EDSP 477: ECSE STUDENT TEACHING: PRESCHOOL/ KINDERGARTEN

In Workflow

1. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
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10. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 30 Sep 2021 21:37:29 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
2. Fri, 22 Oct 2021 19:54:53 GMT
   Karen O'Hara (kdohara): Approved for ED Dean

History

1. Aug 24, 2021 by Cindy Collado (cindy.collado)

Date Submitted: Thu, 16 Sep 2021 03:26:13 GMT

Viewing: EDSP 477 : ECSE Student Teaching: Preschool/Kindergarten

Last approved: Tue, 24 Aug 2021 05:59:23 GMT

Last edit: Fri, 22 Oct 2021 19:54:48 GMT

Changes proposed by: Deidre Sessoms (101023477)

Contact(s):

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Catalog Title:

ECSE Student Teaching: Preschool/Kindergarten

Class Schedule Title:

ECSE St Ting: PreK/Kinder

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Education, Graduate Professional Studies in Education

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

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDSP - Education Specialist Credentials

Catalog Number: (course number)

477

Course ID: (For administrative use only.)

203132

Units:

6

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

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

Spring term only

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:

The California Commission on Teacher Credentialing, the governing and accrediting body for all school personnel programs in California, has substantially changed the program standards that all Education Specialist (special ed) credential programs must meet. Substantial course changes are therefore required in order to meet these new standards and new Teaching Performance Expectations (TPEs). The new programs must go into effect beginning Fall 2022 (no student can be admitted into an old program after spring 2022).

All ECSE field experience courses have been modified (EDSP 474, 475, 476, 477, and 478). These have been modified to:

1. Align to new ECSE program standards, which now includes extending to pre-K and Kindergarten.
2. Insure that unit loads assigned to field experience/student teaching courses across all three special education programs comply with the credit hour policy (to comply, this course decreased from 10 to 6 units; the course used to be an intern course; 10 units could be appropriate for an intern course. Now it is a student teaching course and so the required amount of time in the field is appropriate; and this is now aligned with the credit hour policy).
3. All were modified so that the numbering made more sense (early field experience offered early in the program is now 474, and the expectations increase as the numbering system increases to 475, 476, 477 and 478.

The course name, description, and student learning outcomes have been developed to meet the requirements of final student teaching for preschool and kindergarten.

The course classification code was changed to generate the correct WTUs for a student teaching course, which is 0.5 per candidate.

This course no longer needs to be taken more than once for credit since the earlier field experience courses can now be taken more than once.

Given the place of this course in the sequence in the program, it will likely be taken in spring semesters and so that was changed.

Pre-requisites were added that are appropriate to this course; the content of EDSP 212 is necessary prior to final student teaching, as is one of the two field courses, EDSP 475 or EDSP 478.

In the sequence for this program, EDSP 477 is the last student teaching course and so the edTPA support course is a co-requisite, because all candidates must submit the edTPA in their last student teaching course. (The edTPA is the new high stakes summative assessment required for the credential).

The course was previously classified as an independent study, but a practicum is more appropriate.

As a culminating student teaching course for MAT with credential students, an undergraduate learning goal is not appropriate and was accidentally checked in an earlier form A. It is now unchecked.

This course is required for this program so "Is this course required for a degree program" is now checked (this was an accident; it should have been checked before). This links courses with programs in the catalog.

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

One of two culminating experiences, candidates complete the student teaching experience with a cooperating teacher in their public school setting with preschoolers or kindergarteners with disabilities. Completed concurrently with integrated coursework and focuses on candidates gradually taking the lead on planning, implementing, and assessing instruction of all students in a school-based program while providing tiered levels of support and embedded instruction to target the needs of students with disabilities.

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

Does this course have prerequisites?
Yes

Prerequisite:
EDSP 212, and EDSP 475 or EDSP 478

Prerequisites Enforced at Registration?
No

Does this course have corequisites?
Yes

Corequisite:
EDSP 238

Corequisites Enforced at Registration?
No

Graded:
Credit / No Credit

Approval required for enrollment?
Instructor Approval

Course Component(s) and Classification(s):
Practicum

Practicum Classification
S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)
Practicum Units
6

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

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."
Students will be able to:

1) Create an inclusive play-based, developmentally appropriate, culturally-responsive, and accessible school-based learning environment that supports the positive learning experiences of all students, including students with disabilities. (ECSE 2.3, 2.4 2.6, 3.5)
2) Effectively teach small and whole group lessons using appropriate early childhood content pedagogy. (ECSE 2.1, 3.6)

3) Plan and implement a tiered approach to instruction that includes co-planning and co-teaching universally-designed units and lesson plans and classroom activity matrices to embed planned supports, instruction, and interventions to support the learning and engagement of all students. (ECSE 3.2, 4.7, 4.10, 4.11, 6.11)

4) Implement a systematic data collection plan to track the progress of students' learning development and progress toward Individualized Education Program (IEP) goals and supports. (ECSE 5.6)

5) Collaborate with colleagues, including general education teachers, to plan how to adapt and support the learning, communication, and participation of students within typical routines and lessons, including students with more extensive support needs. (ECSE 1.3, 2.2, 2.5, 3.8, 3.9, 4.4, 4.9,

6) Engage in a reflective process about one's own implicit biases, experiences, and practices in order to improve one's own practice. (6.1, 6.9)

7) Facilitate paraprofessionals' implementation of interventions, scaffolding, support, and data collection practices through coaching, modeling, and ongoing feedback. (ECSE 6.12, 6.13, 6.14, 6.15, 6.16)

8) Collaborate with a student's school team (including the family and related service providers) by leading a strengths-based and family-centered Individualized Education Program (IEP) process, developing the IEP, and effectively facilitating an IEP meeting. (ECSE 4.8, 5.3, 5.8, 6.2, 6.3

9) Develop effective transitional plans to support students and families in continuing learning across grade levels and environments. (ECSE 1.11, 6.4, 6.8)

TPE = Teaching Performance Expectation; the TPEs are the SLOs required by the state of California for teaching credential candidates
ECSE = Early Childhood Special Education Credential Program

Attach a list of the required/recommended course readings and activities:
EDSP 477 Readings & Activities.docx

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.

Critical Incident reflective presentation (SLO 1-9)

Early Childhood Special Education Fieldwork Evaluation Rubric (SLOs 1-9).

Reflection Journal (SLOs 1-9).

Competency Table (SLOs 1-9).

University supervisor Observations. (SLOs 1-9).

Fieldwork log. (SLOs 1-9).

Triad Team Meetings. (SLOs 1-9).

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

Has a corresponding Program Change been submitted to Workflow?
Yes

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

Programs:
Early Childhood Special Education - Added Authorization
MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential

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
Disciplinary knowledge
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?
Yes

Program Standards: Please include suggested language changes:
These changes are being made because the program standards from the Commission on Teacher Credentialing have substantially changed. Therefore, our response to the standards must also change (to match the new standards from CTC). Our responses are now fully electronic as required by the Commission on Teacher Credentialing and so "suggested language changes" does not apply (this was confirmed by COE Associate Deans Pia Wong and Karen O'Hara).

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

Is this a Graduate Writing Intensive (GWI) course?
No

Key: 1512