



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

Fall 2024

**EDSP 4141: Early Childhood Special Education Intervention Lab (6 units)  
Section 01**

Instructor:  
Office:  
Telephone:  
Email:

Class Location:  
Class Day/Time:  
Office Hours: Zoom

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

**Catalog Description:**

Prerequisite(s): EDSP 4000 and EDSP 4010 and EDSP 4030. Co-requisite(s): EDSP 4142. Plan and implement developmentally appropriate lessons using evidence-based strategies in teaching young children with and without disabilities. Assess and monitor young children's progress.

**Email Policy:** emails will be returned within 24 hours Monday through Friday

**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 **60 clinical practice hours** and **13 formal observations**.

**Professional Statements:**

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

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](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 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 Charter 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 CCOE 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 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:** Demonstrate the usefulness of curriculum models with individual children and groups
- **SLO 2:** Apply the principles of UDL to planning lessons and individual interventions
- **SLO 3:** Demonstrate the use of generic teaching strategies with young children
- **SLO 4:** Demonstrate the use of adult-child communication strategies and adult input strategies with young children
- **SLO 5:** Demonstrate strategies designed to encourage or prompt the child to initiate language
- **SLO 6:** Demonstrate storybook reading designed to expose children to a specific component of early literacy (e.g., language/vocabulary development, awareness of print, phonological awareness, etc.)
- **SLO 7:** Demonstrate strategies to teach positive social interaction skills
- **SLO 8:** Demonstrate strategies to prevent disruptive behavior and allow all children to participate in the interaction

#### Course Schedule

Date	Learning Topics	Assignments/Readings Due	TPEs
<b>Week 1 1/27</b>	Course Overview History, Philosophy, & Efficacy Program models, Standards & Best (Recommended) Practices Service Delivery Models	<u>Cook, Klein, &amp; Chen (2020)</u> Chapter 1: Educating Young Children with Special Needs Chapter 4: Designing Instructional Programs	ECSE 1.1 ECSE 2.2 ECSE 3.7 ECSE 6.1

	Inclusive Practices of Young Children with Disabilities California Preschool Foundations* Lesson Planning*		
<b>Week 2</b> 2/3	Generic Instructional Strategies Scheduling and Routines in Early Childhood Classrooms  Behavior Management Positive Behavior Support  Designing Learning Environments and Implementing Curriculum Applying Universal Design for Learning for Infants, Toddlers, and Preschool Children  Introduction to Lesson Planning Demonstration of Lesson  Co-teaching models and coaching in the classroom	Barton et al., 2011 Nagro et al., 2016  Article: Skeels & Dye	ECSE 2.1 ECSE 2.3 ECSE 3.1 ECSE 3.2 ECSE 3.3 ECSE 3.4 ECSE 3.8 ECSE 4.7 ECSE 6.9 ECSE 6.11 ECSE 6.15 ECSE 6.17 ECSE 6.18
<b>Week 3</b> 2/10	Adaptations for children with specific disabilities  Review of Preschool Learning Foundations  Introduction to SMART Goals	Cook, Klein, & Chen (2020) Chapter 5: Considerations for Teaching Children with Specific Disabilities  CA Dyslexia Guidelines Ch. 4: focus on preschool and kindergarten students  Article: Jung, 2007  FIRST DAY OF CLASS for Children  DUE: Week3 Reading Reflections <a href="#">DUE: Photo Release</a> DUE: PRE ASSESSEMENTS (STEAM)  DUE: Lesson Plan (Wednesday) *Storybook Reading DUE: Synchronous lesson (Saturday)* *Welcome/ Classroom Rules	ECSE 1.1 ECSE 1.2 ECSE 1.3 ECSE 2.1 ECSE 2.2 ECSE 2.3 ECSE 2.4 ECSE 2.5 ECSE 2.6 ECSE 3.1 ECSE 3.2 ECSE 3.3 ECSE 3.4 ECSE 3.6 ECSE 3.8 ECSE 4.2 ECSE 4.3 ECSE 4.4 ECSE 4.6 ECSE 4.7 ECSE 4.9 ECSE 4.10 ECSE 6.7 ECSE 6.9 ECSE 6.11 ECSE 6.17
<b>Week 4</b> 2/17	Identifying Goals: Why do we teach what we teach?	Gauvreau, 2019 Yang et al., 2018	ECSE 1.6 ECSE 1.7

	Embedding Learning Opportunities Part 1 Circle time, small groups, and transitions	DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) *Small Group Activities DUE: Synchronous lessons (Saturday) *Rules/ Storybook  *Rules will continue until week6	ECSE 1.10 ECSE 3.5 ECSE 4.8 ECSE 4.9 ECSE 4.10
<b>Week 5</b> 2/24	Emergent Literacy Cognitive Development Planning for literacy environment Strategies in promoting early literacy (Environment)	<u>Cook, Klein, &amp; Chen (2020)</u> Chapter 9: Encouraging the Development of Cognitive Skills and Literacy  DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)	
<b>Week 6</b> 3/2	Emergent Literacy/Cognitive Development Strategies in promoting early literacy (Storybook Reading)	Dennis et al., 2012 Mihai et al., 2014  DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday) DUE: Sign up for Individual Meetings (Midterm Evaluation)	
<b>Week 7</b> 3/9	Emergent Literacy Cognitive Development Strategies in promoting early literacy (Reading/ Phonological Awareness)	Cook, Klein, & Chen (Chapter 7)  DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)	
<b>Week 8</b> 3/16	Emergent Literacy Cognitive Development Review of Strategies Discussion of dual language learners	Chandler et al., 2008 Stone, Rivera, & Weiss, 2018  DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)  INDIVIDUAL MEETINGS	ECSE 1.9 ECSE 3.9 ECSE 4.12 ECSE 5.4
<b>Week 9</b> 3/23	Progress Monitoring – Reassessment of children’s progress in developmental and academic domains  Embedding Learning Opportunities- Part 2	<u>Cook, Klein, &amp; Chen (2020)</u> Chapter 8: Nurturing communication skills  DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)  INDIVIDUAL MEETINGS	ECSE 1.1 ECSE 1.2 ECSE 1.3 ECSE 2.1 ECSE 2.2 ECSE 2.3 ECSE 2.4 ECSE 2.5 ECSE 2.6 ECSE 3.1 ECSE 3.2

			<p>ECSE 3.3 ECSE 3.4 ECSE 3.6 ECSE 3.8 ECSE 4.2 ECSE 4.3 ECSE 4.4 ECSE 4.6 ECSE 4.7 ECSE 6.7 ECSE 6.9 ECSE 6.11</p>
<b>Week 10</b> 3/30	Providing input and output strategies with a focus on children with severe disabilities	<p>Guan &amp; Cheatham, 2016 Lederer, 2014</p> <p>DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)</p>	
<b>SPRING BREAK April 1-7</b>			
<b>Week 11</b> 4/13	Using play and early literacy to promote STEM	<p>Hendrix, Hojnoski, &amp; Missall, 2020 Kuder &amp; Hojnoski, 2016</p> <p>DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)</p>	
<b>Session 12</b> 4/20	STEM activities and vocabulary building	<p>Donegan-Ritter, 2015 Hardy &amp; Hemmeter, 2019</p> <p>DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)</p>	
<b>Session 13</b> 4/27	Early Numeracy in Early Childhood Lessons and Activities	<p>Cook, Klein, &amp; Chen (2020) Chapter 6: Promoting Emotional and Social Development</p> <p>DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday)</p> <p><b>Sign up for Individual Meetings</b></p>	
<b>Week 14</b> 5/4	Social and Emotional Development Play development Peer-mediated interventions	<p>Chang &amp; Shire, 2019 Patry &amp; Horn, 2018</p> <p>DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday)</p>	

	Teaching social skills and fostering healthy social emotional development and friendships	DUE: Synchronous lessons (Saturday) <b>INDIVIDUAL MEETINGS</b>	
<b>Week 15</b> <b>5/11</b>	Teaming and Collaboration Culmination Activity  Reflection on Teaching Practices	<u>Cook, Klein, &amp; Chen (2020)</u> Chapter 10: Teaming: Collaboration, Problem Solving, and Inclusion Support  DUE: Lesson Plan (Wednesday) DUE: Reflection Journals (Thursday) DUE: Synchronous lessons (Saturday) <b>DUE: Culminating Activity</b>  DUE: POST ASSESSMENT (STEAM) DUE: POST ASSESSMENT (SURVEY)  <b>INDIVIDUAL MEETINGS</b>	ECSE 1.1 ECSE 1.2 ECSE 1.3 ECSE 2.1 ECSE 2.2 ECSE 2.3 ECSE 2.4 ECSE 2.5 ECSE 2.6 ECSE 3.1 ECSE 3.2 ECSE 3.3 ECSE 3.4 ECSE 3.6 ECSE 3.8 ECSE 4.2 ECSE 4.3 ECSE 4.4 ECSE 4.6 ECSE 4.7 ECSE 6.7 ECSE 6.9 ECSE 6.1

**Required Texts and Articles**

Cook, R.E., Klein, M.D., & Chen, D. (2020). *Adapting early childhood curricula for children with special needs* (10th edition). Pearson.

**Recommended Resources:**

California Preschool Foundations, Volumes 1-3. California Department of Education, [www.cde.ca.gov](http://www.cde.ca.gov)  
California Infant/Toddler Learning and Development Foundations, California Department of Education.  
<https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

**Required Reading Articles (on EDSP 4142 CANVAS)**

Barton, E. E., Reichow, B., Wolery, M., & Chen, C. I. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children*, 14(2), 2-21.

\*Chandler, L. K., Young, R. M., Nylander, D., Shields, L., Ash, J., Bauman, B., ... & Lay, A. (2008). Promoting early literacy skills within daily activities and routines in preschool classrooms. *Young Exceptional Children*, 11(2), 2-16.

Chang, Y. C., & Shire, S. (2019). Promoting Play in Early Childhood Programs for Children With ASD: Strategies for Educators and Practitioners. *TEACHING Exceptional Children*, 52(2), 66-76.

\*Dennis, L. R., Lynch, S. A., & Stockall, N. (2012). Planning literacy environments for diverse preschoolers. *Young Exceptional Children*, 15(3), 3-19.

Donegan-Ritter, M. (2015). STEM for ALL children: Preschool teachers supporting engagement of children with special needs in physical science learning centers. *Young Exceptional Children*, 1096250614566541.

Gauvreau, A. N. (2019). Using “Snack Talk” to support social communication in inclusive preschool classrooms. *Young Exceptional Children*, 22(4), 187-197.

Guñ, C. L. D., & Cheatham, G. A. (2018). Bilingual vocabulary development for dual language learners with disabilities: Two research-based approaches. *Young Exceptional Children*, 21(3), 142-156.

Hardy, J. K., & Hemmeter, M. L. (2019). Designing inclusive science activities and embedding individualized instruction. *Young Exceptional Children*, 1096250619833988.

Hendrix, N. M., Hojnosi, R. L., & Missall, K. N. (2020). Promoting numeracy skills through board game play. *Young Exceptional Children*, 23(2), 100-111.

\*Jung, L. A. (2007). Writing SMART objectives and strategies that fit the ROUTINE. *Teaching Exceptional Children*, 39(4), 54-58.

Kuder, B. N., & Hojnosi, R. L. (2016). Under construction: Strategic changes in the block area to promote engagement and learning. *Young Exceptional Children*, 1096250616649224.

Lederer, S. H. (2014). Integrating best practices in language intervention and curriculum design to facilitate first words. *Young Exceptional Children*, 17(2), 32-43.

Mihai, A., Friesen, A., Butera, G., Horn, E., Lieber, J., & Palmer, S. (2015). Teaching phonological awareness to all children through storybook reading. *Young Exceptional Children*, 18(4), 3-18.

Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. *TEACHING Exceptional Children*, 48(5), 243-249.

Patry, M. B., & Horn, E. (2018). Supporting the play of preschoolers with autism through peer-mediated interventions. *Young Exceptional Children*, 1096250618782179.

\*Roskos, K. A., Christie, J. F., & Richgels, D. J. (2003). The essentials of early literacy instruction. *Young Children*, 58(2), 52-60.

\*Stone, J. P., Rivera, C. J., & Weiss, S. L. (2018). Literacy-rich environments for young students with significant developmental disabilities. *Young exceptional children*, 21(4), 191-203.

Yang, H. W., Ostrosky, M. M., Favazza, P. C., Stalega, M. V., & Block, M. E. (2018). Embedding motor activities into inclusive preschools. *Young Exceptional Children*, 1096250618783994.

### Grading

Grade	Credential Candidate Performance
CR (Credit)	<ul style="list-style-type: none"> <li>• Candidate has completed all assignments adequately and in a timely fashion</li> <li>• Candidate has demonstrated adequate mastery of all appropriate teaching competencies</li> <li>• Candidate has demonstrated adequate professional/interpersonal skills</li> </ul>
NC (No Credit)	<ul style="list-style-type: none"> <li>• Candidate has had significant difficulty completing assignments adequately and in a timely fashion <b>AND/OR</b></li> <li>• Candidate has had significant difficulty mastering appropriate teaching competencies <b>AND/OR</b></li> <li>• Candidate has had significant difficulty demonstrating adequate professional/interpersonal skills</li> </ul>

Drs. Dodds will host individual meetings with each teacher candidate at mid-semester and the end of the semester to discuss their performance in the class.

### Assignment Descriptions

1. **Attendance, Participation, Homework.** Students are expected to prepare for, attend, and actively lead activities in the preschool classrooms every Saturday. Preparation includes having communicated with your colleagues/ co-teachers of your assigned roles and responsibilities for the week, completed your lesson plans, and prepared the materials to implement the lesson plan, and have completed all readings and written work for the week. This course will include interactions with children and colleagues (e.g., co-teachers and teaching assistants). Attendance and punctuality are therefore vital to full participation in this course. Active participation in each class session will contribute to your course grade of credit or no credit. **Unexcused absence or frequent tardiness will result in an automatic no credit for the course. It is also important that you complete your assignments on time. Failure to complete assignments on time for this course can impact your passing of the course.**

#### **Credit /No Credit Policy:**

EDSP 4141 is a Credit (CR)/No Credit (NC) course. In order to receive credit for EDSP 4141 students must be rated satisfactory on all required activities for the course described below.

Students receiving NC may repeat the course once. Before taking the course a second time, the student must meet with an advisor to design a plan to remediate whatever problems have been identified. Students who have repeated the course and still are not meeting competencies for passing the course may be encouraged to withdraw from the credential program. Students who do not receive credit for EDSP 4141 will not be permitted to enroll in their final fieldwork/student teaching EDSP4065/ EDSP4085 and EDSP4075/ 4095.

2. **Weekly Reflective Journal.** Students are expected to keep a reflective journal during the course. Students will be evaluated based on their understanding of the course content, reading, and expectations throughout the course. Journal entry must include four sections: self- growth, teaching experience, collaboration, and application of reading to practice, with **clear headings** for each section. Failure to complete each section will result in a request to revise your work. Frequent late and/or *continued request to revise in your work may result in no credit in the course.* See below for more details about the assignment. **Weekly journal entries are to be submitted on CANVAS by Thursday night @ 11:59 pm.**
3. **Weekly Lesson Plans.** Students are expected to create lesson plans each week by **Wednesday night @ 11:59 p.m.** Each individual is responsible in making sure that the lesson plan for the group is complete. Lesson plans should be created using the format provided in class (see Example on CANVAS). Lesson plans should include:
  - a. Preschool Learning Foundation(s)
  - b. Goals of the lesson
  - c. Instructions
  - d. Follow up and evaluation plan
  - e. AccommodationsAll lesson plans should be emailed to the instructors each week. All team members should be included on the email. **The title of the email should be clearly labeled, "EDSP4141 Team X Week X Lesson Plan" (e.g., EDSP4141 Team1 week3 Lesson Plan). The file name should also have the same label. All assignments should be completed in Microsoft Word.**
4. **Weekly Observations.** Each week, students will be observed and evaluated on how they have implemented strategies in teaching young children with special needs in their classrooms, their collaboration and teamwork with their colleagues. Students will be provided with feedback about their teaching, classroom management, curriculum implementation, and collaboration on a weekly basis.

5. **Collaboration with K/1 Teacher.** You and your co-teachers will be expected to collaborate with the teachers in the K/1 classroom. You will co-plan, co-develop, co-implement a lesson with the K/1 teachers for one of the lessons during the course of the semester.
6. **Culmination Activity:** Students are to put together a culmination slideshow on the last week showing what they have accomplished in each of their “classrooms” during the course of the semester.

### Weekly Reflective Journals

#### Guiding Questions for Weekly Reflection

**Starting week 3**, you will write a weekly entry in your reflective journal that includes all four sections: self- growth, teaching experience, collaboration, and application of reading to practice. **Journal entries will be submitted on CANVAS every week by Thursday @ 11:59 p.m.**

- I. **Self-Growth:** Identify 2-3 aspects in your professional self-evaluation and throughout the semester and reflect weekly on these aspects. These aspects may include, but are not limited to:

- Formative assessment and adjustment of instruction based on students’ understanding
- Effective communication of learning objectives
- Differentiation of instruction
- Time management and lesson pacing
- Effective communication with students and their families
- Managing personal stresses of class and assignments
- Considering students’ background knowledge, interests and developmental needs in lesson planning
- Behavior management
- Effective questioning and feedback
- Active engagement
- Effective collaboration with colleagues

#### Guiding questions to consider:

- At the beginning of the semester, independently or in collaboration with your supervisor, set some goals for your professional self-growth. Revisit these goals weekly and reflect on your progress.
- What are some new things that you have tried this week within the areas that you identified as needing some work?
- What growth do you notice and what are some indicators of this growth (what evidence do you have)?

#### II. Teaching Experience:

- What went well in your lesson/ teaching this week? And what were some factors that lead to it?
- What was challenging and how are you planning to address the challenges?
- What in your supervisor’s weekly evaluation you are planning to address this week and how are you going to do it?
- What was new, surprising, or exciting in your teaching experience this week?

#### III. Collaboration:

- What is going well? (This can include either with you co-teachers or teaching assistants)
- What are some challenges?
- How are you planning to resolve these challenges?
- What are some resources that you could use?

#### IV. Readings and Weekly Guiding Questions:

**Week 4:** Read Gauvreau, 2019 and Yang et al., 2018

1. Briefly describe the purpose of “snack talk”. List five different topics you would have as part of your “snack talk” cards for your classroom.
2. What type of motor activities would you plan for your class besides outdoor free play? Provide a specific example and explain why you planned it.

**Week 5:** Read Cook, Klein & Chen (Chapter 9)

1. Discuss functional uses of print and give examples of how learning opportunities with print might be embedded throughout the day, including during outdoor play. Provide a specific example of how you will embed print in one of your lesson plans.
2. Think about the different literacy activities that you do in your class. How would you suggest that families follow-up on your activities at home with their kids?

**Week 6:** Read Dennis et al., 2012 and Mihai et al., 2014

1. How would you prepare your classroom environment to promote early literacy? Provide two specific examples.
2. List three different components of phonological awareness. Provide a concrete example of how you will work on one of the components of phonological awareness including the materials that you will use.

**Week 7:** Read Cook, Klein & Chen (Chapter7)

1. What *type of activities* have you embedded into your weekly classroom routine to facilitate your students' emergent writing skills?

**Week 8:** Read Chandler et al., 2008 and Stone, Rivera, & Weiss, 2018

1. What type of early literacy strategies have you implemented in your classroom to support EL learners?
2. Stone et al. (2018) provides a list of resources in Table 1. Visit the websites listed and explain if you would find any of them useful in your practice. Provide two examples.
2. What *adaptations* have you made for your students?

**Week 9:** Read Cook, Klein & Chen (Chapter8)/ AIM Module: Time Delay

1. Why is it important that young children learn to *initiate* communication?
2. List and describe three adult communicative behaviors that encourage and facilitate language development. How have you been using these strategies in your own classroom?

**Week 10:** Read Guan & Cheatham, 2016 and Lederer, 2014

1. What are the two different bilingual vocabulary instructional approaches? How would you use these strategies in your classroom in you had DLLs in your classroom?
2. How have you created opportunities for your students to use more language in your classrooms? Provide specific examples. What are your language targets for your students?

**Week 11:** Read Hendrix et al., 2020 and Kuder & Hojnoski, 2016

1. Describe a game you would have in your class that addresses these 4 concepts of early numeracy: verbal counting, numeral identification, linear representation of number, and quantity comparison. Be specific in how each of these concepts are addressed in the game.
2. What strategies did you find helpful in Kuder and Hojnoski (2016) article that you would like to try in the block area?

**Week 12:** Read Donegan-Ritter, 2015 and Hardy & Hemmeter, 2019

1. Provide an example of a lesson topic for each of the sciences (physical science, life science, and earth science) as it pertains to your classroom theme.
2. Using the Planning Process Illustration Example in Hardy & Hemmeter (2019), provide your own example of a science lesson you have planned for your class.

**Week 13:** Read Cook, Klein & Chen (Chapter 6)

1. How does a teacher establish classroom routines? Why are routines so important for children?
2. What strategies would you use to prevent and minimize challenging behaviors in your "classroom"? Be specific.

**Week 14:** Read Chang & Shire, 2019 and Patry & Horn, 2018

1. Describe one student in your class. What play level is your student playing at? And what materials would you provide to build on his/her play skills?
2. Think about the students in your "class". Who would you pair together to play with and why? Provide a rationale from the research article.

**Week 15:** Read Cook, Klein & Chen (Chapter10)/ AIM Module: Peer-mediated interventions

1. What are the different models of co-teaching? What model(s) have you been using in your classroom? Provide concrete examples.

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2. How have you been working together to ensure clear communication among the teachers. How do you ensure understanding of everyone's roles and responsibilities each week?

## Interactive Storybook Reading Lesson Plan

Lead Teacher:  
Team Members:  
Date:

<b>Name and author of book</b>	
<b>Number of pages</b>	
<b>Materials needed for storybook reading and follow-up activities</b>	
<b>Preschool Foundations addressed in the lesson (3):</b>	
<b>Goals of the lesson (3):</b> 1. Children will 2. Children will 3. Children will	
<b>Vocabulary taught explicitly or pre-taught (at least 3 words)</b> 1. 2. 3.	
<b>Vocabulary taught or illustrated quickly during reading:</b>	
<b>Three <u>comments</u> you will make while reading:</b> 1. 2. 3.	Page #
<b>Three <u>questions</u> you will ask while reading:</b> 1. 2. 3.	Page #
<b>What kinds of interactive behaviors do you expect from the students?</b>	
<b>Accommodations/ Modifications for Individual Students:</b> 1. 2. 3.	
<b>Follow-up activities for the classroom:</b>	

**Small Group Follow-Up to Storybook Lesson Plan**  
**Instructions**

Review your storybook lesson plan. Now you are going to write a “mini-lesson plan” for a small group activity that follows up on the storybook lesson, and gives children practice with the concepts and vocabulary from the book. Use the format below. Enlarge the text boxes as you need to.

**Mini-Lesson Plan EDSP 4141**

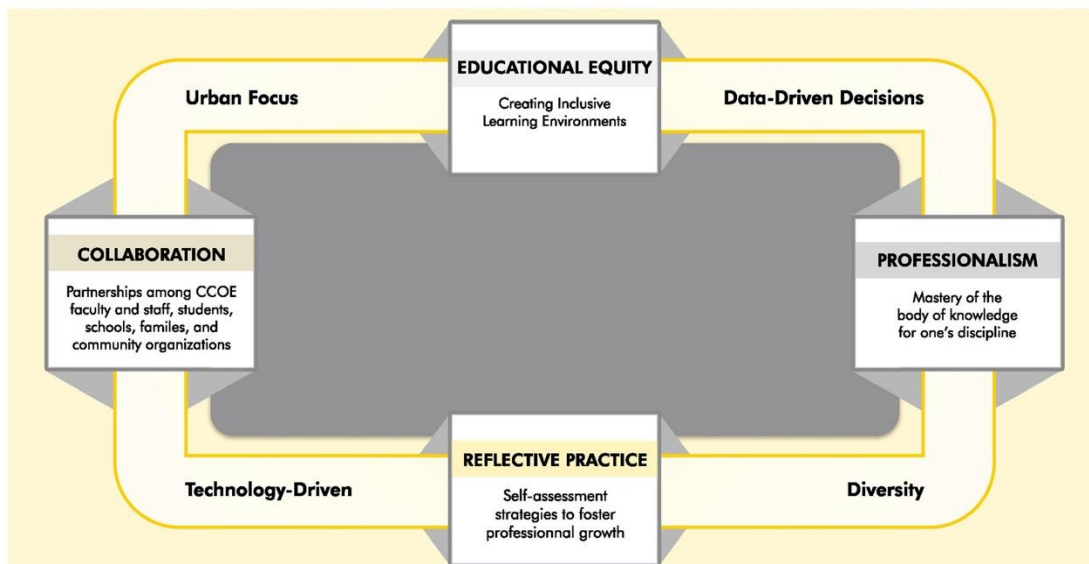
<b>Activity:</b>
<b>Goals of the activity:</b>
<b>Preschool Foundations for activity:</b>
<b>Vocabulary emphasized in the activity:</b>
<b>Teacher introduction (what will the teacher SAY to introduce the lesson?):</b>
<b>Teacher comments during activity:</b>
<b>What will the teacher say to close the activity?</b>



## 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 Charter 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 collaboration.