



**Division of Special Education and Counseling**  
Spring 2023

**EDSP 4069: Early Fieldwork Seminar: Mild to Moderate and Extensive Support Needs (3 units)**  
Section 01

Instructor: Anna Osipova, Ph.D  
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Class Day/Time: Sat. 1:00-2:45 PM  
Office Hours: Sat. 3:00 PM

**Catalog Description:**

Pre/Co-requisite(s): EDSP 4050, Co-requisite(s): EDSP 4061 or EDSP 4062.

Current research and evidence-based practices for teaching students with Mild to Moderate and Extensive Support Needs in inclusive K-12 and transition classrooms.

**Email Policy:** Emails will be answered within 48 hours. Please email me at aosipov3@calstatela.edu

**Professional Statements:**

**A. Theme and Conceptual Framework for Professional Preparation**

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

**B. Statement of Reasonable Accommodation**

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

**OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at [OSD@calstatela.edu](mailto:OSD@calstatela.edu) or (323)343-3140.**

*Other student supports on the Cal State L.A. Campus:*

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentservices/calfresh>
- **Graduate Writing Support Program:** <http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

#### **All Gender Restrooms:**

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

#### **Lactation Rooms**

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

#### **C. Student Conduct**

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA eCatalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

**\*\*Please read relevant sections of the APA manual regarding plagiarism and academic scholarship\*\***

#### **D. Technology**

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.

- **Use a Cal State LA email account for all course and university-related communication.**
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

### Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

*This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.*

### Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Jennifer Hua at [jhua4@calstatela.edu](mailto:jhua4@calstatela.edu).

### Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Identify, engage, and support students with MMSN/ESN (Mild to Moderate Support Needs/Extensive Support Needs) in K-12 and transition settings.
- **SLO 2:** Create and manage learning environments for diverse learners that are safe and effective and that develop positive self-esteem and self-advocacy.
- **SLO 3:** Implement behavior management strategies, and identify varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

- **SLO 4:** Collaborate, communicate effectively, and participate in conflict resolution with (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and (3) community, community and educational agencies, and related service personnel.
- **SLO 5:** Apply basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs.
- **SLO 6:** Use and communicate the results of a variety of individualized assessments and evaluation approaches appropriate for students with mild/moderate support needs.
- **SLO 7:** Make appropriate educational decisions on the basis of 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.
- **SLO 8:** Select curriculum and use instructional strategies and adaptations following UDL (Universal Design of Learning) practices to meet the diverse learning characteristics of students with mild/moderate support needs across an array of environments and activities.
- **SLO 9:** Utilize assessment data to collaboratively develop IEP, ITP, and 504 instructional plans, including goals, objectives, and adaptations.
- **SLO 10:** Identify and abide by ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families.
- **SLO 11:** Reflect on their own teaching practice and establish professional learning goals to improve their practice through inquiry and collaboration.
- **SLO 12:** Reflect on students' prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds as foundations for engagement in learning.
- **SLO 13:** Reflect on ways in which teachers can 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.
- **SLO 14:** Reflect on planning and implementation of effective evidence-based Literacy Practices in relation to subject-specific pedagogy for diverse populations of learners with MMSN and ESN and without disabilities.
- **SLO 15:** Apply their knowledge of state literacy frameworks and standards to guide their instruction.
- **SLO 16:** Reflect on literacy as a multi-modal means of meaning making, language development, and effective expression.

**California Commission on Teacher Credentialing  
Teacher Performance Expectations (TPEs) Addressed in this Class**

This course meets the following California Teaching Performance Expectations:

Universal	MMSN	ESN
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<p><b>1.1</b> 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.</p> <p><b>1.2</b> Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.</p> <p><b>1.3</b> 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.</p> <p><b>1.5</b> 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.</p> <p><b>1.6</b> 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</p>	<p><b>1.1</b> Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEPs), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum</p> <p><b>1.2</b> Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension and develop appropriate language development goals within the IEPs for those students.</p> <p><b>1.3</b> Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g., executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p> <p><b>1.4</b> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan.</p> <p><b>1.5</b> Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-</p>	<p><b>1.1</b> Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.</p> <p><b>1.2</b> Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.</p> <p><b>1.3</b> Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.</p> <p><b>1.4</b> Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.</p> <p><b>1.5</b> In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.</p>
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<p>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.</p> <p><b>1.7</b> Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p> <p><b>1.8</b> Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p> <p><b>2.1</b> 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.</p> <p><b>2.3</b> 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</p>	<p>secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.</p> <p><b>1.6</b> 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.</p> <p><b>1.7</b> Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.</p> <p><b>2.4</b> Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</p> <p><b>2.11</b> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a</p>	<p><b>1.6</b> Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.</p> <p><b>1.7</b> Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.</p> <p><b>1.8</b> Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p> <p><b>1.9</b> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).</p> <p><b>1.10</b> Demonstrate the ability to develop IEPs/ITPs with students</p>
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<p>address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</p> <p><b>2.4</b> Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p><b>2.5</b> Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p> <p><b>2.6</b> 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.</p> <p><b>4.3</b> 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.</p> <p><b>4.5</b> Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in</p>	<p>traumatic brain injury as they transition to school and present with a change in function.</p> <p><b>4.7</b> Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.</p> <p><b>6.2</b> Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.</p>	<p>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.</p> <p><b>1.11</b> 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.</p> <p><b>2.1</b> Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.</p> <p><b>2.2</b> Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.</p> <p><b>2.3</b> Demonstrate the skills necessary to develop</p>
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<p>transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p> <p><b>5.8</b> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</p> <p><b>6.7</b> Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>		<p>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 deafblind.</p> <p><b>2.4</b> 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 academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</p> <p><b>2.5</b> Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.</p> <p><b>2.6</b> Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As</p>
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		<p>appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage that include barrier operation of medical equipment and other mobility and sensory accommodations.</p> <p><b>2.7</b> Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.</p> <p><b>2.8</b> Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.</p> <p><b>2.9</b> Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.</p> <p><b>2.10</b> Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for</p>
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		<p>students with behavior, social, emotional, trauma, and/or mental health needs.</p> <p><b>2.11</b> Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p> <p><b>2.12</b> 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.</p> <p><b>2.13</b> Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral, and emotional needs.</p> <p><b>2.14</b> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</p> <p><b>6.3</b> Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an</p>
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		<p>IEP meeting or collaboration with other professionals.</p> <p><b>6.5</b> Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</p> <p><b>6.6</b> 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.</p> <p><b>6.7</b> 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.</p>
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### Course Schedule

Date	Learning Topics	Activities	Assignments/Readings Due
<b>Week 1</b> <b>1/28/23</b>	1.Orientation; 2.seminar overview;	1.Professional goal setting	1.Candidates reflect on interviewing students' families regarding their

	3. assignments overview	2. establishing the concept of evidence in educational settings (student work samples, teacher logs, IEP/ITP/health plan documents, etc.)	<p>strengths, needs, funds of knowledge, and language development and communication skills.</p> <p>2. Candidates reflect on students' IEP/ITP goals to guide their planning of instruction and assessment, as well as accommodations and modifications.  * ESN Candidates ask families if the student has a health care plan in place and whether the families would like to share it with the learning center team.  ** ESN Candidates note any accommodations/ modifications that are necessary to provide students access to learning environment and optimize learning, including the necessary assistive technology and AAC</p> <p>3.Candidates begin to collaboratively plan their 13 week unit, using family- and person-centered approach. Consideration is given to incorporating standards-based instruction, life-skills instruction, wellness curriculum.</p>
<b>Week 2 2/4/23</b>	1. Historical Context and Legal responsibilities in Special Education  2. IDEA (laws and regulations)  3. Transition: Legal Requirements and Student Supports  4. Collaboration Resources  5. Restorative Justice and fostering a caring classroom and school community	1. Candidates review a SDAIE lesson plan/activity and analyze required scaffolding.  2. Candidates present examples of AAC used by their students/ developed for their students and strategies that foster access and build comprehension in alignment with appropriate language development goals.  3. Candidates participate in a	1. In their weekly lesson plans for weeks 3-15, candidates identify and reflect on (while providing evidence of) the supports for 1 <sup>st</sup> and 2 <sup>nd</sup> language and literacy acquisition, as well as research-based strategies pertaining to <b>focused ELD instruction and SDAIE instruction.</b>  <b>Review and use CA Dyslexia Guidelines Ch.4 (characteristics of learners); 7 (ELs), 11 (effective instruction), 13 (assistive technology); 14 (frequently asked questions)</b>  2. in the lesson plans for weeks 3-15, candidates specify communication supports and multiple modes of communication, including augmentative and alternative communication for their

	6. Creating a communication rich environment, that is supportive for language and literacy development of ELs and students with complex communication skills	restorative justice activity. They discuss how series of conflict resolution activities could be incorporated into their weekly instruction.	students with diverse communication needs. * ESN candidates develop lesson plans that specifically address <b>functional limitations and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or ID</b>
<b>Week 3 2/11/23</b>	1. Collaboration, Conflict resolution, and problem-solving  2. Promoting students' positive psychosocial development and self-determination  3. Incorporating visual and performing arts into instruction. Connecting content, context of learning as well as students' socio-emotional development to art activities.	1. Candidates participate in a role play activity that focuses on <i>teacher-to-teacher</i> ; <i>teacher-to-service provider</i> , and <i>teacher-student</i> conflict resolution.  2. Candidates collaboratively reflect on factors that impact effective conflict resolution.  3. in a jigsaw activity, candidates examine strategies and approaches for promoting students' positive psychosocial development and self-determination (including incorporation of visual and performing arts, providing students with choices, engaging them in self-regulation activities, etc.)	1. Candidates turn in a reflection regarding the strategies/activities that they plan to implement into their lesson plans to promote students' positive psychosocial development and self-determination  2. Candidates develop and implement lesson plans for weeks 4-15 incorporating visual and performing arts activities and implementing strategies that promote self-determination in students and promote positive psycho-social development)  3. Candidates collaboratively develop and submit a series of warm-up or check-in restorative justice and conflict resolution activities that go with their unit theme.
<b>Week 4 2/18/23</b>	Student Informal Assessment:	1. In a small group, candidates discuss how they incorporate	1. Candidates submit the reflection on <b>Unit Plan Part I assignment</b> . In it they

	Progress Monitoring	<p>the knowledge of their students (including prior experiences, interests, socio-emotional learning needs, and funds of cultural, linguistic knowledge and SES backgrounds to engage them in learning.</p> <p>2. Candidates provide specific examples of how they connect students' needs, strengths, and interests, as well as family, school and community socio-cultural and linguistic context; pertinent IEP, ITP, SST, 504 plan information; students' academic, physical, socio-emotional needs to learning activities.</p> <p>3. Candidates call and interview students' families to check in after the first 2 classes to establish the goals and to discuss monitoring the progress</p>	<p>a) describe students' present levels of academic achievement and functional performance (based on reviewed IEP, ITP, and 504 plan documents and parent interviews),</p> <p>b) discuss students' unique learning, sensory, and accessibility needs and explain how these affect their long-term (unit) and short-term (lesson) planning;</p> <p>c) explain how the developed unit and the interventions are appropriate and motivational for students' age, developmental levels, and disability specific needs.</p> <p>2. Candidates a) establish academic (content area specific), language development, socio-emotional goals for the full range of diverse students in their inclusive classrooms; b) collaboratively plan instruction and assessment that reflects interconnectedness of content area selected for the unit plan, with literacy, language development, math, and art activities.</p> <p>3. In weeks 4-15, candidate develop lesson plans in which they designate activities that allow to monitor student learning and adjust instruction, promoting ongoing active engagement. In week 4, candidates submit a reflection providing examples of such activities.</p> <p>4. Candidates submit a reflection on how the unit plan allows them to monitor student progress towards the goals established for the unit plan and the students IEP/ITP goals.</p>
<b>Week 5 2/25/23</b>	1. Student Informal Assessment:	Candidates collaboratively (in	1. Candidates submit a reflection on <b>Student Profiles Assignment Part I</b> with

	<p>Progress Monitoring-continued</p> <p>2.creating supportive learning environment for students' 1<sup>st</sup> and 2<sup>nd</sup> language and literacy development and acquisition</p>	<p>mixed grade teaching groups) examine and further develop weekly language development activities with the focus on pragmatics and/or vocabulary/ semantic skills development for K-22 students</p>	<p>a) detailed description of their students' needs, strengths, interests, and cultural and linguistic funds of knowledge and communication skills, as well as family, school and community socio-cultural and linguistic context and</p> <p>b) academic, language development and socio-emotional goals that they developed for the semester for their students</p> <p>c) supports for maintaining students' success with unique student needs in mind.</p> <p>2.Candidates turn in a graphic organizer in which they specify examples of students' needs, strengths, and interests, as well as family, school and community socio-cultural and linguistic context; pertinent IEP, ITP, SST, 504 plan information; students' academic, physical, socio-emotional needs to student engagement in specific learning activities (with examples from weekly activities in the unit plan).</p> <p>3. Candidates turn in a reflection regarding their 2<sup>nd</sup> call to students' families to check in after the first 2 classes to establish the goals and to discuss monitoring the progress</p>
<p><b>Week 6</b> <b>3/4/23</b></p>	<p>1.Overview of the Major PHI (Physical and Health Impairments) Categories and Characteristics;</p> <p>2.Impact of PHI and TBI on student learning and family</p> <p>3.Atypical Development (Motor)</p> <p>4. Supporting</p>	<p>1.Candidates examine case studies of students with PHI who have mobility issues focusing on appropriate and safe techniques, procedures, educational/ assistive technology, and other adaptive equipment.</p> <p>2. Candidates view videos and/or meet</p>	<p>1.Candidates view videos that focus on supporting movement, mobility, sensory and specialized care needs required for students to fully participate in learning and organizing a safe barrier-free environment for independent mobility and submit a reflection on how this content can be applied to their teaching at the learning center.</p> <p>2. Candidates reflect how their lesson plans specifically address functional limitations and/or sensation for students with PHI, orthopedic impairments who may have a co-existing health impairment and/or ID</p>

	<p>movement, mobility, sensory and specialized care needs required for students to fully participate in learning.</p> <p>5. Organizing a safe barrier-free environment for independent mobility</p>	<p>and interview guest speaker service providers who discuss student health and mobility and demonstrate appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.</p>	
<p><b>Week 7</b> <b>3/11/23</b></p>	<p>1. Overview of the Major PHI (Physical and Health Impairments)- continued</p> <p>2. Overview of the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communication, learning and access to environments.</p> <p>3. Providing mobility and sensory accommodations</p>	<p>1. Candidates examine case studies and videos of students with PHI and TBI (for MMSN and ESN candidates) and Deaf-Blindness (for ESN candidates). They identify supports and features of individualized that are needed to be implemented to ensure that students with PHI, TBI, and students who are deaf-blind have access to learning and communication</p> <p>2. Candidates collaboratively (in mixed grade teaching groups) examine and further develop weekly language development activities with the focus on pragmatics and/or vocabulary/ semantic skills development for K-22</p>	<p>1. Candidates turn in a reflection on how their current lesson plans need to be modified to support students with PHI, TBI, and students who are deaf-blind, including provision of mobility and sensory accommodations.</p> <p>2. Candidates reflect on</p> <p>a) the needs of peers and family members of students with TBI, chronic illness, hospitalization, and/or degenerative conditions;</p> <p>b) on the impact of diminishment or loss of previous abilities on self-concept and emotional well-being of students with TBI. Candidates share their reflections in small groups.</p> <p>3. ESN candidates reflect on how individualized health care plans might inform their instruction.</p>

		<p>students with PHI, TBI and deaf-blindness</p> <p>3. Candidates collaboratively examine a sample of individualized health care plan for a student with PHI, a student in fragile medical state, and/or a student who requires medical services not requiring a physician, and discuss how they could use this document to ensure a safe learning environment and to provide the necessary tech support.</p>	
<p><b>Week 8</b> <b>3/18/23</b></p>	<p>1.UDL (Universal Design of Learning)</p> <p>2.Principles of UDL</p> <p>3.Applying UDL Principles to Instruction in Live and Virtual Classrooms</p> <p>4. STEAM Activities in UDL</p>	<p>1.Candidates collaboratively develop a UDL-based activity, specifying the multi-modal means and opportunities for students' inquiry, problem solving, and reflection.</p> <p>2.Candidates call and interview students' families to check in after the first 2 classes to establish the goals and to discuss monitoring the progress</p>	<p>1.During weeks 8-11, candidates submit a reflection on how teacher-student and peer-to-peer conferencing during the Editing Stage of the Writing process can be used to promote self-advocacy skills in students with disabilities to advocate for their learning needs.</p> <p>2.ESN Candidates submit a reflection regarding support systems that they learned about/have implemented in the Learning center to assess, plan, and provide academic and social skills instruction to support students' complex behavior, communication, and socio-emotional needs.</p>
<p><b>Week 9</b> <b>3/25/23</b></p>	UDL-continued	<p>1.Candidates collaboratively discuss implementation a UDL-based activity, specifying the multi-</p>	<p>1.Candidates turn in a reflection that focuses on an implemented UDL-based activity, specifying the multi-modal means and opportunities for students' inquiry, problem solving, and reflection.</p>

		<p>modal means and opportunities for students' inquiry, problem solving, and reflection.</p> <p>2. Guest speaker panel presentations: collaboration with service personnel to support access to optimal learning for students with MMSN needs in a variety of settings, including home, natural environments, educational settings in hospitals, and treatment centers</p>	<p>2. Candidates prepare interview questions focused on on-site and inter-agency collaboration with service providers and turn in a reflection about the guest speaker panel.</p>
<b>Week 10 4/8/23</b>	<p>Creating and Managing Safe and Functional Learning Environments</p> <p>2. Health care plan</p> <p>3. Safe Learning Environment: Addressing intolerance, harassment, bullying, racism, and sexism</p> <p>4. Behavior as a means of communication or/and manifestation of student's disability. Recognition of communicative intent of behavior and development of positive</p>	<p>1. Candidates bring in lesson plans and short videos from the lessons to discuss connection of subject matter to real life contexts in order to enhance student engagement</p> <p>2. Candidates participate in a round table guest speaker presentation that discusses addressing intolerance, harassment, bullying, racism, and sexism.</p> <p>3. Candidates collaboratively explore the web resources available to address intolerance, harassment, bullying, racism, and sexism</p>	<p>1. Candidates turn in a lesson plan and a reflection that focuses on the ways they connected subject matter to real-life contexts and provide specific examples of the evidence how each activity impacted student engagement, motivation, and extended learning.</p> <p>2. Candidates compile strategies and resources addressing intolerance, harassment, bullying, racism, and sexism</p> <p>3. ESN candidates turn in a summary reflection regarding accommodations/modifications that were necessary to provide students access to learning environment and optimize learning, including the necessary assistive technology and AAC</p> <p>4. Based on behavior focus of EDSP 4061/4062 presentations in weeks 10 and 11, Candidates submit reflections on their interpretation of communicative intent of sample maladaptive behaviors and strategies to effectively support students who exhibit them, as well as discuss</p>

	<p>communication skills.</p> <p>4. Connecting Subject Matter to real life contexts: Real life and functional contents</p> <p>5. Instructional accommodations, modifications, and adaptations for students with PHI</p>	<p>4. Candidates engage in discussion of communicative intent of sample maladaptive behaviors</p>	<p>whether the behaviors are a manifestation of a student's disability.</p>
<p><b>Week 11</b> <b>4/14/23</b></p>	<p>1. Creating and Managing Safe and Functional Learning Environments for diverse students who experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile</p> <p>2. Multi-tiered systems of support for supporting and managing students' behavior</p>	<p>1. Candidates participate in a round table guest speaker presentation that discusses strategies and approaches to create safe and functional learning environments for diverse students who experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile</p>	<p>1. After the seminar, candidates compile strategies and resources focusing on supporting diverse students who experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile</p>
<p><b>Week 12</b> <b>4/21/23</b></p>	<p>IEP, ITP, 504 plans</p>	<p>1. Candidates participate in an IEP, ITP, 504 role play.</p> <p>*Specific focus for ITP role play is given to students with PHI and TBI for MMSN candidates.</p> <p>2. Candidates practice conflict resolution</p>	<p>1. Candidates submit a reflection on the role play experience focusing on effective conflict resolution techniques, goals, transition processes and site-based and inter-agency collaboration and resources to support students with behavior, emotional, social, trauma, and mental health needs.</p>

		<p>techniques to address disagreements during an IEP meeting</p> <p>3. Candidates examine the IEP, ITP, and 504 goals and identify CA CCSS and/or CA Preschool Learning Foundations that the goals correspond to. *Specific focus for ITP role play is given to students with PHI and TBI for MMSN candidates.</p> <p>4. Candidates discuss how IEP, ITP, and 504 plan documents establish and present students' present levels of academic achievement and functional performance.</p> <p>5. Candidates support their ideas with CA Dyslexia Guidelines Ch. 10: special education and 504</p>	
<b>Week 13 4/28/23</b>	IEP, ITP, 504 plans	<p>1. Candidates develop and discuss the IEP, ITP, and 504 goals that are aligned with CA CCSS and/or CA Preschool Learning Foundations for their focus students General education candidates from EDSE 4502 are invited to participate.</p>	<p>1. Candidates turn in a graphic organizer with IEP, ITP, and 504 goals and identified CA CCSS and/or CA Preschool Learning Foundations that the goals correspond to.</p> <p>2. Candidates submit Candidates submit a reflection on <b>Student Profile Part II</b>. In it, they reflect on a) their students' progress towards the goals (content area specific, writing, language development and socio-emotional) that they developed for the</p>

		<p>IEP case study focuses on a student with dyslexia.</p>	<p>Student Profile assignment in EDSP 4061/4062 and</p> <p>b) development of behavior patterns throughout the semester in response to behavior supports and development of communications skills and systems in place</p> <p>c) ) they evaluate effectiveness of supports for maintaining students' success and whether unique student needs were met.</p> <p>3. ESN Candidates submit a reflection identifying factors associated with successful planning and implementation of transition options based on ITP and IEP plans reviewed.</p> <p>4. Candidates submit a reflection on their experience of holding a parent meeting (a mock-IEP, ITP meeting) with a specific focus on students' self-advocacy skills.</p>
<p><b>Week 14</b> <b>5/5/23</b></p>	<p>Collaboration, Conflict resolution, and problem-solving</p>		<p>1. Candidates submit the reflection on <b>Unit Plan Part II assignment</b>. In it they evaluate</p> <p>a) any noticeable changes in students' present levels of academic achievement and functional performance (based on the established goals for the semester, student work samples, and observations);</p> <p>b) whether academic (content area specific), language development, socio-emotional goals for the full range of diverse students in their inclusive classrooms were met by the instructional unit;</p> <p>c) progress towards the goals established for the unit plan and the students IEP/ITP goals;</p> <p>d) evaluate whether the developed unit and the interventions have been appropriate and motivational for students' age, developmental levels, and disability</p>

			specific needs- supporting claims with evidence  e) collaboratively evaluate whether instruction and assessment reflected interconnectedness of content area selected for the unit plan, with literacy, language development, math, and art activities and were effective in students' learning (supporting claims with evidence).
<b>Week 15 5/13/23</b>	Wrapping it all together; Evaluation of Goals		Candidates reflect on self-growth focusing on the goals that they have established for the semester and provide evidence and examples to support their claims.
<b>Week 16 Final</b>	Final Evaluation with the Fieldwork Supervisor		

### Required Texts and Articles

California Dyslexia Guidelines. (2018).

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjAj7Hljr3\\_AhUAiO4BHSTfCe0QFnoECA8QAO&url=https%3A%2F%2Fwww.cde.ca.gov%2Fsp%2Fse%2Fac%2Fdocuments%2Fcadyslexiaguidelines.pdf&usg=AOvVaw053KoZBdvZyUObsD472p6j](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjAj7Hljr3_AhUAiO4BHSTfCe0QFnoECA8QAO&url=https%3A%2F%2Fwww.cde.ca.gov%2Fsp%2Fse%2Fac%2Fdocuments%2Fcadyslexiaguidelines.pdf&usg=AOvVaw053KoZBdvZyUObsD472p6j)

Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, N.H.: Heinemann.

Wong, Harry K., & Wong, Rosemary T. (2005 or 2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.

#### The following articles are available on Canvas:

Assaro-Saddler, K. (2016). Using evidence-based practices to teach writing to children with Autism spectrum disorders. *Preventing School Failure*, 60(1), 79-85. Doi: 10.1080/1045988X.2014.981793.

Assaro-Saddler, K. & Saddler, B. (2010). Planning instruction and self-regulation training: Effects on writers with Autism spectrum disorders. *Exceptional Children*, 77(1), 107-124.

Berkeley, S., & Lindstrom, J. H. (2011). Technology for the struggling reader: Free and easily accessible resources. *Teaching Exceptional Children*, 43(4), 48-55.

James, L., Abbott, M., & Greenwood, C. R. (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *Teaching Exceptional Children*, 33(3), 30-37.

- Hui, E. K., & Tsang, S. K. (2012). Self-determination as a psychological and positive youth development construct. *The Scientific World Journal*, 2012 (4), 1-7. doi: 10.1100/2012/759358
- Marks, S.U., Hudson, J., Schrader, C. Longaker, T., & Levine, M. (2006). Reconsidering behavior management for students with Autism spectrum disorders. *Beyond Behavior*, 15(2), 7-12.
- Peercy, M. M. (2011). Preparing English Language Learners for the Mainstream: Academic Language and Literacy Practices in Two Junior High School ESL Classrooms. *Reading & Writing Semesterly*, 27(4), 324-362
- Schirmer, B. R., & Bailey, J. (2000). Writing assessment rubric: An instructional approach with struggling writers. *Teaching Exceptional Children*, 33(1), 52-58.
- Sileo, J. M. (2011). Co-teaching: Getting to know your partner. *Teaching Exceptional Children*, 43(5), 32-38.
- Schrodt, K., Fain, J. G., & Hasty, M. (2015). Exploring Culturally Relevant Texts With Kindergartners and Their Families. *Reading Teacher*, 68(8), 589-598.
- Silver, H.F., Strong, R. W., & Perini, M. (2007). Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson. Ch. 3: Direct Instruction.
- Strum, J.M. (2012). An enriched writers' workshop for beginning writers with developmental disabilities. *Topics in Language Disorders*, 34(4), 335-360.
- Vogt, M.E. & Echevarría, J. (2008). 99 Ideas and Activities for Teaching English Learners with the SIOP Model. Boston: Allyn & Bacon

#### Division Grading Scale

Points	Percentage	Grade
	94% -100%	A
	90% - 93.99%	A-
	87% - 89.99%	B+
	84% - 86.99%	B
	80% - 83.99%	B-
	77% - 79.99%	C+
	74% - 76.99%	C
	70% - 73.99%	C-
	67% - 69.99%	D+
	64% - 66.99%	D
	61% – 63.99%	D-
	0% – 60.99%	F

#### Instructor Policy About Late Assignments:

No work is accepted late without prior arrangement. This is a seminar where assignments have to be completed on a weekly basis.

Incompletes will be granted only in accordance with university policy.

#### Assignment Descriptions and Rubrics

**This course has 4 types of assignments:**

Assignment:		Due:	Points:
Weekly participation		Weeks 1-15	3 points weekly; 45 points total
Weekly reflection		Weeks 1-15	3 points weekly; 45 points total
Compilations of activities developed for students and strategies with the focus on:	a) Restorative Justice	Week 4	5 points
	b) Addressing Intolerance, Racism, Sexism	Week 10	5 points
	c) Supporting diverse students who experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile	Week 11	5 points (15 points total for compilations)
Interview Questions for Guest Speakers and Panels with the focus on	a) student health and mobility and appropriate and safe techniques for lifting and positioning students	Week 6	5 points
	b) collaboration with service personnel in a variety of settings, including home, natural environments, educational settings in hospitals, and treatment centers	Week 9	5 points (10 points total for interview questions)
			Total Points: 115

**Rubric:**

Satisfactory (3-5 points)	Marginal (2 points)	Unsatisfactory (0-1 point)
<p><b>-Assignment is complete and contains all the components described in the “assignment” column of the course schedule.</b></p> <p><b>-Assignment contains evidence that supports the claims</b></p>	<p><b>-Assignment is complete and contains all the components described in the “assignment” column of the course schedule.</b></p>	<p><b>-Assignment is incomplete and does not have all the components described in the “assignment” column of the course schedule.</b></p> <p><b>-Assignment does not contain evidence that supports the claims</b></p>

	<b>-Assignment contains partial evidence that supports the claims</b>	
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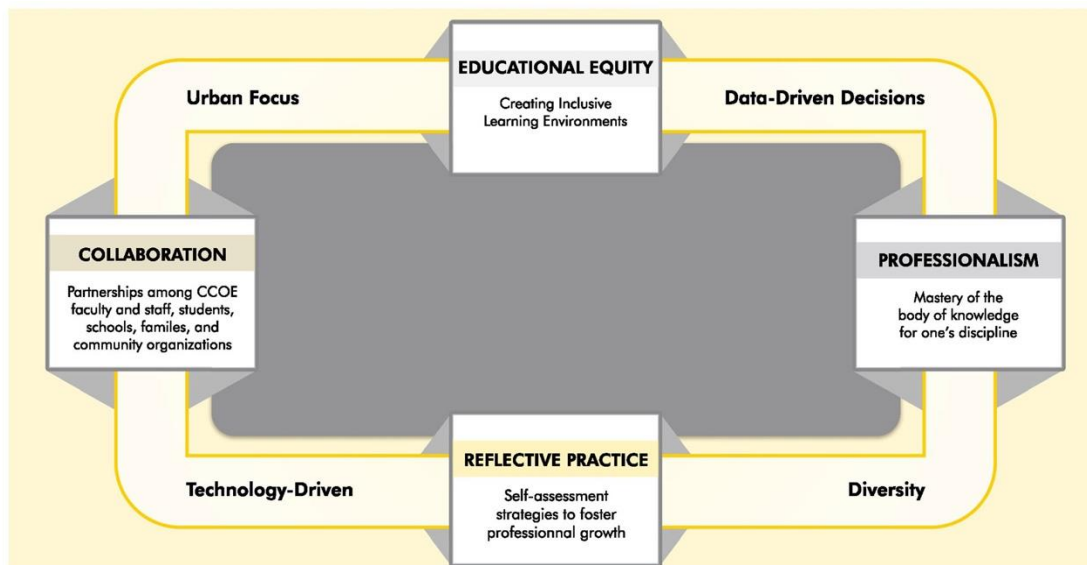
## CONCEPTUAL FRAMEWORK

### VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

### MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



**CORE VALUES:**

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

**EDUCATIONAL EQUITY**

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse culture, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

**REFLECTIVE PRACTICE**

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

**PROFESSIONALISM**

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

**COLLABORATION**

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.