

EDSP 472: MILD/MODERATE: STUDENT TEACHING

In Workflow

1. TC Chair (dsessoms@skymail.csus.edu)
2. ED College Committee Chair (sarah.ives@csus.edu;%20dale.allender@csus.edu)
3. ED Dean (kdohara@csus.edu)
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10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 08 Oct 2019 04:26:14 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
2. Thu, 10 Oct 2019 21:00:19 GMT
Sarah Ives (sarah.ives): Rollback to Initiator
3. Mon, 14 Oct 2019 21:02:21 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
4. Tue, 22 Oct 2019 22:44:51 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Wed, 23 Oct 2019 23:53:26 GMT
Karen O'Hara (kdohara): Approved for ED Dean
6. Wed, 13 Nov 2019 16:31:47 GMT
Janett Torset (torsetj): Approved for Academic Services
7. Mon, 18 Nov 2019 03:36:19 GMT
Julie Fogarty (fogarty): Rollback to Initiator
8. Sat, 01 Feb 2020 02:39:00 GMT
Deidre Sessoms (dsessoms): Approved for TC Chair
9. Sat, 22 Feb 2020 00:30:07 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
10. Sat, 22 Feb 2020 00:46:25 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Sep 13, 2019 by Stephanie Biagetti (sbiagetti)

Date Submitted: Wed, 29 Jan 2020 21:45:00 GMT

Viewing: EDSP 472 : Mild/Moderate: Student Teaching

Last approved: Fri, 13 Sep 2019 14:00:59 GMT

Last edit: Thu, 20 Feb 2020 22:46:30 GMT

Changes proposed by: EunMi Cho (101062906)

Contact(s):

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|-------------------|-------------------|--------------------|
| EunMi Cho | eunmicho@csus.edu | 8-7547 |

Catalog Title:

Mild/Moderate: Student Teaching

Class Schedule Title:

Mild/Moderate: Student Teaching

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Teaching Credentials

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

472

Course ID: (For administrative use only.)

203137

Units:

8

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is being changed to allow teacher candidates participating in special regional partnerships to enroll in student teaching for more than one semester. This is designed to meet the various needs of our candidates (changes in supervision requirements from our accrediting body - CTC - that allow candidates to receive a CTC residency grant with specific fieldwork requirements, needing repetition because of program revisions in specific district partnerships). Candidates must be supervised during each semester in classrooms as student teachers in these partnerships. Another change is to make EDSP 233 a pre-requisite that can be taken concurrently. This wording (suggested by curriculum subcommittee chair/staff support) enables candidates to take 233 concurrently with student teaching, the first time 472 is taken. Then the second time 472 is taken, the candidate doesn't have to enroll in 233 because it would have been met as a pre-requisite (233 should only be taken once). EDSP 233 has already been approved as changing from a pre-req to a co-req that can be taken concurrently.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Student teaching full day, M-Th, for the semester in a cooperating LEA District providing services for students receiving mild/moderate special education. Cooperating teachers work with the University supervisor to support the candidate in completing the required assignments and competencies. An evaluation will be completed at the mid point and end of the semester.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Signature of credential candidates' special education advisor is required on application for student teaching

Does this course have prerequisites?

Yes

Prerequisite:

EDSP 471 or equivalent. EDSP 233. EDSP 233 may be taken concurrently.

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Credit / No Credit

Approval required for enrollment?

Instructor Approval

Course Component(s) and Classification(s):

Supervision

Supervision Classification

S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)

Supervision Units

8

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

3

Total credits allowed (including first time passed)

24

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

The Expected Learning Outcomes are directly aligned with the Education Specialist Teaching Credential Program and Mild to Moderate standards, mandated by our accrediting body.

At the end of this course, teacher candidates will be able to:

1. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology to support access to the core curriculum for a wide range of students within the special education classroom and environment.
2. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
3. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, and conflict resolution practices to foster a caring community where each student with special needs is treated fairly and respectfully by adults and peers.
4. Maintain high expectations for learning with appropriate educational and social support based on the goals from IEP, IFSP, ITP, Section 504 plans of the full range of students in the classroom to meet their specific needs.
5. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications

as needed to promote all students' access to the core curriculum.

6. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of students with special needs.

7. Plan instruction that promotes a range of communication strategies (including assistive technology) and activity modes between teacher and student and among students that encourage student participation in learning.

8. Design and implement instruction and assessment that reflect the interconnectedness of academic content areas and related student performance level and skills development in various disciplines across the curriculum

9. Involve all students with special needs in self-assessment and reflection on their learning goals and progress or their own and provide them with opportunities to revise or reframe their work based on assessment feedback.

10. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

11. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students with special needs.

12. Establish professional learning goals and make progress to improve their practice by routinely engaging in effective communication and collaborative partnerships with colleagues.

The full Education Specialist Teaching Credential Program and Mild to Moderate standards can be reviewed at <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards.pdf>.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

Candidates retain student teaching related notes and plans for university supervisor review which contain all lesson plans and reflections along with all materials required to teach lessons. (ELO: 1-12).

Supervisors conduct a minimum of 6 formal observations and provide constructive feedback to candidates that is aligned with all ELOs. (ELO: 1-12).

Supervisors assess the student teaching reflection notes (ELO: 1-12).

In consultation with candidates' cooperating teachers and or supporting providers, university supervisors complete a student teaching evaluation form (ELO 1-12 above) which is archived in TaskStream.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

MA in Teaching with Education Specialist Mild/Moderate Teaching Credential

MA in Teaching with Education Specialist Mild/Moderate Teaching Credential (Multiple Subject)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis

Communication

Information literacy

Disciplinary knowledge

Intercultural/Global perspectives

Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

N/A

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Reviewer Comments:

Sarah Ives (sarah.ives) (Thu, 10 Oct 2019 21:00:19 GMT):Rollback: See questions from CATTE committee in email 10/10/19

Julie Fogarty (fogarty) (Mon, 18 Nov 2019 03:36:19 GMT):Rollback: See email from 11/17/19.

Key: 1507