Conceptual Framework Theme Statement: Preparing leaders committed to social justice and democracy.

Relationship to Theme: Students receive supervised practice working with diverse populations of students with mild/moderate disabilities in special education and general education environments in addition to collaborating with families and educators. This is the final supervised special education fieldwork experience for candidates earning the Preliminary Education Specialist Credential. Candidates have either had two previous quarters of general education fieldwork to fulfill requirements for their Multiple Subject credential or currently possess a valid California Multiple or Single Subject Credential. All candidates have had three quarters of fieldwork or Internship teaching.

Purpose: The purpose of this fieldwork is to provide candidates with an opportunity to:

1) Practice the principles and specific strategies discussed in the concurrent classes ESPY 6670: Fieldwork Group Supervision I and EPSY 6206: Advanced Studies in Research and Case Management
2) Complete course assignments for EPSY 6206 and EPSY 6770 including the Bridging Document and the final Portfolio
3) Demonstrate competence in assessing, instructing and supporting the learning, social, behavioral and ecological needs of students with mild/moderate disabilities
4) Collaborate with site personnel and students’ families and service providers regarding the multiple facets of the roles of the Education Specialist including professional development, IEP process, transition and other areas of need.
5) Demonstrate competence in the management of aspects the program and the multiple roles of Education Specialists within a school or service setting
6) Receive constructive feedback from the University supervisor and the cooperating master teacher on a regular basis
7) Demonstrate a novice teacher level of mastery of the Teaching Performance Expectations for Education Specialists
8) Reflect on practice so as to complete the EPSY 6670 Bridging Document

Department Mission: The mission of the Department of Educational Psychology is to prepare a diverse population of students as professional counselors, psychologists, special education specialists, and researchers for effective and innovative work in a variety of settings, including schools, agencies, hospitals and industry. This course contributes to the mission by providing students with knowledge and
skills in the integration and application of policy, environmental supports, research, evidenced based assessment and instructional practice.

Accommodations for individuals with disabilities: If you have a documented disability (through Accessibility Services) and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the instructor as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services [http://www20.csueastbay.edu/af/departments/as/](http://www20.csueastbay.edu/af/departments/as/).

By enrolling in this class you agree to uphold the standards of academic integrity described in the catalog at [http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html](http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html).

Emergency Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: [http://www.aba.csueastbay.edu/EHS_emergency_mgnt.htm](http://www.aba.csueastbay.edu/EHS_emergency_mgnt.htm). Please be familiar with these procedures.

Information on this page is updated as required. Please review the information on a regular basis.

**Required Texts & Assignments:** Texts, readings and assignments required in concurrent courses, EPSY 6206 and EPSY 6670 and as suggested by your University Supervisor, master/cooperating teacher or other professional personnel

**Grading:** In accordance with university policy, this course is graded Credit/No Credit rather than letter grades. However, candidates must receive a score of at least a 3 on each of the Teaching Performance Expectations on the fieldwork evaluation sheet. Candidates who do not obtain such scores, may be required to extend their student teaching placement, complete additional assignments or activities or complete another student teaching placement. Candidates receive a mid-quarter evaluation of their progress towards receiving a 3 on each of the Teaching Performance Expectations for Education Specialists.

**Objectives:** Within the student teaching/internship experience the candidate will -
1. Demonstrate acceptance and understanding of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle, orientation, language, abilities, disabilities, and aspirations of individual learners.
2. Demonstrate the ability to design and implement sound instructional programs based upon the assumption that every child can learn.
3. Demonstrate ability to involve parents, caregivers and other individuals as collaborative partners in the development of their child/charge.
4. Demonstrate knowledge of techniques that promote self-advocacy for individuals with disabilities and that encourage personal and social responsibility and independence.
5. Design and employ individual and group strategies, interventions and instructional tools that reflect understanding and utilization of the multiple ways that students learn.
6. Demonstrate the ability to select and implement appropriate instructional methods and strategies for individual students with diverse learning and language abilities.
7. Demonstrate a variety of evidence/research-based and effective teaching (best practices) practices that achieve targeted student outcomes.
8. Demonstrate the ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback.
9. Demonstrate the ability to carry out existing instructional programs designed by the cooperating/master teacher, mentor or other service provider.
10. Demonstrate knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy.
11. Demonstrate knowledge of a classroom management models and develop a personal management plan.
12. Demonstrate knowledge of a variety of positive behavior management techniques in individual and group activities.
13. Utilize positive behavior management techniques in individual and group activities.
14. Demonstrate the ability to consistently administer appropriate/effective consequences.
15. Demonstrate competence in data collection procedures, appropriate methods of presenting data, and using data to make decisions.
16. Use student outcome data to systematically modify instruction and learning environments.
17. Demonstrate on site a high level of professional behavior and responsibility including timeliness, courtesy, collaboration, and adherence to administrative regulations as established by the assigned site master teacher.
18. Participate in all school activities including collaborations, site based community activities and as appropriate staff development activities.
19. Under the supervision of the master/cooperating teacher or the intern mentor participate in all aspects of the IEP process from prereferral meetings through the development of the IEP.
20. Under the guidance of the master/cooperating teacher carry out/complete formal, criterion referenced, curriculum based assessments; interpret assessment data.
21. Demonstrate the ability to analyze teacher behavior (including their own) in terms of components of instruction and classroom management.

Course Requirements:
1. Work at an approved site serving the educational needs of students with mild/moderate disabilities full-time, 5 days a week for a period of at least 10 weeks. Approved sites are those which:
   a) Programs in public school settings serving students with mild/moderate disabilities
   b) Encourage the full implementation of the requirements of the courses on Case Management and completing the Professional Portfolio
   c) Have a cooperating master teacher who holds an Education Specialist credential or comparable credential; has been successfully teaching under the credential for 3 or more years; has been recommended by either the Director of Special Services/Education from their district or a University Supervisor and/or has successfully completed CSUEB’s Education Specialist Credential program
   d) Alternatively, some candidates are currently fulfilling requirements for their Internship Credential as Education Specialist Interns

2. Keep a student teaching binder where you:
   a) Log your work on a daily basis (include lessons, assessments and other activities/duties)
   b) Provide evidence of 20 lessons taught (Lesson plans and supervisor, cooperating/master teacher notes)
   c) Keep copies of reflections on lessons taught
   d) Chronicle participation in SST/RTI/MTSS/IEP processes
   e) Chronicle use of PBS practices
   f) Other artifacts and information as requested by your cooperating/master teacher, supervisor, or administrator or support provider

3. Complete instructional observation and program assignments as indicated in concurrent courses, EPSY 6206 and EPSY 6670.

4. Complete a two week ‘solo teaching experience’ where you demonstrate credential, competencies, manage the multiple aspects of the program over time. This experience is arranged with input from you, the cooperating/master teacher, and the university supervisor and must maintain the
quality of services provided to student, their families, teachers and other service providers. The form and content of the solo experience will be different for each candidate.

This course satisfies aspects of the following California Commission for Teacher Credentialing (CCTC) Standards for the Education Specialist: Mild Moderate Disabilities Credential:
- Assessment, and Evaluation of Students with Mild/Moderate Disabilities
- Positive Behavior Support
- Planning and Implementing Curriculum and Instruction
- Specific Instructional Strategies for Students with Mild/Moderate Disabilities
- Case Management
- Characteristics and Needs of Students with Mild/Moderate Disabilities

This course satisfies aspects of the following California Standards for the Teaching Profession (CSTP and the Teaching Performance Expectations):
- Engaging and supporting all students in learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning

Candidates are expected to review and be knowledgeable of the content of the EPSY 6770 final student teaching/internships posted on the EPSY 6999 Blackboard. This document will be the focus of conversations during advising sessions.