive these requirements at the beginning of the semester in SPED 136. Your University supervisor will observe your implementation of some of these requirements during site visits and will monitor your progress on their completion throughout the course of the semester.
- 5. Teaching Sample Project: Part 1 - UDL and Differentiated Instruction Unit:** The Teaching Sample Project is a performance assessment in which teacher candidates provide credible evidence of their ability to facilitate learning by meeting the Teaching Performance Expectations (TPE) listed above. These TPEs are consistent with Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. Part 2 will be completed during Final Practicum | SPED 175.

GRADING POLICY FOR INITIAL PRACTICUM

Candidates must receive a grade of A or B as a result of their performance in their classrooms and documentation of the required standards. The cooperating teacher and university supervisor jointly confer with the candidate and complete the appropriate forms designed for evaluation of SPED 171. There is a mid-term progress report and a final report done in a three-way conference with cooperating teacher, student teacher, and university supervisor.

Assignments will be weighted as follows:

Cooperating Teacher Evaluations = 20%

University Supervisor Evaluations = 40%

Teaching Sample Project: Part 1 = 40%

A = 90–100% B = 80-89% F = 79 % or below

Early Warning Process

When candidates do not successfully complete all student teaching requirements, the steps listed below will be followed and completed within a timely manner.

1. A **joint conference** will be held with the student teacher, cooperating teacher, and university supervisor. The coordinator of Professional Field Experiences and/or the Special Education coordinator and site principal will be notified.
2. The university supervisor will prepare a written summary of the conference. This report will state the areas of needed improvement and recommendations for remediation, including a timeline. The student teacher and university supervisor must sign and date the report. Copies of all observations, evaluations, and competency reports are attached to the report. Copies will be given to all concerned parties.
3. The cooperating teacher and/or the university supervisor will document progress. The university supervisor will conduct weekly formal observations and evaluations. A conference to review progress will be conducted at least once weekly, which may necessitate the student teacher coming back to school for meetings outside of student teaching hours. If satisfactory improvement has not been demonstrated by the student teacher, a **second joint conference** will be conducted between the student teacher, cooperating teacher, university supervisor, and the coordinator of Special Education. The site principal will be informed of this conference. The university supervisor will prepare a written summary of this conference. This summary, with evaluations, the weekly block plan (SPED 171) and competency matrix attached, will include a notation that the student teacher has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the teacher candidate must adhere to this time line or be removed from the classroom. Removal from the classroom will result in a grade of F. The student teacher and university supervisor must sign and date this report and copies will be given to all concerned parties.
4. A **third joint conference** will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved. The final responsibility for the assignment of a course grade lies with the university supervisor. A grade of F indicates unsuccessful completion of the course. A recommendation for the Preliminary Credential **will not** be made under these circumstances.

Teacher candidates may petition the faculty to retake a course. The student may be allowed an additional field experience based on the circumstances and the assessment of

the individual's potential for success. This decision is made in consultation with the members of the Kremen School of Education and Human Development Admissions and Standards Committee.

CSUF Policy on Grade Substitution by Repetition of Courses. An undergraduate student may repeat up to 16 semester units of undergraduate coursework at California State University, Fresno. Postbaccalaureate students pursuing (1) a second baccalaureate degree, (2) a second undergraduate major, (3) a teaching credential, or (4) no specific objective, are also free to repeat a course and request grade substitution on the same basis as undergraduates provided the original course was completed when the student had postbaccalaureate standing. If the original grade was D, F, WU, or IC, and the subsequent grade is the same or higher, the new grade will be substituted for the original grade. Only the substituted grade will be used in determining the student's grade point average. Grade substitution can be made no more than two times for an individual course. If the original grade was C, CR, or better, the course cannot be repeated for grade substitution.

See Special Education Handbook for Initial/Final Practicum Schedule on Blackboard

Teaching Sample Project: Part 1
Universal Design for Learning/Differentiating Instruction Unit*
 [Program Standards 2, 3, 6, 13 | TPE 1A, 1B, 4, 5, 9, 10 | M/M Standards 3, 5]

*Signature assignment for SPED 136

Design a unit in math, social studies, or science that incorporates features of differentiated instruction and universal design. Plan and teach your unit, providing instruction that is accessible and differentiated based on student need. Your unit should include small group instruction and activities for students working independently and in small group(s). Reflect on the planning process and your ability to meet the needs of students.

Throughout the unit, teacher candidates will meet with their supervisors and cooperating teachers to discuss, plan, and reflect upon the teacher candidate’s planning and instructional delivery, and ability to meet the needs of all learners. Supervisors will observe the implementation of some of these requirements during site visits and will monitor your progress on their completion throughout the course of the semester.

Description of Context	
Narrative description of classroom (grade, number of students, description of students with diverse learning needs [English language learners, students identified as gifted and talented, students with identified disabilities, at-risk students, etc.]	5 points
<p>Narrative description of students selected for differentiated support (age, gender, ethnicity, language proficiency, designated disability or learning challenge, amount of time spent in general education and time received for support services [intervention, special education, speech & language, ELL support, GATE/TAG]; behavior/social support needs; motivation; interests; other relevant observations)</p> <p>Identify student strengths and needs in mathematics and/or reading, especially as they pertain to the content area of instruction; describe implications for instruction</p>	5 points
Unit Goal(s) and Lesson Objectives	
<p>Provide an overview of the short-term goal(s) and lesson objectives related to your instruction for the student(s) described above.</p> <p>Learning outcomes are written in terms of student learning and can be observed and measured. They are challenging, varied, and appropriate to the student(s) and short-term goal(s).</p> <p>CA standard related to each outcome is included; outcomes are explicitly aligned with content standards</p> <p>*May be presented in a table or outline format.</p>	5 points

Rationale for Goals/Objectives	
<p>Explain why the learning goals you identified are appropriate</p> <p>Rationale connects goals/objectives to content and a justification is provided for the appropriateness of the outcomes for student(s).</p>	5 points
Instructional Design (3 lessons)	
<ul style="list-style-type: none"> • Lesson objective(s) • Lesson plans that incorporate differentiated content, processes, and/or products (OR incorporate features of UDL: multiple means of representation, expression, and motivation) to support the students described above. Highlight these features within your lesson; you may provide copies of student activities, presentation handouts, etc. as additional evidence of differentiation/UDL. • Include any accommodations/modifications needed to support students described above (academic and/or behavioral). • Describe/provide copies of your lesson assessment, including criteria for success (observation, student work samples, etc. – how will you determine whether or not students met the lesson objective?) 	15 points
Reflection	
<p>Reflect on your ability to plan a differentiated/universally-designed lesson. Did all students participate in meaningful learning? Was the lesson successful? How do you know? Based on student response, what might you change or do differently in the future? Why? Did students learn what you wanted them to? How do you know? Will students be able to use their knowledge at a later time or in a different context? What about planning and delivering the lesson was challenging?</p> <p>Conclude with a general goal for future instruction, planning, differentiation, collaboration, etc.</p>	15 points
Structure [Deductions only]	
<p>All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.</p>	-1 to -3 points
<p>Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., DI_Jamgochian.doc) and submitted to Blackboard.</p>	-1 to -3 points