



Division of Special Education and Counseling
Fall 2024

EDSP 4061 Early Fieldwork in Inclusive Teaching: Mild/Moderate Support Needs (4 units)

EDSP 4062 Early Fieldwork in Inclusive Teaching: Extensive Support Needs (4 units)

EDSP 4060 Early Fieldwork in Inclusive Teaching: Dual Credential Program (4 units)

Instructors:

Instructor	Office	Telephone	Email

Class Location:

Day/Time:

Office Hours:

Catalog Description:

EDSP 4061 – Early Fieldwork in Inclusive Teaching (4) Pre/co-requisites: EDSP 4010 (pre-req) and EDSP 4050 (co-req). Early Fieldwork in teaching students with and without disabilities in an inclusive classroom; unit and lesson planning, instructional delivery, co-teaching, writing instruction, and classroom/behavior management. Graded CR/NC

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 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 eCatalog). 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.

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

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 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.

California Commission on Teacher Credentialing Education Specialist Standards

This course is required in the following Preliminary Education Specialist credential areas: mild/moderate support needs and extensive support needs. The following program design, preliminary teaching, and specialization standards are addressed in this course.

PROGRAM DESIGN STANDARDS	
Program Standard 2	Professional, Legal and Ethical Practices
Program Standard 3	Educating Diverse Learners
Program Standard 4	Effective Communication and Collaborative Partnerships
Program Standard 5	Assessment of Students
Program Standard 6	Using Educational and Assistive Technology
Program Standard 7	Transition and Transition Planning
Program Standard 8	Participating in ISFP/IEPs and Post-Secondary Transition Planning
PRELIMINARY TEACHING STANDARDS	
Program Standard 9	Preparation to Teach Reading/Language Arts
Program Standard 10	Preparation to Teach English Language Learners
Program Standard 11	Typical and Atypical Development
Program Standard 12	Behavioral, Social, and Environmental Supports for Learning
Program Standard 13	Curriculum and Instruction of Students with Disabilities
Program Standard 14	Creating Healthy Learning Environments
Program Standard 15	Field Experience in a Broad Range of Service Delivery Options
Program Standard 16	Assessment of Candidate Performance

Student Learning Outcomes

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

- **SLO 1:** Identify, engage, and support students with Mild to Moderate Support Needs in K-12 and transition settings.
- **SLO 2:** Demonstrate the knowledge and skills required to effectively and continuously use a variety of assessment tools, methods, and techniques for instructional planning and student evaluation; communicate assessment results to students' families and a range of service providers.
- **SLO 3:** Demonstrate the ability to plan and implement rich core curriculum instruction that is culturally and linguistically responsive, sensitive to gender, developmental, and individual differences, and customized to meet the strengths and needs of individual students with a wide range of abilities.
- **SLO 4:** Demonstrate the knowledge and skills required to effectively modify, adapt, and deliver curriculum, instructional methods, and materials for the individual needs of each learner.
- **SLO 5:** Deliver effective evidence-based instruction that demonstrates appropriate instructional pacing, incorporates problem solving, and multi-sensory/multiple intelligence strategies, motivates and actively engages individuals with and without disabilities in the learning process.
- **SLO 6:** Develop and deliver instruction that provides opportunities for and facilitates the development of social competence, positive mutual, supportive interactions among students and appropriate affective behaviors, as well as uses and promotes effective communication skills during teacher-student interactions.
- **SLO 7:** Effectively manage the teaching and learning environment through designing and implementing consistent and effective classroom routines, including instructional time, transitions, etc. in ways that are effective for a broad range of students and staff.
- **SLO 8:** Demonstrate effective professional and interpersonal skills, maintain professional appearance and presentation, dependability and positive attitudes (e.g., punctuality, attendance, deadlines, and follow-through with professional responsibilities), as well as high levels of competence, integrity, ethics, professional judgment, and enthusiasm for teaching.
- **SLO 9:** 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 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, develop, implement, and evaluate literacy and language development instruction as a multi-modal means of meaning making and effective expression for students with a wide range of abilities.
- **SLO 14:** 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 15:** Create and maintain a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches demonstrating 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.
- **SLO 16:** 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.
- **SLO 17:** 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

Teacher Performance Expectations Addressed in this Class

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE 2: Monitoring Candidate Learning During Instruction

TPE 3: Interpretation and Use of Assessments

TPE 4: Making Content Assessable

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching

Practices TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 13: Professional Growth

Course Schedule At-a-Glance

Weeks	Time	
1 and 2	9:00 am – 2:00 pm (class may be dismissed earlier)	Orientation I, II
3 through 15	8:15am – 9am	Candidate check-in and classroom set up
3 through 15	9am – 11:30am	K-12 Instruction
3 through 15	11:45 am – 12:30 pm	Seminars
3 through 15	12:30 pm – 1:00 pm	Individual Debriefing, Office Hours

Attendance will be taken and will impact your evaluation.

Course Schedule

Date	Learning Topics/Lectures	Activities	Assignments/Readings/Due
Week 1 Orientation Part I 1/27/2024	Course Details/Classroom Procedures Lecture: Overview of 4 Models of Instruction: Concept Development Direct Instruction Cooperative Learning Socratic Discussion Lecture: <ul style="list-style-type: none"> • Collaboration and Conflict resolution • Models of Co-Teaching Lecture: <ul style="list-style-type: none"> • Writing Process in the Context of Writer's workshop Exploring/Researching, Drafting/collecting evidence, Editing, Publishing/Presenting/Reflecting <ul style="list-style-type: none"> • engaging students in the creation of diverse print, oral, digital, and multimedia texts • SRSD • 4 Square and Oreo Graphic Organizer • Curricular Adaptations for Students with Dyslexia, ASD, PHI/OHI, TBI <ul style="list-style-type: none"> ○ ASD: Autism Spectrum Disability ○ PHI/OHI: Physical and Health Impairments/Other Health Impairments • Differentiation of Instruction/Universal Design of Learning: maintaining high expectations while providing maximal access to content and 	1. Planning to get to know your students and their families: Working in a small group, brainstorm the questions to ask the students' families at the intake interview (some aspects to consider: 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). 2. Developing goals, planning instruction, differentiation of instruction based on students' IEP, ITP, IFSP, SST, 504 plans. 2. Developing curricular adaptations for Students with Dyslexia ASD, PHI/OHI, TBI (working with case studies and profiles of candidates' students if applicable) 3. Developing appropriate instructional and communication supports for learners with complex communication skills, and designing and implementing strategies for access and comprehension of the material. 4. Candidates practice differentiation of lesson task,	<u>Readings to complete prior to 1st session:</u> 1. Sileo (2011) Getting to Know Your Co-Teaching Partner (posted on Canvas) 2. Wong & Wong pp. 3- 21 (Chapters 1-3) 3. Skim through Friend & Cook Ch. 7 (read carefully pp. 168-174- co teaching models) (posted on Canvas) Assignment: Getting to know your students and their families. 1. Review the intake student information. 2. Call your students' families. 3. Collect information regarding individual students' needs, strengths, and interests, as well as family, school and community socio-cultural and linguistic context. 4. Request to see the IEPs for

	<p>learning opportunities</p> <ul style="list-style-type: none"> • Classroom Management • Systematic approach to positive behavior supports • Digital Literacy and Digital Citizenship: internet safety for teachers, students and parents 	<p>while maintaining high expectations</p> <p>5. Candidates complete self-assessment, including their own values, biases, dispositions- and the ways in which these affect teaching and learning</p>	<p>students with disabilities, if the families are comfortable to share the document with you.</p> <p>5. Discuss EL levels of proficiency (if applicable)</p> <p>6. Discuss staying in touch throughout the semester to discuss students' academic, physical, socio-emotional needs and their progress in your class.</p>
<p>Week 2 Orientation Part II 2/3/2024</p>	<ul style="list-style-type: none"> • Educational and Assistive technology for writing and presentations (including Educational Technology Standards); lecture and practice. • Fostering Motivation for Literacy • Culturally Responsive and Linguistically Responsive Teaching • Teaching/Assessing/Identifying English Language Learners (ELLs) • Creating a supportive environment for language and literacy development and acquisition (SDAIE principles, structured immersion, etc.) • Computer Lab presentation • Creating a Literacy and Communication Rich environment create • Healthy nutrition • High Leverage practices- review and implementation across the unit • IEP: Individualized Education Plan • ITP: Individualized Transition Plan • Professional responsibilities • Lesson and Unit objectives • Co-planning for the upcoming week: lesson planning and unit planning; focus on interconnectedness of content areas and literacy; considering providing students with multiple means of representing and expressing their knowledge and skills for a variety of audiences and across contexts. 	<ol style="list-style-type: none"> 1. Examining select IEP and ITP plans; looking through IEPs of students in candidates' classrooms 2. Practice collaboratively writing measurable IEP/ITP goals and objectives that are aligned with CA Common Core State Standards and lead to effective inclusion 3. Writing lesson objectives: focus on <ol style="list-style-type: none"> a) language and literacy development, b) writing, c) social skills/behavior, d) content area (a total of 4 objectives per lesson) 4. Discussion of healthy nutrition 5. creating a budget for a lesson and a semester 6. lesson and unit (short-term and long-term) co-planning 7. Discussion of how to connect real-life contexts and students' interests and background knowledge to content; practice doing it while lesson planning 8. drafting semester road map (scope and sequence for writing long-term project) and lesson plan 1 9. Discussing and planning adult roles in the classroom: co- 	<p>Read before session 2): 1.Fountas & Pinnell Ch. 3: The Writers' Workshop 2.7</p> <p>Assignment: 1.Submit Weekly Reflective Journal (due 2nd Sat): Reflect on 4 areas: professional growth, collaboration, teaching experiences (including intake interviews), and readings (Fountas & Pinnell, Ch.3, Wong & Wong Ch.1-7, Sileo) following the Reading Journal Template posted on Canvas</p> <p>2. Reread Fountas & Pinnell (Ch.3) and develop the semester road map (scope and sequence) and lesson plan 1</p> <p>Read: James, Abbot, & Greenwood (2001)</p>

		teachers, paraprofessionals, and other service providers present during instruction	Wong & Wong: pp. 80-130 (Ch.11-15)
Week 3 2/10/2024 Instruction with K-12 grade students begins	<ul style="list-style-type: none"> • Concept Development (review) • Students' funds of knowledge • Incorporating visual and performing arts into content area instruction • Direct Instruction: benefits and characteristics Direct Instruction preview: https://www.youtube.com/watch?v=3cwODCQ9BnU • Student engagement during concept development model and direct instruction: monitoring students' learning (during modeling, guided and independent practice) • Overview of the Signature Assignment 1: Unit Plan: long-term planning; focus on literacy, writing and academic language development within the content area of instruction; incorporating visual and performing arts into instruction. 	<ol style="list-style-type: none"> 1. Reviewing writing lesson objectives 2. Discuss/present to class and implement student assessment (behavior observations (including identifying the function of behavior, writing sample) 3. Weekly Instruction: Begin Implementation of Writing Workshop Stage 1: Exploring 4. Implement Concept Development 5. Discuss and provide examples of connection between Concept Development Model and students' funds of knowledge 6. Candidates provide examples from their lesson plans on a) connecting subject matter to real life examples; b) activities within the lessons that promote critical and creative thinking (based on Concept Development and beyond) 7. candidates co-plan to incorporate visual and performing arts into the lessons and unit plan overall. 8. While teaching, Candidates model and review digital literacy and digital citizenship with their students. 9. Collect students' writing samples and complete behavior scales 	<p>Submit:</p> <p>Lesson Plan and Weekly Reflection and Reading Journal for Wong & Wong (Ch.11-15); James, Abbot, & Greenwood</p> <p>Read:</p> <p>1. Sturm (2012) Enriched Writer's workshop 2. Silver, Strong, & Perini – Direct Instruction https://ebookcentral.proquest.com/lib/csla/r_eader.action?docID=3002173&ppg=8 3. Wong & Wong: pp. 147-220 (Chapters 18-20)</p>
Week 4 2/17/2024	<ul style="list-style-type: none"> • Collaborative learning (Jigsaw) • Student engagement during collaborative learning model and direct instruction: monitoring students' learning • Overview of Signature Assignment 2: Student Profiles: appropriate 	<ol style="list-style-type: none"> 1. Continue implementing Writing Workshop Stage 1: Exploring 2. Implement Direct Instruction Model 	<p>Submit:</p> <p>1. Signature Assignment 1 UNIT PLAN – Introduction & Grid (Instructional</p>

	<p>assessment and identification</p> <ul style="list-style-type: none"> • Student Assessment (including accommodations and modifications for instruction based on assessment results) 	<p>3. Preview and participate in Collaborative Learning Model (Jigsaw Activity)</p> <p>4. Continue informal student assessment: collect additional work samples from Mon-Fri school, independent work, etc.</p> <p>5. Collaboratively discuss accommodations/modifications</p> <p>6. Student Profile Assignment Demonstration – Candidates analyze the work of their students (discussion of initial assessment and upcoming progress monitoring; establishing the goals for the semester)</p> <p>7. While in the stage of “Exploring” of the Writing process, candidates develop digital literacy and citizenship in their students.</p>	<p>Scope and Sequence</p> <p>2.Lesson Plan and Reading Journal for Sturm (2012) Enriched Writers’ workshop; Harvey, Silver, Strong, & Perini – Direct Instruction; Wong & Wong Ch. 18-20 Read: 1.Estes & Gunter: Cooperative Learning Chapter 2.Wong & Wong pp. 50-76 (Chapters 8-10)</p>
<p>Week 5 2/24/2024</p>	<ul style="list-style-type: none"> • Collaborative learning (Graffiti) • Student engagement during collaborative learning model and direct instruction: monitoring students’ learning • Student Assessment (continued): accommodations and modifications during assessment 	<p>1.Candidates share Cooperative Learning/Jigsaw Implementation</p> <p>2. Preview Graffiti: class demonstration</p> <p>3.Class demonstration and examples of building academic English proficiency and fluency</p> <p>4. Begin Implementing Writing Workshop Stage 2: Drafting engaging students in the creation of diverse print, oral, digital, and multimedia texts</p> <p>5. Candidates identify further informal assessment tools (including online and computer-based assessment tools) to further assess focus students.</p>	<p>Submit: 1.Signature Assignment 2 STUDENT PROFILES Part I 2.Lesson Plan and Reading Journal for Estes & Gunter Cooperative Learning and Wong & Wong Ch. 8-10 Read: Friend & Cook Ch. 9 Schirmer & Bailey (2000) Wong & Wong pp. 131-146 (Chapters 16 & 17)</p>
<p>Week 6 3/2/2024</p>	<ul style="list-style-type: none"> • Historical Context and Legal Responsibilities in Special Education • IDEA (Laws and Regulations) • Transition • Collaboration • Resources for home, school, and community-based resources 	<p>1.Candidates share Cooperative Learning/Graffiti Implementation</p> <p>2. Continue Implementation Writing Workshop Stage 2: Drafting engaging students in the creation of diverse print, oral, digital, and multimedia texts</p>	<p>Submit: 1.Lesson Plan and Reading Journal for Friend & Cook (Ch.9), Schirmer & Bailey (2000), Wong & Wong (Ch. 16-17) Read:</p>

	<ul style="list-style-type: none"> • Restorative Justice • Promoting students' socio-emotional growth • Fostering self-determination through instruction and student-led goal-setting 	<p>3. Demonstration and examples of building academic English proficiency and fluency.</p> <p>4. Preview Socratic Seminar https://www.youtube.com/watch?v=8D-MA_I2_7U</p> <p>5. Begin implementation of language, literacy, and behavior support strategies and progress monitoring for students based on Student Profiles assignment (to be continued throughout weeks 6-12)</p> <p>6. Candidates identify means of addressing intolerance and harassment among students and ways to build socio-emotional maturity and resilience in students</p> <p>7. Candidates conference with students, engage them in goal setting</p> <p>8. Candidates share with families assessment results of the Student Profile assignment and the plan for intervention</p> <p>9. Candidates work with case studies and students' IEPs to apply knowledge of special education law</p>	<p>1. Estes & Gunter Socratic Seminar</p> <p>2. Asaro-Saddler (2016). Using Evidence-Based Practices to Teach Writing to Children with Autism</p> <p>3. Wong & Wong pp. 223-278 (Chapters 21-23)</p>
<p>Week 7 3/9/2024</p>	<ul style="list-style-type: none"> • Socratic Discussion • Student engagement during Socratic Seminar (adjusting instruction) • Building academic English proficiency and fluency • Maintaining supportive learning environment for 1st and 2nd language and literacy acquisition and development, promoting Standard English proficiency 	<p>1. Implement and share Socratic Discussion Implementation</p> <p>2. Debrief and examples of building academic English proficiency and fluency; strategies for maintaining supportive learning environment for 1st and 2nd language acquisition and development, promoting Standard English proficiency.</p> <p>3. Continue Implementing Writing Workshop Stage 2: Drafting</p> <p>4. Candidates carry out informal assessment tools (including online and computer-based assessment tools) to further assess literacy-related strengths and needs of focus students.</p> <p>4. As a part of Writing Workshop Stage 2 Drafting conduct Mini-Lesson on:</p>	<p>Submit: Lesson Plan and Reading Journal for Asaro-Sadler (2016), Estes & Gunter Socratic Seminar Wong & Wong Ch. 21-23</p> <p>Read: 1. Wong & Wong pp. 279-296 (Chapter 24) 2. Mason, Harris, & Graham (2011): SRSD for Students with Writing Difficulties</p>

		letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	
Week 8 3/16/2024	<ul style="list-style-type: none"> Culturally Responsive and Linguistically Responsive Instruction Strategies for students' self- and peer evaluation (3 Stars and a Wish) CRT and self-determination Teaching English Learners Mid-Semester Evaluation (Individual conferences with faculty) 	<p>1. Begin Implementing Writing Workshop Stage 3: Editing: Students engage in a) conferences with teachers, b) peer feedback, c) self-assessment and evaluation</p> <p>2. Discuss Culturally and Linguistically Responsive Instruction and how it can be provided within the thematic unit. Connect CRT and self-determination</p> <p>3. Discuss and examine work samples: Teaching ELs</p> <p>4. Analyze K-22 ELs' work samples and relate it to language development across life span and disabilities range (focus: communication skills, social pragmatics, language skills, vocabulary and discourse development- present language goals within the lesson plans.</p>	<p>Submit: Lesson Plan and Reading Journal for: Wong & Wong Ch. 24; Mason, Harris, Graham, (2011)</p> <p>Read: 1.Asaro-Saddler & Saddler (2010) Planning Instruction and Self-Regulation Training: Effects on Writers with ASD) 2.Echevarria: 99 Ideas for Teaching ELLs</p> <p>Observe: Candidates collect evidence on the impact of CRT on students' self-determination</p>
Week 9 3/23/2024	<ul style="list-style-type: none"> Culturally Responsive and Linguistically Responsive Instruction Including CR behavior management (continued) Fostering a sense of community within classroom Teaching English Learners (continued): Identification, assessment, distinguishing between language learning and language related disabilities 	<p>1. Continue to implement Writing Workshop Stage 3: Editing: Focus on effective communication through word choices, audience awareness, etc.</p> <p>Students engage in a) conferences with teachers, b) peer feedback, c) self-assessment and evaluation</p> <p>2. Discussion of ways to foster a safe respectful classroom community</p> <p>3. Guest Speakers: speech and language pathologist, TESOL instructor</p>	<p>Submit: Lesson Plan and Reading Journal for 99 Ideas for Teaching ELs; Asaro-Saddler & Saddler (2010)</p> <p>Read: Schrodt, Fain, & Hasty (2015): Exploring Culturally Relevant Texts with Kindergarteners</p> <p>Begin reading Peercy (2011) Preparing ELLs for Mainstream</p>
Week 10 3/30/2024	<ul style="list-style-type: none"> Behavior Management (revisited) Behavior as means of communication ASD strategies Maintaining safe, motivating, and productive learning environments 	<p>1. Continue to implement Writing Workshop Stage 3: Editing: Students engage in a) conferences with teachers, b) peer feedback, c) self-assessment and evaluation</p>	<p>Submit: Lesson Plan and Reading Journal for culturally responsive teaching: Schrodt et al. (2015)</p>

	<ul style="list-style-type: none"> Identifying resources for students who experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. 	<ol style="list-style-type: none"> Practice Behavior and ASD strategies Interpreting communicative intent of behavior (case study) and candidates' examples from teaching Discuss maintaining safe and motivating learning environment (provide examples from practice) Collaboratively developing behavior support plan Candidates collaboratively research resources for students who experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. 	<p>Read:</p> <ol style="list-style-type: none"> finish reading Peercy (2011) Marks et al. (2006)
SPRING BREAK NO CLASS 4/6/24			
<p>Week 11 4/13/2024</p>	<ul style="list-style-type: none"> Overview of the Major PHI Categories and Characteristics Atypical Development (Gross and Fine Motor Skills/Abilities) Overview of the Major PHI Categories and Characteristics Impacts on learning and family Organizing safe environment 	<ol style="list-style-type: none"> Continue to implement Writing Workshop Stage 3: Editing: Students engage in a) conferences with teachers, b) peer feedback, c) self-assessment and evaluation Developing accommodations and modifications for students with PHI conditions Collaboratively establishing ways to support families of students with PHI, TBI, OHI 	<p>Read:</p> <ol style="list-style-type: none"> Scott et al. Teaching Writing Process to Students with LD Mason & Graham (2011). Writing instruction for adolescents
<p>Week 12 04/20/2024</p>	<ul style="list-style-type: none"> Teaching secondary students/transition students with a wide range of abilities Accessing school, district, and community resources- interdisciplinary collaboration with teachers, service providers, and agencies 	<ol style="list-style-type: none"> Continue to implement Writing Workshop Stage 3: Editing: Students engage in a) conferences with teachers, b) peer feedback, c) self-assessment and evaluation Begin Implementation of Stage 4: Publishing 	<p>Submit:</p> <p>Lesson Plan and Reading Journal for Peercy (2011) and Marks et al. (2006)</p> <p>Read:</p> <ol style="list-style-type: none"> Wong & Wong pp. 299-337 (Chapter 25 and Epilogue) Berkley & Lindstrom (2011)
<p>Week 13 4/27/2024</p>	<ul style="list-style-type: none"> IEP/ITP- overview and role play Collaboration with other professionals, related services, community agencies Multi-tiered systems of support for literacy skills and behavior 	<ol style="list-style-type: none"> Candidates examine IEP/ITP videos/documents; Practice role play: providing students' families with information regarding typical expectations, typical/atypical performance, including conflict resolution 	<p>Submit:</p> <ol style="list-style-type: none"> Signature Assignment 2 <p>STUDENT PROFILES Part II</p> <ol style="list-style-type: none"> Lesson Plan and Reading Journal for

		<p>3. discussion of the impact of the disability on the developmental and academic progress;</p> <p>4. initiating referrals for additional services</p> <p>5. developing behavior support plan</p> <p>6. Continue to Implement Writing Process Stage 4: Publishing</p>	<p>a)Wong & Wong pp. 299-337 (Chapter 25 and Epilogue)</p> <p>b)Berkley & Lindstrom (2011)</p>
<p>Week 14 05/04/2024</p>	<ul style="list-style-type: none"> • IEP/ITP- continued: providing students' families with information regarding typical expectations, typical/atypical performance, • discussion of the impact of the disability on the developmental progress 	<p>1. IEP/ITP – a) meet with parents of the focus student and share the results of the student profile assessment.</p> <p>b) Include your student into the meeting to practice self-determination and self-advocacy skills; involve them in self-evaluation</p> <p>c) provide recommendations about continued academic and behavioral intervention at home/school to address student's needs.</p> <p>2. Review of culmination and preparation for culmination</p> <p>3. Implement Writing Process Stage 4: Publishing/Presenting</p>	<p>Submit:</p> <p>1. Signature assignment 1: complete UNIT PLAN including evaluation of unit and self and overall reflection (including self-assessment of professionalism)</p> <p>2. Lesson Plan and Weekly Reflection (Your Letter to Teachers in Fall 2024)</p>
<p>Week 15 05/11/2024</p>	<ul style="list-style-type: none"> • Putting it all together: Candidates' Presentations • Final Evaluations 	<p>1. Student Teacher Presentations</p> <p>2. Continue to implement Writing Process Stage 4: Presenting</p>	<p>Submit</p> <p>1. Lesson plan and Weekly Reflection</p> <p>2. Final self-reflection</p>

*No work is accepted late without prior arrangement. This is a teaching course where lesson plans and other assignments have to be completed on a weekly basis.
Incompletes will be granted only in accordance with university policy.

Required Text

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.

Silver, H.F., Strong, R. W., & Perini, M. (2007). *Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Ch. 3: Direct Instruction.

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.

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

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

Grading

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

Outcomes Based on Grade Received

Credit (CR): Candidates who receive a grade of “CR” in this course will enroll in either EDSP 4071/4072/4073 (9

units) or EDSP 4091/4092/4093 (9 units) to complete the second semester of directed teaching. Candidates who enroll in EDSP 4071/4072/4073 (9 units) will be placed in a classroom with a designated Master Teacher in addition to receiving supervision from a University supervisor. Candidates who enroll in EDSP 4091/4092/4093 (9 units) will complete their final practicum in their own classrooms under the supervision of a university supervisor. EDSP 4091/4092/4093 enrollment requires a **recommendation from your Learning Center Supervisor and approval of your advisor or the Division chair**. Credential candidates must receive a rating of “Meets Expectations” or better on the teaching competencies on the Teaching Rubric and Evaluation Form in order to receive a grade of “CR” in this class.

No Credit (NC): Candidates who receive a grade of “NC” in this course will be required to repeat the Learning Center Practicum (EDSP 4061/4062/4063 - 4 units). If Candidates who repeat the Learning Center receive a grade of “SP,” they must enroll in EDSP 4071/4072/4073 (9 units) for the second semester of directed teaching. If Candidates who repeat the Learning Center receive a grade of “NC,” they will be exited from the Education Specialist Credential Program.

See Education Specialist Directed Teaching Rubric and Evaluation Form for Learning Center Teaching competencies – available on EDSP4061-01 Canvas site.
Assignment Descriptions and Rubrics Course Requirements and Assessment Procedures

1. Grades will be based on evaluation of directed teaching competencies to be reviewed in class and by the quality of completed course assignments as defined in this syllabus.
 2. Students are expected to attend class. If you have an emergency and must be absent, **please email your assigned faculty member, your co-teaching team, and your assistants. A maximum of one excused absence during the semester is permitted. Anyone missing two sessions will be required to complete to course and retake EDSP 4061/4060 at another time.**
 3. Attendance will be taken at check-in in the morning and at the afternoon seminars. Personal time management is a critical teaching competency, and your attendance and punctuality will bear strongly on our evaluation of your professionalism.
 4. Students must be prepared for class. Operationally defined, preparation includes having required reading assignments read, and written work and lesson plans completed when due so that you can discuss, relate and apply the information. If you have questions that arise during your preparation, contact a faculty member.
- Due dates for all assignments are **final** unless prior arrangements (at least one week in advance of due date) have been made with your supervising faculty member (one time, emergency). All other late assignments will not be accepted. All written work (journal, Student Profiles, unit plan, lesson plans) must be submitted at the beginning of class, in the designated place. *You are responsible for printing sufficient copies of any required documents for yourself, your partner and your faculty supervisor.*
5. All formal written work including journal entries must be word-processed and carefully edited.
 6. Because of your responsibilities to the students in your class, and to your team teacher/assistant, you will not be allowed to drop this course **except in cases of extreme hardship** and with the consent of all supervising faculty.
 7. In some semesters, due to low numbers of students enrolled in the course, some of you may not be paired up with a co-teaching partner within the same classroom. Rather, you are assigned partners for co-planning of your instruction. Please choose a unit theme that you both feel interested, competent and comfortable teaching. We encourage you to co-plan and co-design lessons, as well as to share resources and ideas. It is also required that you plan at least joint 2-3 activities for your classes during this semester.

Assessment Procedures

1. *Weekly Reflective Journal*: will evaluate candidate’s understanding of course content, readings and expectations throughout the course
2. *Weekly Lesson Plans*: will evaluate the candidate’s ability to plan instruction appropriate to the individual and collective needs of a group of students including at-risk students and students with special needs, including:

- Plans to enhance student health and safety to support learning,
 - Plans to use research-based strategies to support writing and literacy.
3. *Weekly Observation of Instruction*: will evaluate how effectively and appropriately the candidate plans for, presents and evaluates instruction independently and **in collaboration with co-teacher**.
 4. *Student Profiles*: will evaluate the ability of the candidate to assess and evaluate the written language, and behavioral skills of assigned students. In addition, it will evaluate the candidate's ability to plan, present, and evaluate instruction based on the results of their assessment.
 5. *Unit Plan*: will evaluate the candidate's ability to plan and present a thematic instructional unit using appropriate curriculum adaptations, in effective collaboration with a cooperating teacher.
 6. *Professional disposition*: will evaluate candidate's ability to demonstrate professionalism

Weekly Assignments and Activities
Assignment Descriptions and Rubrics

**WEEKLY REFLECTIVE
JOURNAL**

Due: Each Saturday at 8:45 a.m. (Weeks 1-15)

Maintain a weekly reflective record (journal) of your collaborative interactions, observations, appreciation, reflections, and concerns regarding your practicum experience. Your journal should demonstrate your ability to use teacher reflection to assess your own experiences and to evaluate and improve your own teaching skills. Therefore, do not use your journal simply to describe what is happening throughout the semester. Use your journal as a method of introspection. You need to include what went well during the past week and what did not. Then, explain clearly why things did not go well and what you would do differently in the following week. In the following week's reflective journal, you need to explain how things go with the change you implemented. Each journal should be labeled by week number, date, and your name! Journal entries must be word-processed. Use I/me statements in your journal and focus on both positive and negative elements of your experiences. For each entry, be sure to include all 4 subheadings and reflect on:

- (1) Self-growth as compared to your self-evaluation.
- (2) Students and teaching experiences
- (3) Your collaborative partnership with a co-teaching partner or your assistant**
- (4) Readings

This journal will be read by your assigned faculty supervisor; it is an opportunity to share your successes, difficulties, frustrations, concerns, or anything else you might wish to share with your primary evaluator. Your journals are confidential and will not be seen by your partner(s). Therefore, you should feel free to be candid when writing your journal.

For specific guidelines and guiding questions for your weekly reflection please refer to samples and templates posted on Canvas.

WEEKLY LESSON PLAN

Please use the template provided on Canvas

Due: Each Thursday no later than 10 am (Week 3 through Week 15)

Make sure to share the exact lesson plan with your assistant before Saturday and answer any questions your assistant might have. The LC faculty will maintain a file of lesson plans and observation notes for each

candidate, to be returned at the end of the semester.

Lesson plans should be concise - but provide enough detail so that another teacher would be able to use the plan to teach the lesson in your absence. The lesson plan will also allow observers to understand the context of what they are observing. The lesson plans are developed for first and second language learners, remember to reflect this in your lesson (and classroom) organization and procedures. The lesson plan will cover the entire 2 ½- hour teaching block and may cover 1 or more content areas.

Use the following format when creating your lesson plans (use of headings is required):

Title of Lesson Date of Lesson**Skills Area(s):****Content and Literacy Standards Addressed in the Lesson:****Model of Instruction Used**

Indicate which Model of Instruction is featured in your weekly lesson. Each week another Model of Instruction will be described in class. Be sure to include that Model in the following week's lesson plan.

Model Presentation	WEEK to include Model in Lesson
Concept Development	Week 3
Direct Instruction	Week 4
Cooperative Learning	Week 5
▪ Jigsaw	
Cooperative Learning	Week 6
▪ Graffiti	
Socratic Discussion	Week 7

Collaborators and their roles: please include co-teachers, instructional assistants, behavior support provider, and speech and language pathologist (and any other service providers needed for your students' success

Lesson Objectives:

Remember to link these objectives to specific evidence-based activities within the lesson.

- Instructional Objectives (Content Are Objectives):** What knowledge or skills do you expect the students to attain or apply during the lesson? Objectives should be observable and measurable, and include a method of assessment.
- Language Objectives:** What English language proficiency skills do you expect students to develop practice or apply (e.g., vocabulary development, responding or writing in complete sentences, asking questions about new concept, making predictions, comparing/contrasting concepts, describing cause and effect). Remember to target academic language and literacy development. Language objectives target all language/literacy domains including speaking, listening, reading and writing. You can also include development of self-advocacy skills in language objectives. Take into consideration your knowledge of first and second language development.
- Behavior/Social Skills objectives:** support your students' development of positive behavior and social skills for learning in multiple contexts of whole class instruction, discussions, small group interaction, and independent work, as well as school-as-a-whole behavior expectations (across classrooms/grade levels collaborative activities, hallways, breaks, computer lab, outside activities, etc).

Overview Paragraph - Provide brief description of flow of instruction, activities, and evidence-based practices and strategies to be presented during the 2½ hour block (i.e., teacher input/student output/ input). Make sure to describe specific activities, strategies, **as well as structured and informal interactions that teachers and**

assistants will use within the lesson to address the lesson’s content area, language and literacy, and behavior/social skills objectives.

UDL Considerations and Material Adaptations: provide a brief description and specific examples of activities where/how you will provide your students with multiple means of access, expression, and engagement; discuss at which MTSS tier are activities in your lesson.

Motivation - Describe how you will involve the student or capture their attention/interest. What is your motivational set? Include any prior instruction to be reviewed.

Materials - List the materials and equipment that you will use to present the lesson;
***please note that you are required to provide the basic materials to your class. These include paper and pencils, and any of the materials that you plan on using throughout the semester. For the supplies that you intend to use less frequently, please consult the list of available supplies provided by the Resource/Computer Lab Team.**

Procedures and Schedule - Briefly describe student and teacher activities. List activities by time period (e.g., 9:00 to 9:30, 9:30 to 10:00; 10:00 to 10:15; 10:15 to 11:00, etc.). Be sure to explicitly state which activities are led by you and which are led by your assistant. Make sure to describe how you differentiate your instruction based on your students’ abilities and English proficiency. Most of the teaching responsibilities should be assumed by credential candidate (student taking the class) and the assistant should be teaching small groups and only occasional whole class activities, only if he/she is comfortable doing so. For each instructional assistant, describe the form that assisting will take (i.e., writing notes/instructions on board while lead teacher describes activity; presenting visual supports; passing out graphic organizers and helping students fill them out, etc.). If you are co-teaching during this period--if all teachers are in an active or lead role--then state this. Be sure to identify which model of co-teaching is in use. Include descriptions of low and high assistive technology equipment used for individual, small group, or whole class instruction. This may include: low tech: individual schedules, graphic organizers, pencil grips; mid tech: spellers and electronic dictionaries, timers, audio books; high tech: computers, tablets).

PLEASE NOTE THAT THE TIMES ARE GIVEN TO MERELY PROVIDE AN EXAMPLE.

Time	Activity and Differentiation of Instruction	Teacher/Accommodations
9:00-9:15	Starter activity	Name of Teacher – description of role Name of Teacher – role
9:15-10:00	Thematic and/or Writing instruction/Oral and Written Language Development	Name of Teacher - role Name of Teacher(s) – role
10:00-10:10	Bathroom break/Snack *please note that you are expected to provide very light healthy snacks (fruit, granola bars) to your students; for the time of online instruction: please plan on developing a weekly note to parents and discussing healthy nutrition with the families	Name of Teacher - role Name of Teacher(s) – role
10:10-10:55	Thematic and/or writing instruction/Oral and Written Language Development	Name of Teacher - role Name of Teacher(s) – role
10:55-11:25	Thematic and/or writing instruction/Oral and Written Language Development	Name of Teacher - role Name of Teacher(s) – role
11:25-11:30	5 minute wrap-up	Name of Teacher - role Name of Teacher(s) – role

Note: (1) Remember to be in the mindset of collaboration at all times. Collaboration may be carried out in

the form of co-planning, co-instructing, and co-assessing. Try different models of collaboration.

(2) Remember you should include one long-term writing project that incorporates all the writing stages. You should also schedule short weekly writing assignments that flow from the week's thematic activity.

(3) Be sure to sign your class up for computer lab time at least twice during the semester. For the time of the online instruction: Think of the age-appropriate and developmentally appropriate computer-based online activities that your students could engage in: research, educational games; online resources for learning and studying.

Assessment During Instruction - Describe when and how you will assess student skills, progress or learning during the lesson and the purpose of the assessment. This will allow the faculty member observing your lesson to evaluate and provide feedback regarding your assessment skills and strategies. Assessment should also be noted in the grid above.

Accommodations - List any supports or curriculum adaptations/accommodations/modifications that will be needed for any of your students for each of the activities that are listed in the schedule. Be sure that your accommodations address students' abilities and disabilities (mild to moderate, moderate to severe, physical and health impairments); cultural and linguistic differences. Be mindful of students' age, gender identity, SES. List the assistants/teachers who will be working with that student during the time. Specify what types of supports or curriculum adaptations/accommodations will be implemented so student can successfully participate in the lesson. Make sure to implement accommodations developed in collaboration with the Autism/behavior consultant.

Expectations for Classroom or One-to-One Assistant – If you have a child with a **one-to-one** assistant assigned or you have a classroom assistant, describe your expectations for the assistant during each step of the instructional day. Include specific activities in which the assistant will engage, and if the child will be participating in different tasks than the main group, describe the activities and why they must differ, relating them to the instruction provided to the rest of the class.

Evaluation and Feedback - Identify how you will evaluate your students' progress or mastery of the lesson objectives. Methods of evaluation may include such tools as: observation with notes; performance tasks; portfolio assessment; student self-evaluation and interviews; analysis of student reflection; or analysis of work samples.

For more ideas, refer to your EDSP 4060/4061/4062/4063 materials and texts.

THE INSTRUCTIONAL UNIT

Unit Part I Due: Week 4

Unit Part I, II and III Evaluation Due: Week 14

Purpose

The purpose of this assignment is to develop your ability to plan, organize, deliver and evaluate a coherent unit of study organized around a central theme that is appropriate for your students' age, abilities, language and literacy needs and disability-specific needs. Make sure that your unit not only presents content that is new and enriching for your students, but also includes intensive intervention building proficiency and fluency in language (including academic language), literacy, and social skills, based on your students' needs. ***For the purposes of this plan, you and your assistant (s) will be focusing on structured literacy (reading and writing), academic language and literacy development (listening, speaking, reading and writing) within the context of content area instruction.*** However, remember you must also incorporate occasional math instruction into your lessons.

Your Unit describes and documents what you and your partner(s) will be doing in your classroom(s) throughout the semester. The Unit is developed in consultation with your assistant and in collaboration with the classmate

who will be assigned to you to co-plan and to brainstorm ideas for instruction. We would like to stress that the bulk of the work should be done by students enrolled in the class, but feel free to consult and brainstorm with your assistants. You will turn in one document per classroom that reflects a high standard of planning and presentation, and reflects shared thinking and planning. Make sure to also consult with your faculty supervisor and the Autism/behavior consultant.

Selecting a Theme

Your unit and weekly lessons should be planned around a central theme - or a thematic unit. The theme you choose will be based on an evaluation of your students' needs and capabilities as well as your own interests. We recommend selecting a theme reflecting grade level of assigned students. Past student teachers have chosen themes such as "The Ocean," "A World of Music," "Crossing Barriers," "Inventors and Inventions," and "Living Things." Other possibilities will be discussed in class.

Guidelines for the Unit

The Unit is organized in a "D" ring binder submitted in two parts. Part I will include an introduction and grid plan. Part II will be set up with weekly dividers to include a compilation of lesson plans and other products used or created during your weekly lessons. At the end of the semester, you will write a reflection, which will also be included in the binder.

Your unit must contain all the components (introduction, grid, weekly lesson plans) described below. Each of these components should be typed or word-processed and be neat, error-free, and presented in standard English. Each component except the plan overview must also be double spaced, use 12 pt. traditional type (avoid decorative type), have one-inch margins and numbered pages. You have some latitude regarding decoration of pages, particularly the title page, and may include illustrations, photocopied documents (with appropriate references listed in the Resources section) or other appropriate materials.

Part I: The Unit Plan*

Purchase a 1-1/2' D-ring binder to store your unit, with a set of dividers (one per week). Begin your unit with a title page, an introduction and the plan. You may make your title page simple or decorative according to your taste, but it must include the following information:

Name of the Unit

Author's Name (include assistant's name and the name of the collaborating teacher as

well) Grade Level of Students

Semester, Year

Introduction: 1.5-2 pages

- A. Theme:** What is the theme of this unit? Why did you choose this theme? Why is it a meaningful and motivational topic for this group of students, their developmental needs, their age group? (1 paragraph)
- B. Students:** Briefly describe the grade level and general characteristics of the students it is designed for. Describe the range of students in your class (based on the registration information, parent interviews, student work samples). Your class is composed of a wide range of learners, including struggling students, students with special needs, English Language Learners with varied levels of English proficiency, and gifted/advanced students. Provide an overview of the instructional context (setting (including creating a literacy-rich and communication rich environment, student needs, teaching model(s), period of time covered, etc.) (1-2 paragraphs: one focusing on students, the other one focusing on instructional context)
- C. Content:** Summarize the content of the unit. What content do you plan to teach from weeks 3 to 15? Remember to keep in mind the entire range of diverse learners in your class and their needs and strengths. Discuss content area, language, and literacy demands that the unit presents for the students in your class,

including ELLs and students with disabilities. Discuss the strategies you plan to implement for making content of the unit accessible for a wide range of learners with diverse abilities. (2 paragraphs)

- D. Unit Objectives:** List the objectives of the unit. Objectives are specific and measurable statements regarding student outcomes. Your instructional unit should have at least three to five objectives in the areas of selected content area, academic language, written expression, behavior/social skills. When writing objectives consider content and skills as well as other areas that may need instruction. (1 paragraph)

The Plan Overview – GRID (see samples of students' works on Canvas)

Using a grid, calendar or similar format, develop a plan of instruction for weeks 3 through 15, labeling it with the week number and date. This will serve as a general plan for the semester. Weeks 3-15 will be evaluated. For each week, describe the content and skills to be taught, activities, and assignments. Be careful to note which stage of the writing process you are addressing each week.

Try to fit your Grid on one-two pages (use bullets or phrases rather than full sentences). You may organize your plan in any way that is meaningful to you (and your partner), but be sure we can understand it. Remember: the purpose of the plan is to layout the scope and sequence of instruction for the semester. Be concise, but provide enough detail to show that you have carefully thought out the instruction you present. Also, be sure that all the instruction flows in a logical sequence and is related to the objectives you listed earlier.

- ☑ Remember, you must be working on some piece of the writing process/long -term writing project each week.
- ☑ Create at least one writing activity that spans several weeks to allow your students at least one opportunity to go through the entire writing process, from Romance to Presenting. Be sure to identify the stages of the process that each activity is intended to address.

Part II: Weekly Lesson Plans

Each week you will add your week's lesson plan, any handouts or assignments, samples of student work (photocopies only), products and other evidence of what you have done during the week. Use virtual folders to organize this section week by week. Keep your unit binder in your classroom each week so your supervisor can review it when you are observed. You are free to add any additional materials you feel will best demonstrate what you have done. *Do not put your observation feedback or evaluation forms in the binder.*

Part III: Collaborative Unit Evaluation

At the end of the semester, you will evaluate the unit. Begin by establishing how you will evaluate the unit then discuss your evaluation.

Criteria for Evaluation (2 pages)

- ☑ Describe how you intended to evaluate your students' progress toward the objectives you developed, including specific behaviors and knowledge you will assess to determine attainment of the plan objectives.
- ☑ Methods of evaluation can include: observation with notes; quantitative or qualitative evaluation of performance tasks; portfolio assessment using rubrics; student self-evaluation and interviews using rubrics or checklists; qualitative analysis of student reflection using rubrics; or quantitative or qualitative analysis of work samples.

Write a narrative evaluation of the unit. Discuss content area, academic language, and literacy demands that the unit presented for the students in your class, including ELLs and students with disabilities. Discuss the strategies you implemented for making content of the unit accessible and academic language development structured and rigorous for a variety of learners. Consider the success of the unit both in terms of instruction and in terms of student learning. What was the impact of structured oral interactions that you implemented throughout the unit on students' content area knowledge and writing skills? Begin by describing student achievement at the end of the unit, as measured using the criteria you developed, and highlighting the changes in their skills and knowledge

that you documented (1 page).

Follow this by evaluating the success of the unit from your perspectives as teachers. Consider, but don't limit your evaluation to such questions as: What worked and what didn't? What would you keep as part of a future unit, and what would you change? Did you encounter any problems, and if so, what would you do to prevent them next time? What methods and materials were particularly successful, or didn't work? Reflect on your students' ongoing strengths and needs: were the accommodations and/or modifications successful? How did conducting ongoing assessment change your instruction? How were you able to improve the instructional unit that you originally planned? Any surprises, stories to share, etc.? (1 page).

Individual Reflection

Conclude your unit by writing an individual 1 page reflection on the unit. Using I/me statements, discuss what you learned from this experience, how it went, what worked and what didn't. Be sure to put your name on the reflection.

Submitting the Unit

At the end of the semester, submit your finished unit with your plan, weekly lesson plans and evidence, collaborative evaluation and individual reflections. Your unit will be graded on a 3-point rubric (see below), and must attain a minimum of 2 in all areas to successfully complete the assignment.

Unit Plan Rubric

Teacher Partners:

	Satisfactory 3	Marginal 2	Unsatisfactory 1
Introduction: Identify Theme and Objectives <ul style="list-style-type: none"> ☐ Describes theme ☐ Describes why theme is meaningful for age group ☐ Describes why theme is motivational for age group ☐ Lists measurable objectives 			
Grid and Plan Overview <ul style="list-style-type: none"> ☐ Lays out scope and sequence of instruction for 9 weeks ☐ Summarizes instructional content of unit ☐ Identifies stages of writing process addressed each week ☐ Lists resources/materials to be used in lessons 			
Weekly Plans <ul style="list-style-type: none"> ☐ Describes each week's specific instruction and activities for weeks 2-9 ☐ Gives concise, detailed instruction, sequenced and related to goals and objectives ☐ Includes one writing activity that goes through entire writing process and spans several weeks ☐ Describes accommodations for students with special needs 			
Collaborative Evaluation of Unit <ul style="list-style-type: none"> ☐ Describes how you will evaluate students' progress toward goals and objectives you developed ☐ Describes methods of evaluation to determine the attainment of the planned goals and objectives 			
Individual Reflection <ul style="list-style-type: none"> ☐ Describes what you learned from implementation of the unit, what worked, and what didn't work 			

Note: Students must attain a minimum of 2 in all areas to successfully complete the assignment
Student Profiles

Due: Student Profiles #1 – Week 5
 Student Profiles #2 – Week 13

Purpose

The purpose of this assignment is to develop your ability to collaboratively create student profiles are based upon assessment information (including family interview, review of the IEP (with the consent of student's family), assessment of foundational skills, and progress monitoring for 8 weeks) so that you can develop effective writing instruction, establish instructional and behavioral goals and effectively deliver instruction taking into consideration individual student needs.

Guidelines

You must complete student profiles for all assigned students. The writing sample can be obtained as a class assignment. The behavior assessments can be carried out with the help of the assistant. The first part of the assignment is due Week 5. The second part of the assignment is due Week 13. The student profiles must be structured according to the guidelines that follow. Be sure to include actual writing samples, and any other actual assessments used in the paper.

Student Profiles: Part I

1. **Introduction: *Based on the family interviews*,** review of the students' intake forms and available IEP documents (conducted during weeks 1-2), provide a brief introduction of the students whose writing and behavior skills you are going to assess and analyze. Discuss their reported assets, funds of knowledge, and needs, the possible impact of personal/developmental factors, family, school, community and environmental factors on students' academic and linguistic/literacy progress, as well as physical, socio-emotional, and cultural well-being.
2. **Informal Reading/Writing and Behavior Assessment:** Following the legal requirements and ethical practices of special education, conduct an informal reading/writing assessment and a brief behavior assessment of each student in your class. Collect a writing sample for each student in your class. This sample should begin with one of the provided writing prompts. The writing sample should be included in your assignment and be followed by your evaluation of the sample. A neat, clear photocopy of the writing sample is acceptable.
3. **Analysis of the Writing Sample:** When analyzing a writing sample, attend to both content and mechanics, as discussed in class. Use a rubric to supplement your analysis (see examples of rubrics posted on Canvas), but your primary analysis should be informal. Analyze the writing sample for areas of strength, areas of need, and for error patterns. Identify some specific strengths and at least 3 strategies to support specific areas in need of further development. Such areas may include: the ability to sequence ideas, the ability to describe story elements, the ability to form complete sentences; the ability to use more descriptive language; the ability to write a complete paragraph; or the correct use of punctuation or spelling. Student's strengths and weaknesses can be presented in a table format. See students' work samples on Canvas.
Be sure to identify at least 3 specific recommendations to improve students' writing skills.
4. **Reading Screener:** You can use DIBELS or any other reading screener (<https://www.readingrockets.org/helping-all-readers/screening-and-assessment>)
5. Using a behavior screening measure (posted on Canvas) to assess the student's strengths and areas of behavioral and social need; describe student and make recommendations about what this student needs to learn most effectively.

6. Identify the strengths, modifications, accommodations and other specific strategies needed by each student in the areas of: Writing and Behavior/Social Skills
7. Write 2-3 IEP goals for based on the student’s present levels of performance in the areas writing (content, mechanics) and behavior.

For the next 8 weeks, incorporate your recommendations for the student into your weekly instruction.

Note: When you identify a “need”, you must describe SPECIFICALLY what you recommend is done to support and instruct this student effectively.

Student Profiles: Part II: Be prepared to share the results of your assessment and intervention with the student’s family. Include copies of both writing samples in your report.

The second part of the assignment assumes that you have implemented your recommendations.

1. For Part II, you will select one student who showed significant writing needs in Part I and for whom recommendations for intervention were either at Tier 2 or 3 (small group or individual intervention) and obtain a second writing sample from that student at least 8 weeks after the initial writing sample and after at least 8 weeks of implementing the specific recommendations for that student. This should be a comparable writing sample, using a writing prompt similar to the first prompt used.
2. Do an analysis of this second writing sample.
3. Evaluate whether the student has met the writing and behavior goals you have set in Part I. Support w.evidence.
4. List each recommendation made in Part I and describe whether writing Sample 2 showed improvement in the targeted areas of need.
5. Discuss recommended adaptations for literacy tasks and behavior
6. Include a 1-2 page reflection, comparing and contrasting the two writing samples from your student and discussing what you learned from this assignment.

Student Profile Rubric

	3 - Satisfactory	2 - Marginal	1 – Unsatisfactory
Writing Sample Analysis	<ul style="list-style-type: none"> ☐ An initial writing sample from all assigned students ☐ Each writing sample is critiqued in terms of mechanics and creative ideas; ☐ Recommendations based upon writing samples are included ☐ A second writing sample from one assigned student from a later time that is also critiqued in terms of mechanics and creative ideas 	<ul style="list-style-type: none"> ☐ An initial writing sample from all assigned students ☐ Each writing sample is critiqued on either mechanics or creative ideas; ☐ Recommendations are included ☐ A second writing sample is included 	<ul style="list-style-type: none"> ☐ An initial writing sample from most assigned students ☐ Critique is not substantiated by the sample included; ☐ Minimal recommendations are included ☐ A second writing sample is included

Behavior/Social Skills Assessment	<ul style="list-style-type: none"> ▫ Student's strength and weakness in the areas of behavior/ social skills are identified, using examples of their performance; ▫ Areas of strengths and needs for purposes of instruction are recommended and are based upon a behavior/social skills assessment 	<ul style="list-style-type: none"> ▫ Student's strength and weakness in the areas of behavior/ social skills are identified, using an example of their performance; ▫ One strength and weakness in the areas of behavior/social skills are noted for purposes of instruction 	<ul style="list-style-type: none"> ▫ Student's identified strength and weakness in the areas of behavior/ social skills are not based upon any objective assessment data
Modifications	<ul style="list-style-type: none"> ▫ A detailed description of the modifications needed for students in the areas of writing and behavior/social skills is included and ▫ Modifications based upon explicit assessment information 	<ul style="list-style-type: none"> ▫ A description of the modifications needed for students in the areas of writing and behavior/social skills is included 	<ul style="list-style-type: none"> ▫ A sketchy description of the modifications needed for students is included

Note: Students must attain a minimum of 2 in all areas to successfully complete the assignment.

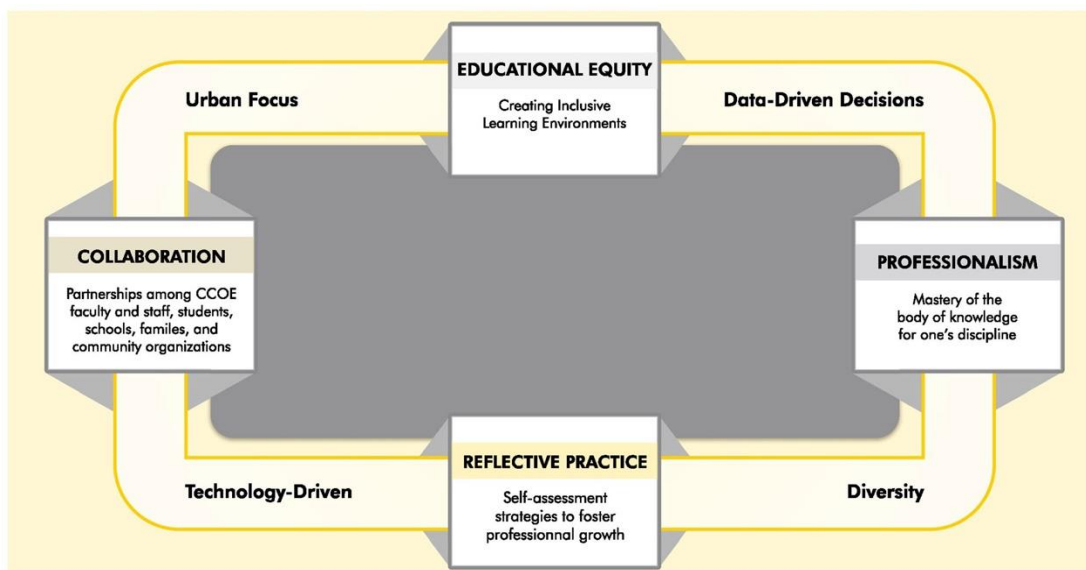
CONCEPTUAL FRAMEWORK

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.