



	Nov. 4	Nov. 18	Dec. 2	
	4:00 PM	4:00 PM	4:00 PM	
	Zoom	On Campus	Zoom	

This fieldwork course is designed to give candidates early field experien



We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

- Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

CCBAS Goals

Upon successful completion of this course candidates will:

1. Demonstrate the ability to implement the adopted instructional program in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.
2. Demonstrate knowledge of students' educational backgrounds including learning preferences, experiences, and family structures in planning instruction and supporting individual student learning.
3. Apply evidence-based teaching and assessment practices with students having a range of diverse learning needs
4. Demonstrate professionalism in all aspects of teaching, interacting with colleagues, and engaging with families including respecting confidentiality of student information and abiding by state laws as a

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early fieldwork that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to the preliminary candidates in general education and special education settings prior to final student teaching.

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.

Connect subject matter to real-life contexts and provide active learning experiences to engage students. Use formative assessment to support student motivation, and allow students to extend their learning.

Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design for Learning, to meet the needs of all students.

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

Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

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 students with diverse backgrounds and abilities.

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

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.

Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4 eTrEP/I rans nda

Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

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

Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.

Implement, monitor, and adapt instruction and intervention to meet the needs of all students.

Create and foster inclusiv

Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).

Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

Course Learning Outcomes (CLOs)

Students spend a minimum of 200 hours in early field experience and complete Cycle 1 of the California Teaching Performance Assessment as a part of this course. Students complete the fieldwork hours according to their chosen pathway. Candidates completing Early Fieldwork hours while simultaneously serving in an Intern Teacher position are still required to complete 200 hours of "student-teaching" with a mentor teacher. This must be approved by the Department Chair in advance and should include regular co-teaching opportunities.

Course Materials

There is no required textbook for this course.

Course Requirements and Assignments

In order to earn credit in this course candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

-

-

Attendance is mandatory. A missed seminar must be made up. Missing more than one seminar is grounds for non-credit in the course.

-

Candidates will submit 6 teaching reflections following the *describe, elaborate, and analyze* template found in CANVAS. Teaching reflections are one page in length.

-

Candidates will submit a two-page analysis of teaching practices observed in their field placement for each topic below. Analysis should include a reflection of how the mentor teacher's use of each practice supports student success and informs your teaching practice.

- How does your mentor get to know students and engage ALL students in learning?
- How does your mentor support multilingual learners in both social-emotional development and in acquiring academic vocabulary?

-

MMSN & ESN Candidates will submit a 2- 3-page ref

	CLO 2	6.3, 6.5 6.9
	CLO 2	1.5 1.1 6.10, 6.14, 6.15, 6.16, 6.17
	CLO 3	1.4, 2.4, 4.6, 5.3, 6.5 2.4, 3~, 5.3, 6.5N

3	Sept 23	On Campus	<ul style="list-style-type: none">• Lesson Planning & Re	

8	Dec 2 Solo Week #2	On Campus		
---	--------------------------	--------------	--	--