

## Contact Information

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Instructor:	Andrea Neubauer
Email:	

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Class Time:	_____	_____	_____	_____	_____
	August 26	Sept. 9	Sept. 23	Oct 7	Oct. 21
	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
	Zoom	Zoom	On Campus	Zoom	On Campus
	_____	_____	_____		
	Nov. 4	Nov. 18	Dec. 2		
	4:00 PM	4:00 PM	4:00 PM		
	Zoom	On Campus	Zoom		

## Course Description and Requisites

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Beginning fieldwork course, including supervised teaching of students with mild/moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent, passing of CBEST and CSET exams, Certificate of Clearance.

CR/NC/RP Graduate

## Classroom Protocols

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Students are expected to arrive on time and stay for the entire class session, keep cell phones put away, and participate fully in seminar discussions. Zoom sessions are considered the same as in-person class sessions and students should make every effort to follow the same class protocols as they would when attending class on campus. Candidates are respectfully requested to refrain from engaging in other tasks which can distract their learning and the learning of others during Zoom class time.

## Program Information

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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)

## Course Goals

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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 mandated reporter

In compliance with the California Teacher Credentialing Commission students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and TPEs:





Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)

Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)

Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include design or portable instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)

Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings, hospitals, treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

Appendix M 2.8(A)

Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

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. (U2.5)

Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2)

Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

) Demonstrate the ability to use assistive technology, AAC including low- and high-tech options.

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 activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.

Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education





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)

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Students spend approximately 200 hours in early field experience and complete Cycle 1 of the California Teaching Performance Assessment as a part of this course. Students will 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).

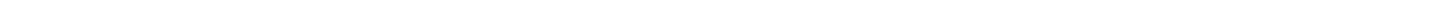
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- How does your mentor get to know students and engage ALL students in learning?
- How does your mentor...



Lesson Plans	CLO 1	U: 1.4, 4.6, 5.3, 5.8, 6.3, 6.5 MM: 1.4, 1.7, 3.1, 4.3, 4.6 ESN: 2.4, 2.11, 4.7 ECSE: 1E, 6N, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17
Teaching Performance Assessment	CLO 1-4	U: 1.1, 1.3, 2.2, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.7, D: 5.1, 4






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7	Nov 18	On Campus	<ul style="list-style-type: none"> <li>• Formative (Informal) Assessments during lesson delivery</li> <li>• Tracking IEP progress in lesson delivery</li> </ul> <p><i>Lesson sharing Presentations</i></p>	<ul style="list-style-type: none"> <li>• <ul style="list-style-type: none"> <li>◦ Reflection 6</li> <li>◦ Analysis of Teaching 2</li> <li>◦ Attendance Log &amp; Intern Support Hours</li> </ul> </li> <li>• TPA Part E</li> </ul>
8	Dec 2 Solo Week #2	On Campus		