



Division of Special Education and Counseling
California State University, Los Angeles

Fall 2024

EDSP 4075: Student Teaching with a Master Teacher in Preschool Special Education (9 units)
EDSP 4095: Directed Teaching in Approved Candidate Teaching Assignment: Preschool Special Education
(9 units)
Section X

Instructor: TBN
Office:
Telephone:
Email:

Class Location:
Class Day/Time:
Office Hours:

For COVID-19 related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

Catalog Description (EDSP 4075):

Prerequisite(s): EDSP 4160 and EDSP 4140 and EDSP 4141. Pre/Co-requisite(s): EDSP 4140.
Demonstration of competencies necessary to teach preschool-aged children with special needs and in an assigned setting under the direction of a Master Teacher. Graded CR/NC.

Catalog Description (EDSP 4095):

Prerequisite(s): EDSP 4160 and EDSP 4140 and EDSP 4141. Pre/Co-requisite(s): EDSP 4140.
Demonstration of competencies necessary to teach preschool-aged children with special needs in an approved classroom setting as the teacher of record. Graded CR/NC.

Email Policy: TBD

Note:

As required by California's Commission on Teacher Credentialing, candidates in Education Specialist Credential Programs must participate in a minimum of 600 hours of supervised clinical practice across the arc of the program, with the equivalent of 6 formal observations by faculty every semester (or 24 formal evaluations across our 2-year programs). This course provides candidates with 375 clinical practice hours and 6 formal observations.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

Fall 2024

The faculty members of the Charter 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 Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter 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 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/studentervices/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 Charter College of Education. The Charter 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 General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

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 Charter 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 Vicki Kim at vkim6@calstatela.edu.

Student Learning Outcomes

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

- **SLO 1:** Plan and implement developmentally appropriate learning activities for young children in early childhood special education settings
- **SLO 2:** Implement California Preschool Foundations and Frameworks
- **SLO 3:** Collaborate and communicate effectively with other professionals in the school setting
- **SLO 4:** Embed Individualized Education Program (IEP) goals into daily routines in the classroom
- **SLO 5:** Manage groups of young children
- **SLO 6:** Observe, interpret, and monitor young children's behavior and interactions within early childhood special education settings
- **SLO 7:** Use positive behavior support to develop prosocial behaviors in young children
- **SLO 8:** Demonstrate effective and evidence-based practices for promoting social-emotional and communication skills in young children, including English learners
- **SLO 9:** Identify and implement accommodations and modifications for young children with a range of disabilities
- **SLO 10:** Design a program to partner with families in meeting the child's learning and social goals

Observations

Each candidate will be observed a minimum of four site visits. More visits will be scheduled if the candidate has not demonstrated an adequate skill level in classroom management and/or instruction by the third visit. More visits will also be scheduled at the candidate's request.

Observations are usually scheduled but may be conducted unannounced. If you will not be at the site on a particular day, be sure to email your supervisor the evening before. Missing even one observation requires that you take the course again.

****It is important that you complete your assignments on time. Failure to complete assignments on time for this course can impact your grade.**

The course is a student teaching/ fieldwork course. Students will complete the following on weekly basis:

1. Planning developmentally appropriate learning activities for preschool-age children
2. Implementing California Preschool Foundations and Frameworks
3. Collaborating with other professionals in the school setting
4. Embedding Individualized Education Program (IEP) goals into daily routines in the classroom
5. Managing groups of young children
6. Monitoring child progress using the Desired Results Developmental Profile (DRDP)
7. Using positive behavior support to develop pro-social behaviors in preschool-age children
8. Demonstrating effective practices for developing communication in young children, particularly English language learners
9. Identifying and implementing accommodations and modifications for young children with a range of disabilities

10. Designing a program to partner with families in meeting the child's learning and social goals
11. Reflecting on teaching and collaboration skills

Course Schedule

Assignment	Description	Due Date	TPEs
Calendar	Submit a calendar of your on-duty days and a schedule of your classes, recess, and lunch times, as well as any other pertinent information needed to conduct observations. Include a map of your school with your classroom marked.	Friday of Week 1	
Class Description	Submit a description of each child in your class (See Class Description below). Candidates read Ch. 14 of CA Dyslexia Guidelines	Friday of Week 3	1.1, 1.2, 1.3, 1.6, 1.7, 2.1
Collaboration with General Education and Other Professionals	Write a brief description of the way your program provides your students opportunities for interaction with their non-disabled peers. Include a description of how you collaborate with other professionals and community agencies to plan for successful transitions for children and families	Friday of Week 4	1.5, 2.2, 3.8, 4.7, 5.4, 6.11 TPE 7.12 TPE 7.13
Self-reflection	Reflection: See directions below.	Friday of Week 5	6.9, 6.10, 6.18
Behavior Management	Describe your class-wide behavior management system and any individual behavior management plans (2-3 pages with pictures) Reflect on Ch. 5 of CA Dyslexia Guidelines (Socio-Emotional Factors of Dyslexia)	Friday of Week 6	2.4
Case Study	Select student to complete case study by week 5. If available, select a student who is transitioning into kindergarten for the case study. Week13 Final report of case study is due! Case Study: See directions below.	Friday of week5 Friday of Week 9 Friday of Week13*	1.9, 1.10, 1.11, 4.6, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7 TPE 7.10
Lesson Plan for Observations	Submit a detailed lesson plan for any lessons observed (provide a copy of your lesson plan to your university supervisor). Lesson plan must include: 1) Goals of the lesson, 2) Preschool Learning Foundations the lesson is related to, and 3) Activity for the lesson. *Lesson plans must be emailed to your University Supervisor <u>the day before</u> scheduled observation. Checklist of observation items that supervisors will examine on their visits (See ECSE Checklist below). Candidates develop and implement early literacy strategies in their lessons. Candidates incorporate early childhood assistive technology into their lessons	To be emailed to supervisors prior to the scheduled observation. A hard copy is also to be provided to supervisor at the time of the visit.	2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.2, 4.12
Video Critique/ Providing	Video a lesson and provide a critique. Follow-up with a revised lesson and reflection on the process. See rubrics below.	Friday of Week 10	3.5, 3.9, 4.4, 6.12

Opportunities for Children to Participate and Communicate rubric			
Instructional Aide Coaching Assignment	Teach an instructional aide to use the naturalistic strategies with a student using a “teach, model, coach, review” format as described in Lane & Graley. Submit your reflection on the process. See descriptions below.	Friday of Week 12	6.13, 6.14, 6.15, 6.16, 6.17
IEP Reflection	Complete the reflection assignment for an IEP meeting you have participated in during your semester of fieldwork. Directions are below. If there is an opportunity, participate in a transition IEP for preschool to kindergarten. *If there is no IEP meeting this semester, complete this assignment base on the last IEP meeting you attended.	Friday of Week 13	4.8, 4.9, 4.10, 4.11, 5.8, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8
Administrator/ Master Teacher Evaluations	Have your principal or master teacher (if you are student teacher in a master teacher’s class) complete the designated evaluation form and submit to your university supervisor at your exit interview. Forms available on the Moodle site. You will receive an INC if forms are not submitted. Forms must be submitted to your supervisor at your last evaluation meeting.	Friday of Week 15	
Final Evaluation	Schedule meeting with your university supervisor week15 or Final week to review Case study and final evaluation and feedback. Please also complete the evaluation about your sites: If you were placed with a mentor teacher: https://www.surveymzmo.com/s3/5267697/Student-Teacher-Evaluation-of-Fieldwork-Placement If you are an intern: https://www.surveymzmo.com/s3/5268911/Intern-Evaluation-of-Fieldwork-Placement	Week15 or Finals Week	

Instructor Policy about Late Assignments: TBD

Incompletes will be granted only in accordance with university policy.

Assignment Descriptions and Rubrics

Class Description

Child’s initials	
Age	
Eligibility label	
Strengths	

Areas of need/IFSP/IEP goals (e.g., transitions, behavior reduction, increase social communication, increase self-determination and expression skills, acquire vocabulary and alphabetic knowledge)	
Intervention strategies implemented (e.g., visual support- be specific; milieu teaching, provide choices)	
Other issues: any child or family-related issues that you feel is important	

Self Reflection

The purpose of the reflection is to provide insight to your thoughts on teaching and learning. It is also an opportunity to reflect on your current skill level as a teacher and begin to think about the areas you want to target for improvement or continue to refine. Please include headings for each of the sections below. This is a 3-4 page paper, double-spaced with 1-inch margins.

- 1) A description of your background, education, and preparation for teaching.
- 2) An explanation of how you decided to become to be a special educator and how you obtained your current position.
- 3) Include a description of what you perceive to be the culture of your school and your place in it.
- 4) Describe an area of strength and how you became so practiced in that area.
- 5) Describe an area you find challenging and explain why you find it to be so.
- 6) Make a plan for remediating your area of weakness: We will revisit this at the end of semester so remember to focus on it during the next three months.

Classroom Checklist ECSE

	Yes	Needs Improvement	Comments
Goals are accessible, clear, appropriate, and linked to assessment			
Record keeping allows for careful, ongoing monitoring of student progress			
Curriculum and activities are developmentally appropriate and functional			
Classroom is literacy-rich, with a library in which books are available and accessible, and print displayed prominently.			
Opportunities are provided for interaction with nondisabled peers			
Adults initiate and support conversations with children.			
Parent involvement/partnership strategies are in place			

Daily schedule is clear, consistent, and appropriate and posted in classroom			
Transitions are carefully planned and executed			
Teaching strategies and interactions are appropriate			
Behavior management system is in place			
Assessments use appropriate, multiple data sources			
Collaboration with assistants and support staff is positive			
Other:			

Case Study Assignment

Background/History:

Give a brief description of the child's birth history and any ongoing medical conditions. Describe the child's family and pertinent home situation. Also include any interventions the child has received or is currently receiving. What is the child's eligibility? Is the family preparing for any key life transitions? What are the family resources and strengths related to this transition? Who will be the team members to collaborate with to ensure a smooth transition?

Assessment:

Use multiple tools, including observation, classroom checklists, **literacy/dyslexia screening**, DRDP, interviews with parents and all professionals involved in the child's program. Determine present level of functioning in the following domains: language, **literacy foundations**, social emotional, physical, self-help (adaptive), and self-determination/expression skills.

Intervention:

Determine two salient areas of need and come up with two short-term objectives to target each. Describe the intervention, strategies, and tools you are using to target and measure the areas of need. Please include copies of your progress monitoring tools (e.g., graphed data, pictures of child's work, portfolio). Describe how you are monitoring the child's progress (must attached your data collection). Monitor the child's progress for 4 weeks. Summarize your findings at the end of the 4 weeks. If the child is making progress, describe if new goals are being targeted. If child is not making progress, describe how you have changed/modified the intervention or target behavior. Monitor the child for 4 more weeks. Report final findings (must attach data collection).

Video Critique

Video cameras may be checked out from the Diagnostic Resource Center in King Hall C 1063. The link to the DRCs webpage is <https://sites.google.com/site/drcwebpage/>

Before recording the video, complete the following:

- I. Create a detailed lesson plan that indicates your activities, materials, and objectives. Indicate how the lesson fits into your long-term planning. Explain its relationship to the curriculum you use. Include information on how this lesson addresses the learning characteristics of your students with special needs.

After the recording:

- II. Watch your video and use the rubrics (available on the CANVAS website) for engaging students in learning to evaluate your performance. Mark the rubric to indicate your level of performance. Prepare a narrative that summarizes the strengths and weaknesses of your lesson. Describe how what you observed will shape your future teaching.
- II. Submit your lesson plan, video, rubrics, and narrative by the due date.

EDSP 4075/ 4095: Directions for the Video Critique

Before recording the video, do the following:

1. Create a detailed lesson plan using the format that you have been given (see Sample Syllabus) that describes your activities, materials, and goals. Indicate how the lesson fits into long-term planning (instructional unit, foundations, etc.). Explain the relationship of the lesson to the curriculum for your program. Include information on how this lesson addresses the learning characteristics of your children with special needs.

After the recording:

2. Watch your video and use the attached rubrics to evaluate your performance in the following areas: a) providing opportunities for the children to participate and communicate; c), and b) engaging children in learning. Mark the rubric to indicate your level of performance. Prepare a narrative that addresses the strengths and weaknesses of your lesson. Describe how what you observed will shape your future teaching.
3. Watch the video with your supervisor and/or master teacher. The narrative for the video may be placed into your portfolio.

**Providing Opportunities for Children to Participate and Communicate
Level of Performance**

Element	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Quality of Questions	Teacher's questions are poor quality, w/ low cognitive challenge & single correct responses.	Teacher's questions are a combination of high & low quality. Some invite a thoughtful response.	Most teacher questions are high quality. Adequate time for child response is provided.	Teacher's questions are of uniformly high quality w/ adequate time for children to respond. Children formulate some questions.
Opportunities to Communicate	Teacher dominates the conversation with no expectation that children will communicate.	Teacher uses some strategies to encourage the children to initiate communication.	Teacher creates several opportunities for most of the children to communicate.	Teacher ensures that all children initiate communication, either verbal or nonverbal.
Opportunities to Participate Child	Teacher does not pause or prompt to encourage interaction.	Teacher provides one or two prompts or pauses to encourage participation.	Teacher provides consistent opportunities for all children to participate.	All children participate without prompting.

Average Score:

Comments:

Instructional Aide Coaching Assignment

The purpose of this assignment is for you to further develop your leadership and coaching abilities. You will Teach an instructional aide to use the naturalistic strategies in play with a student using a “teach, model, coach, review” format as described in the Lane & Graley hand-out titled, “Rapid Coaching: New Post for Practitioners.” In a 3-4 page, double-spaced paper with clear headings, reflect on;

1. The environment in which the coaching occurred (materials, space, student and instructional aide)
2. Your comfort with the coaching process
3. Your perceived effectiveness in coaching and how you would plan to improve in this skill
4. How coaching is aligned with your role as a leader in a classroom

Submit your reflection on the process to your University Supervisor.

IEP Reflection

The intent of this assignment is to reflect on an IEP meeting you have either conducted or attended during your 15 weeks of fieldwork. Typically, candidates have many questions and concerns about how IEPs are conducted. It would be appropriate to include thoughts such as these in your reflection. First, provide a brief summary of the meeting including the participants, information about the assessment results that were shared, how you prepared for the meeting, and its outcomes. After your summary, reflect on the dynamics of the meeting. You may want to consider some of the following items (but choose carefully those that were salient to your particular meeting):

- How was the meeting set up and how were parents informed of it?
- Was it difficult to find a time that parents could attend?
- Who performed introductions at the meeting?
- Were there any evident power imbalances?
- Where did people sit?
- Where was the meeting held?
- How much time did it take?
- Did parents seem comfortable and what kinds of questions did they ask?
- How was planning for successful transitions embedded in the planning meeting?
- How were self-determination and expression goals supported and discussed in the meeting?
- What type of language did various participants use (formal, informal, language other than English): psychologist, teacher, student, parent, administrator?
- Were personnel from other education or community agencies present and what were their roles?
- What was the tone of the meeting (helpful, condescending, rushed)?
- Were there any disagreements? If so, how were they resolved?
- Which professionals have you collaborated with prior to the meeting and which might you need to collaborate with after the meeting?
- What was your role and what did you do to be an effective team member?
- How did you feel about the meeting’s outcom

Lesson Plan

Title of lesson:		
Background:		
Preschool Foundations addressed in the lesson:		
Goals of the lesson:		
Vocabulary:		
Materials: Book During Story time:		
Format:	<u>Teacher</u>	<u>Student</u>
Accommodations/ Modifications for Individual Students:		
Follow-up:		
Evaluation:		



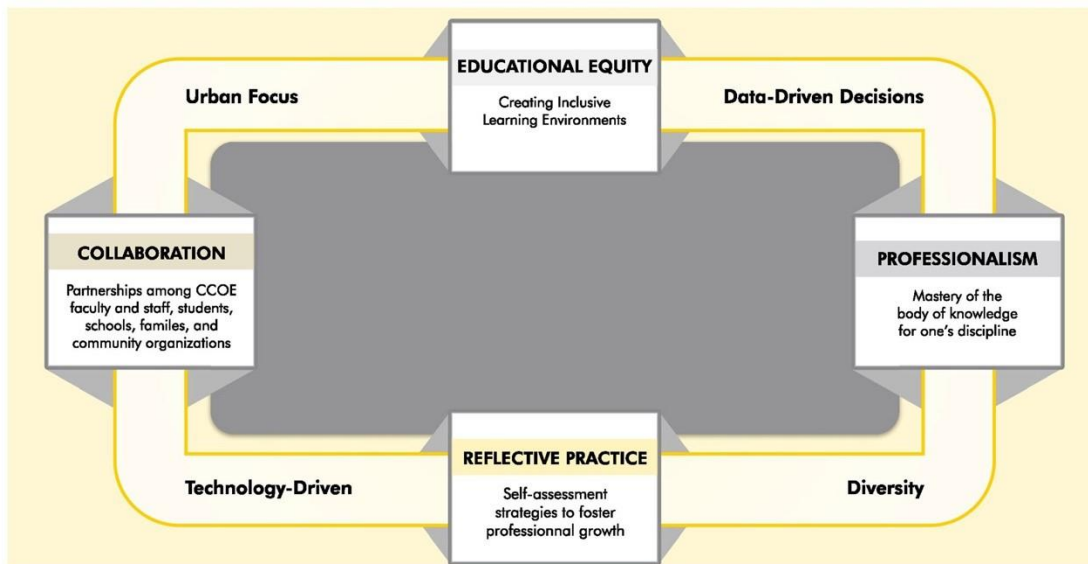
CONCEPTUAL FRAMEWORK

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.