ACCELERATED COLLABORATIVE TEACHER (ACT) RESIDENCY PROGRAM

Michael D. Eisner College of Education
California State University Northridge

Course Syllabus – SPED 580ACT
Advanced Fieldwork/Student Teaching and Seminar in
Mild/Moderate and Extensive Support Needs (6 units)

Spring Semester

Instructor:
Class Day:
Time:
Email address:
Office Hours:

CONCEPTUAL FRAMEWORK

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:
   - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
   - Acquire professional and pedagogical knowledge;
   - Acquire pedagogical content knowledge;
   - Use professional standards and empirical research to develop and evaluate programs and guide practice;
   - Capitalize on advancements in technology to promote learning;
   - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
   - Understand, apply, and engage in scholarship and research.

2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement. We commit ourselves to, and expect our candidates to:
   - Develop knowledge and skills that research, and evidence have shown to positively impact schools and communities;

- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
- Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:
- Engage in inquiry about what it means to be an ethical and caring professional;
- Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
- Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. We commit ourselves to, and expect our candidates to:
- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
- Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
- Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
- Identify and use professional and community resources.

5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. We commit ourselves to, and expect our candidates to:
- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
- Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
- Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
- Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
- Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.

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6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:
   - Engage in continuous and critical reflection;
   - Participate in ongoing professional development;
   - Accept feedback and consider implications for practice and program renewal;
   - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
   - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

COURSE DESCRIPTION

Prerequisites: Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Residency Program. Successful completion of all Fall semester coursework: ELPS 541A, SPED 541B, SPED 402, SPED 406, SPED 407, SPED 511, EED564M or SED525XX, SPED579ACT. Corequisites: SPED 542B, ELPS 542A; SPED 416, SPED 502MME, SPED 503MME, SPED 545.

FIELDWORK/STUDENT TEACHING REQUIREMENTS

This is the final special education field experience for residents in the ACT Mild/Moderate and Extensive Support Needs Education Specialist Preliminary Credential Programs. Residents complete this experience with a mentor or mentor teachers who serve students with mild to extensive support needs from culturally and linguistically diverse backgrounds. Fieldwork, prior to student teaching in 580ACT, consists of 12 hours per week for 8 weeks (96 hours). Student teaching consists of a full day 13-week assignment (304 hours) in which the resident gradually assumes responsibility for the entire instructional program. SPED 580ACT residents will complete a total of 400 hours of clinical practice. The resident is provided supervision and guidance by the mentor teacher and university supervisor. The seminar meets on selected weeks during the semester and is designed to support residents in reflecting on their student teaching experience and completing assignments. Seminars link coursework with practice and provide collegial support to residents. A grade of B or better required to pass SPED 580ACT.

COURSE OBJECTIVES

This course is a required practicum experience in the course sequences of the Preliminary Credential in Mild/Moderate and Extensive Support Needs. *It requires students to integrate and refine the skills and knowledge acquired in previous coursework.* Although the majority of objectives will have been acquired to some degree in previous courses, they may have been achieved (a) in isolation from others and (b) at minimal levels of competence. SPED 580ACT emphasizes the integration and application of skills to a high level of competence.

Student attainment of course objectives will be evaluated through:

a) An in-depth analysis of teaching performance on video.

    b) Observations and evaluations by the instructor/supervisor and site mentor through onsite or virtual visits and reflection on feedback.

    c) On-going written reflection through online discussions about teaching situations.

    d) Successful completion of a Teaching Event performance assessment.

Objectives
Students will be able to:

1. Discuss standards of performance, including the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) that define professional practices.
2. Engage in an ongoing process of self-evaluation in developing as a professional educator and reflective practitioner.
3. Apply skills/knowledge/theories/ procedures/strategies learned through coursework to authentic teaching situations for students' kindergarten to age 22.
4. Contribute to discussion and collaborative problem solving with colleagues.
5. Identify personal goals and activities designed to enhance teaching competencies.
6. Demonstrate ongoing development and competency in becoming a teacher as evidenced by teacher performance assessments (i.e., Teaching Event and Education Specialist MME Evaluation).
7. Analyze and reflect on self-performance through a videotaped lesson and feedback from university supervisors and site mentors, and synthesize this information to improve subsequent performance.
8. Demonstrate ongoing development and competency in becoming a teacher as evidenced by teacher performance assessments (i.e., Teaching Event and Education Specialist MME Evaluation). Competencies, organized by TPE, include:

TPE 1 Engage and Support all Students in Learning
- Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, from culturally and linguistically diverse backgrounds, developmental levels, and disability-specific needs, including community-based instructional environments.
- Use naturally occurring opportunities for teaching in various educational and community contexts.
- Demonstrate the ability to use digital tools, instructional and assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development, and to provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- Demonstrate an ability to meet the needs of culturally and linguistically diverse students, including English learners, who have mild to extensive support needs.

TPE 2 Create and Maintain Effective Environments for Student Learning
- Support students in the least restrictive environment with a variety of methods including the use of strengths for promoting social interaction with peers who do not have disabilities.

- Plan and implement positive behavior support systems and establish and maintain healthy learning environments that help students perform successfully within expected classroom norms.

TPE 3 Understand and Organize Subject Matter for Student Learning
- Design and implement individualized intervention programs based on observations and assessments and documentation of student progress appropriate for a range of academic content areas, including literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- Locate, interpret, and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and linguistic and cultural background for both short-term and long-term instructional planning purposes.

TPE 4 Plan Instruction and Design Learning Experiences for All Students
- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: instructional and assistive technology, application of UDL and MTSS principles, learning activities, accommodations and modifications, and peer-supported learning.
- Use student-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5 Assess Student Learning
- Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, interpret and create formative and summative assessments, and distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

TPE 6 Develop as a Professional Educator
- Identify families' needs, strengths, and resources, and assist the families to effectively promote the success of students with mild/moderate disabilities from culturally and linguistically diverse backgrounds; with mentor support, identify resources for families in the communities in which they live, including the business community.
- Demonstrate necessary skills needed to build collaborative relationships with family members, teachers, paraprofessionals, and other professionals working in school, community, and/or post-secondary settings for instructional planning and planning for successful student transitions.
- Seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, paraprofessional) regarding curricular, instructional, and positive behavior support strategies and needs.
- Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and

community agencies for instructional planning and planning for successful student transitions.
Communicate to parents with mentor supervision the Individualized Education Program (IEP) process, confidentiality requirements, due process procedures, and parental responsibilities as advocates for their children.

eTPA
edTPA

The purpose of edTPA Special Education, a nationally available performance assessment, is to measure readiness to teach learners with identified disabilities. The assessment is designed with a focus on learning and principles from research and theory.

Candidates will describe their collaboration with a parent, other teacher, specialist in an area affecting instruction and performance in the learning segment for the portfolio (e.g., speech and hearing, physical therapist). They might be gathering information about the focus learner's present level of performance, ways to support the focus learner at home or in the classroom, or sharing information about instructional strategies. They describe what they learned and/or shared, and how that impacted planned outcomes and/or actions for supporting the learning.

For each credential area, candidates will select a single focus learner. The focus learner needs to have an IEP, IFSP or other individualized plan of goals and support; be an English learner or have another need for language support; and represent a group that is underrepresented or needs to be served differently.

*Please review the edTPA handbook on Canvas.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and learning in authentic ways. The EdTPA is organized into three tasks:

> **Task 1: Planning for Instruction and Assessment**
> **Task 2: Instructing and Engaging the Focus Learner**
> **Task 3: Assessing Learning**

Each task is guided by a series of rubrics, which can serve as a guide as candidates prepare their essays. Please see Appendix ___ to view each special education credential area, aligned with the Tasks.

All tasks will be collected in a portfolio and submitted to third-party for independent evaluation.

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Task 1: Planning for Instruction and Assessment

	edTPA Task 1					
Rubric	**TPE 1**	**TPE 2**	**TPE 3**	**TPE 4**	**TPE 5**	**TPE 6**
Rubric 1	U: 1.1 MM: 1.1 1.6 1.7 EX: 1.3 1.4 1.6 1.11	MM: 2.1 EX:2.5	U: 3.1 3.2 3.3 3.4 MM: 3.1 EX: 3.3 3.4 3.5	U: 4.5 MM: 4.4 4.7 EX: 4.1 4.5 4.8	U: 5.8 EX: 5.1	
Rubric 2	U: 1.1 1.3 1.4 1.6 MM: 1.1 1.2 1.3 1.6 1.7 EX: 1.2 1.3 1.4 1.5 1.6 1.7 1.11	U: 2.5 MM: 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 EX: 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12 2.13	U: 3.2 3.3 3.4 3.6 MM: 3.1 3.3 EX: 3.1 3.2 3.3 3.4 3.5	U: 4.1 4.2 4.4 4.6 MM: 4.2 4.3 4.5 4.7 EX: 4.1 4.3 4.5 4.6 4.7 4.8	U: 5.1 5.6 5.7 5.8 MM: 5.2 EX: 5.1 5.2 5.3	MM: 6.1 EX: 6.2
Rubric 3	U: 1.1 1.3 1.4 1.6 MM: 1.2 1.3 EX: 1.2 1.3 1.4 1.7 1.8	U: 2.4 MM: 2.6 2.8 2.9 EX: 2.1 2.2	U: 3.3 3.6 MM: 3.2 3.3 EX: 3.1 3.2 3.4 3.5	U: 4.1 4.2 4.4 MM: 4.2 4.3 4.5 4.7 EX: 4.1 4.4 4.5 4.6 4.8	U: 5.1 5.6 5.7 5.8 MM: 5.2 EX: 5.1 5.2 5.3	MM: 6.5 EX: 6.6
Rubric 4	U: 1.1 1.6 MM: 1.2 1.3 1.6 1.7 EX: 1.2 1.3 1.7 1.8 1.11	MM: 2.1 2.5 2.10 EX: 2.1 2.3 2.5 2.8 2.11 2.12	U: 3.2 3.5 3.6 EX: 3.1	U: 4.7 MM: 4.1 EX: 4.1 4.3	U: 5.7 MM: 5.2 EX: 5.3	
Rubric 5	U: 1.8 MM: 1.4 1.6 1.7 EX: 1.9 1.11	MM: 2.10	U: 3.3 3.4	EX: 5.1 5.2 5.3 5.5 5.11	U: 5.1 5.2 5.3 MM: 5.1 5.2 5.6	

Task 2: Instructing and Engaging the Focus Learner

	edTPA Task 2					
Rubric	**TPE 1**	**TPE 2**	**TPE 3**	**TPE 4**	**TPE 5**	**TPE 6**
Rubric 6	U: 1.5 EX: 1.4	U: 2.1 2.2 2.3 2.5 2.6 MM: 2.2 2.6 2.10 EX: 2.1 2.2 2.13		U: 4.4		U: 6.5
Rubric 7	U: 1.1 1.3 1.8 MM: 1.1 EX: 1.3 1.4	U: 2.2 MM: 2.10 EX: 2.3 EX: 2.5 2.13	EX: 3.1	U: 4.4 4.7		
Rubric 8	U: 1.3 MM: 1.3 1.6 1.7 EX: 1.11	EX: 2.5		U: 4.7	U: 5.3	
Rubric 9	U: 1.1 1.4 MM: 1.1 1.6 1.7 EX: 1.3 1.4 1.11	U: 2.1 MM: 2.1 2.2 2.3 2.6 2.8 2.9 2.10 EX: 2.1 2.3 2.5 2.6 2.7 2.11 2.12 2.13	MM: 3.1 EX: 3.1 3.2 3.3 3.4	U: 4.4 4.5 MM: 4.1 4.3 4.4 4.7 EX: 4.1		
Rubric 10	EX: 1.4		U: 3.3 MM: 4.2 EX: 4.4		U: 5.8	U: 6.1

Task 3: Assessing Learning

	edTPA: Task 3					
Rubric	**TPE 1**	**TPE 2**	**TPE 3**	**TPE 4**	**TPE 5**	**TPE 6**
Rubric 11	MM: 1.4 EX: 1.9	MM: 2.8			U: 5.1 5.2 MM: 5.1 5.2 5.6 5.2 5.3 5.7	
Rubric 12	U: 1.2		MM: 4.2 EX: 4.4		U: 5.5	

Rubric 13	U: 1.2				U: 5.3 5.5	
Rubric 14	MM: 1.2 1.3 EX: 1.8	MM: 2.5 EX: 2.8				
Rubric 15	U: 5.8 EX: 1.9			MM: 4.2 4.4 4.7 EX: 4.4 4.5 4.8	U: 5.2 MM: 5.1 5.2 EX: 5.2 5.3	U: 6.1

Each task is guided by a series of rubrics, which can serve as a guide as candidates prepare their essays.

All tasks will be collected in a portfolio and submitted to a third party for independent evaluation.

COURSE ASSIGNMENTS

Resident Evaluations: The University Supervisor and Mentor will complete two evaluations collaboratively (mid evaluation and final evaluation). The University Supervisor and Mentor will meet together with the Resident to review the mid and final evaluations.

Evaluation CSTP 1:
U: 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 **MM:** 1.1 1.2 1.3 1.4 1.5 1.6 1.7 **EX:** 1.1 1.2 1.4 1.5 1.6 1.7 1.8 1.9 1.10 1.11

Evaluation CSTP 2:
U: 2.1 2.2 2.3 2.5 2.6 **MM:** 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 **EX:** 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12 2.13

Evaluation CSTP 3:
U: 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 **MM:** 3.1 3.2 **EX:** 3.1 3.2 3.3

Evaluation CSTP 4:
U: 4.1 4.2 4.3 4.4 4.5 4.6 4.6 4.7 4.8 **MM:** 4.1 4.2 4.3 4.4 4.6 4.6 4.7 4.8 **EX:** 4.1 4.3 4.4 4.5 4.6 4.7 4.8

Evaluation CSTP 5:
U: 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 **MM:** 5.1 5.2 5.3 5.4 5.5 5.6 **EX:** 5.1 5.2 5.3 5.5 5.6 5.7

Evaluation CSTP 6:
U: 6.1 6.2 6.3 6.4 6.5 6.6 **MM:** 6.1 6.2 **EX:** 6.1 6.2 6.3

Seminar Participation (8x5pts. = 40pts.) Residents will attend eight seminar sessions over the course of the semester. Conversations about student teaching experiences, along with topics pertaining to becoming an effective teacher are crucial, to the development of future teachers.

eTPA The eTPA is an opportunity for residents to document their knowledge and skills in three major areas: Task 1 - Planning for Instructing and Assessment, Task 2 – Instructing and Engaging the Focus Learner, and Task 2 – Assessing Learning. Support and guidance will be provided in seminar, however, the eTPA will be reviewed by a third party to determine if the Resident has passed.

Lesson Plans (5x10 pts. = 50pts.) Residents use the ACT lesson plan format when being observed by the University Supervisor. Lesson Plan expectations will be reviewed in seminar. Residents are expected to email their lesson plan to the University Supervisor two (2) days prior to the University Supervisor's visit. **In the event the lesson plan is not submitted to the University Supervisor two days prior to the visit for review and suggestions for necessary revision, the observation will be rescheduled**.

Lesson Plan Reflection (5x5pts.=25pts.) Lesson reflection is an important part of teaching. Residents will be asked to document what went well in the lesson and what the Resident would change in the next lesson given the evidence discussed in the lesson debrief with the University Supervisor and Mentor. The lesson plan reflection shall be emailed to the university supervisor two (2) days after the observation and cc'd to the seminar instructor. Residents will reflect on the areas identified on the assignment reflection guidelines.

Individualized Education Programs (IEPs) and Special Education Program for Students with Disabilities in Urban Schools, **Article/Reflection (1x20pts. = 20pts.)**   Residents will learn about programing for SWD in urban schools.After reading the article, you will complete a reflection related to the article.

Developing Collaborative Partnerships with Culturally and Linguistically Diverse Families During the IEP Process Article/Reflection (1x20pts. = 20pts.) Residents will focus on partnerships developed with diverse families during the IEP process and will complete a reflection related to the article.

IEP Assignment Checklist (1x20 = 20pts.) You will observe an IEP meeting and will look for evidence of best-practice in IEP facilitation. You will complete a graphic organizer and reflection about the experience.

Monthly Reflections (4x20pts. = 80pts.) Residents will reflect on each month of fieldwork/student teaching using the graphic organizer provided for the assignment.   Reflections are due by the week following the end of each month of fieldwork/student teaching. The first reflection will be due the first week of March. The first reflection will include the months of January and February.

Monthly Log (5x10pts. = 50pts.)
The Monthly Log will be submitted to the seminar instructor (5) times during the semester beginning with the January log. The monthly logs will include all activities related to your fieldwork/student teaching. Examples of those activities are indicated on the log. Residents are to email the logs to the mentor for signature and approval. After approval the log should be

emailed to the seminar instructor within the week after the end of the month. **The information should be typed on the log.**

Educational Specialist Fieldwork Evaluations: University Supervisor and Mentor will collaboratively complete two evaluation forms (mid-term and final). On the final evaluation, students must get an average of "3" and no scores of "1" on all competencies.

ADDITIONAL INFORMATION

Students with Disabilities

Students with disabilities are encouraged to register with the Disabilities Resource Education Services (DRES). Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center prior to making testing arrangements. The Disabilities and Educational Resource Services Center is located in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684. Requests for any special accommodations must be made to the instructor in advance of any quiz, assignment or activity. The student's qualifications for accommodation must be on file with the Student Disability Office before the request is made.

Email

Students are required to have a working CSUN email account. Students must check their email on a regular basis. While the seminar instructor and university supervisor will make every attempt to respond to your email quickly, due note that you will hear from the person you emailed within 48 hours of receipt of your email

Assignments

All assignments must be submitted on the due date unless prior arrangements are made with the seminar instructor. If you are absent when assignments are due, you are still required to submit them electronically to the instructor. Ten percent deduction will be assessed each week, or part thereof if the assignment is late.

Spelling, grammar, punctuation, and composition will be taken into consideration when written assignments are submitted. Assignments are to be submitted as a word document, double-spaced with standard fonts (12 pt. Times/Times New Roman), and have a cover page when appropriate.

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COURSE EVALUATION
The points for each activity/assignment are as follows:

Assignments

Seminar Participation (8x5pts.)	40
Lesson Plans (5x10pts. each)	50
Lesson Plan Reflections (5x5pts. each)	25
Inclusive Practices Article Reflection (1x20 pts.)	20
Conducting an IEP Meeting Reflection (1x20pts.)	20
IEP Observation Checklist & Reflection (1x20 pts.)	20
Monthly Reflections (4x20pts. each)	80
Monthly Logs (5x10pts. each)	50
Total possible points:	**305**

Fieldwork

To receive a passing grade in SPED 580ACT, ACT Residents must receive an average rating of 3.0 out of a 4-point rating scale on the Final Evaluation form (with no "1"s). A rating of 3.0 on the final evaluation is equivalent to 85%. A rating of 3.5 or above is equivalent to 100%.

***NOTE: You must pass both Student Teaching with a least a "B" and the in order to pass 580ACT. If you do not pass either one you cannot pass 580MM.

COURSE SCHEDULE

Note: Topics or articles may be added to seminar sessions as necessary.

Date	Topic	Due Dates
Session 1	Fieldwork Placement Discussion Semester Expectations: Syllabus, Assignments, Lesson Planning Student Teaching Expectations - **U:** 6.1 6.2 6.3	
Session 2	Share-out of Evidenced-Based Practice: **U:** 1.3 1.4 1.5 **MM:** 4.2 **EX:** 3.2 4.4 eTPA Discussion – Review the Expectations for this Semester Lesson Planning – Meeting the Needs of All Learners UsingTechnology including Assistive Technology (**U:** 1.4 3.6 3.7 4.4 4.8 5.4 **MM:** 4.1 **EX:** 2.1 3.1 4.3 IEP Discussion:Learning how to write effective PLPs and goals - **U:** 2.5 3.2 3.3 5.8 **MM:** 1.1 1.5 4.4 **EX:** 1.5 1.6 1.9 1.10 4.5	• Yell, M.L. et al. Individualized education programs (IEPS) and special educaton program for students with disabilities in urban schools, (2016).
Session 3	Share-out of Evidenced-Based Practice: **U:** 1.3 1.4 1.5 **MM:** 4.2 **EX:** 3.2 4.4 eTPA Discussion Activity – Task 1 Mid-Evaluation Discussion Classroom Management: Developing a plan to meet the needs of diverse learners using positive behavior supports and a focus on social/emotional behaviors. **U:** 2.1 2.6 **MM:** 1.7 2.5 2.6 4.3 **EX:** 1.4 2.8 2.9 2.13 4.1 IEP Discussion Continued: **U:** 2.5 3.2 3.3 5.8 **MM:** 1.1 1.5 4.4 **EX:** 1.5 1.6 1.9 1.10 4.5	• Rossetti, Z., **Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process, (2017)**
Session 4	Share-out of Evidenced-Based Practice - **U:** 1.3 1.4 1.5 **MM:** 4.2 **EX:** 3.2 4.4 eTPA Discussion Activity – Task 2 IEP Discussion Continued- **U:** 2.5 3.2 3.3 5.8 **MM:** 1.1 1.5	• eTPA Task 1 Review

	4.4 **EX:** 1.5 1.6 1.9 1.10 4.5 IEP Setting-up a Classroom Environment to Meet a Range of Student Needs - **U:** 1.6 1.8 2.2 2.3 **MM:** 2.1 2.2 2.3 2.8 2.9 2.10 **EX:** 2.2 2.5 2.6 2.7	
Session 5	Share-out of Evidenced-Based Practice - **U:** 1.3 1.4 1.5 **MM:** 4.2 **EX:** 3.2 4.4 eTPA Discussion Activity – Tasks 3 Final Evaluation Discussion	• eTPA Task 2
Session 6	Share-out of Evidenced-Based Practice - **U:** 1.3 1.4 1.5 **MM:** 4.2 **EX:** 3.2 4.4 IEP Discussion: Participate in an IEP Presentation Using the IEP Checklist	• eTPA Task 3
Session 7	Share-out of Evidenced-Based Practice - **U:** 1.3 1.4 1.5 **MM:** 4.2 **EX:** 3.2 4.4 Procedures for "Getting the Job" Expectations for the First Year SPED Teacher - Voices from the Field	• IEP Observation Checklist/ Reflection
Session 8	eTPA Share-out – What did you learn?	