ECSE 💛

Early Childhood
Special Education (ECSE)
Education Specialist
Teaching Credential Program

ECSE Field Handbook
FOR: *Teacher Candidates, CT/Mentors,*
University Supervisors, and District Partners

College of Education – Teaching Credentials
Updated: August 2023

SACRAMENTO STATE
Redefine the Possible

SACRAMENTO STATE
COLLEGE OF EDUCATION

Greetings!

Congratulations on becoming a member of the Sacramento State College of Education, ECSE Credential Program. These are very exciting and challenging times for those preparing to teach in California's schools. Our faculty take tremendous pride in the social justice focus, rigor, and quality of our program, and we are committed to providing you with the experiences essential to your development as a competent and confident equity-minded beginning teacher.

This handbook is designed for a diverse audience: our teacher candidates, our supervisors, our cooperating teachers, administrators, and district partners. It provides practical information about—and outlines expectations related to—our candidates' field experience and student teaching. It should be used in conjunction with the Policies and Procedures Handbook for the College of Education Teacher Preparation Programs which contains more general program policies and procedures.

We feel honored to have such a diverse community with whom to work. We truly value the expertise, time, and effort our many partners and collaborators devote to our candidates and our program. We know that high quality teacher preparation happens when many education stakeholders work together toward closing the opportunity gap and the resulting achievement gap and promoting equity at all levels. We hope that this Field Placement Handbook provides a clear roadmap for how our collaborative work will proceed so that together we can support optimal growth and professional development for our candidates toward these ends.

The Teaching Credentials Branch will follow this mission and vision in implementing all aspects of its programs:

MISSION: The Teaching Credentials Branch prepares socially just teachers and teacher leaders to be agents of change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

VISION: Our vision is to be the regional leaders in preparing and developing excellent teachers. In collaboration with our schools and communities, teachers prepared at Sacramento State create and sustain equitable inclusive educational environments which are designed to optimize access and student success.

The Teacher Credentials Program has adopted the California Teacher Association Definition of Social Justice:

> *We, as educators, have a responsibility for the collective good of students, members, communities, and society while ensuring human and civil rights for all. Social Justice encompasses educational, economic, and political arenas. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguicism, ableism, ageism, heterosexism, gender bias, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests.*

Our mission/vision emerges from the belief that the uniqueness of every child is a strength rather than a weakness or deficit and comes to life through focused, rigorous coursework and structured field experiences in contexts that serve large numbers of low-income, culturally, and linguistically diverse students with diverse abilities. Our adoption of the CTA's definition of social justice allows us to further define our commitment to equity and social justice and the work we do at the classroom, community, and state levels to disrupt persistent structural patterns of inequity. Our programs' integrated coursework and fieldwork strengthens candidates' commitments, knowledge base, and skills needed to achieve educational equity and address the opportunity and achievement gap in our region.

We are continually energized and excited by the prospect of preparing new teachers and supporting practicing teachers in the field in working toward the collective educational good of our community. We look forward to working with you and know that together, we will make a positive difference in the lives of children.

Best wishes,

The Faculty and Staff of the Teaching Credentials Branch

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All forms included in the Handbook are for reference only. Editable/fillable versions of these forms are available on the Teaching Credentials website www.csus.edu/college/education/teaching-credentials/current-students.html

Glossary of Terms

Bilingual Authorization – Candidates who read, write, and speak Spanish or Hmong can earn a Bilingual Authorization, formerly called BCLAD. This qualifies you to teach in Spanish or Hmong. Please see the [Bilingual Authorization Flyer](#) for more information.

California Standards – Educational standards that describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

Clear Credential – See Professional Clear Credential for more information.

Co-Teaching Model – "Two teachers (cooperating teacher and teacher candidate) working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction" (Bacharach, N. and Heck, T., 2011).

Cohort – A group of teacher candidates who take classes together. Candidates are cohorted for all coursework.

Competencies – The competencies are the measurable and observable knowledge, skills, and dispositions that the university uses to evaluate candidates. These competencies include the Teaching Performance Expectations ([TPEs](#)- see below for detail) and additional competencies added by the program faculty. The competencies form the basis of evaluation of candidate progress and are used to assess candidates in the field and provide feedback on their performance.

Cooperating Teacher (CT) – The in-service teacher who collaborates with and mentors a teacher candidate. The CT volunteers his/her time as a partner to our teacher preparation program. The CT is the same as a Mentor (see below), however, typically coaches a candidate who is not working as an emergency permit teacher so they may be a paraprofessional in their CT's classroom or a fieldwork student placed in their classroom/program.

Co-Teaching Model – "Two teachers (Cooperating Teacher and teacher candidate) working together with groups of students – sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction" (Bacharach, N. and Heck, T., 2011).

CSTP – California Standards for the Teaching Profession. Standards that are used to evaluate credentialed teachers. These are used to develop the graduating candidate's Individual Development Plan (IDP).

CTC – Commission on Teacher Credentialing. The California agency responsible for licensing and credentialing professional educators.

ECSE – Early Childhood Special Education covers infants and toddlers as well as preschoolers and kindergarteners with disabilities ages birth to 6 years old.

edTPA – A teaching performance assessment of credential candidates' abilities to successfully plan, teach, assess student learning, and reflect on instruction. While a teaching performance assessment is state-mandated for each general education teacher preparation program, the Sacramento State faculty selected the edTPA as the Multiple and Single Subject Programs' teaching performance assessment.

English Learner Authorization (ELA) – Formally the Cross-cultural Language and Academic Development Certificate, this authorization authorizes teachers to deliver instruction to English Learner students in California. All candidates enrolled in California Teaching Credential programs, including Sacramento State's Teaching Credential program, earn their English Learner Authorization.

Field Placement – Field placement is the all-encompassing term used to refer to the field experience placement (first semester) and student teaching placement (second semester).

Field Placement Coordinator – The Sacramento State faculty member who assigns candidates their field placements.

Lesson Plan Template – A general lesson plan template which includes the major elements of a lesson plan. The model is adaptable, depending on the goals of a lesson.

Mentor – The in-service teacher who willingly collaborates with and mentors a teacher candidate. This is the same as the Cooperating Teacher, however, typically is for an Intern Teacher as the candidate has their own classroom that their Mentor visits to support them.

Preliminary Credential – The first of two tiers in acquiring a Professional Clear Credential. The Preliminary Credential is issued to candidates who complete a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years. After a candidate successfully completes the Sacramento State Multiple Subject Teaching Credential Program, the program will recommend the candidate for a Preliminary Credential. Sacramento State does not grant Preliminary Credentials - only the CTC can grant a credential.

Professional Clear Credential – The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program as part of their employment as a teacher. Induction programs are most often run by local districts, not through Universities. A Professional Clear Credential must be renewed through the CTC every five years.

Solo Teaching – A period of two weeks during which the credential candidate assumes all responsibilities of a credentialed teacher in the classroom (lesson plans for solo teaching require prior approval of the Cooperating Teacher). This typically occurs during weeks 14 and 15 of the student teaching semester.

Teacher Candidate (TC) – A student enrolled in the university credential program who concurrently works in the field alongside a cooperating teacher.

Teaching Performance Expectations (TPEs) – A description of the set of knowledge, skills, and abilities that the State of California expects of each candidate recommended for a Multiple Subject Teaching Credential. The Sacramento State College of Education midterm and final evaluation are based on the California TPEs, which are based on the California Standards for the Teaching Profession (CSTPs).

Triad Team Meeting – A conference held with the teacher candidate, the cooperating teacher, and the university supervisor. These take place to support sharing the midterm and final evaluations. Additional triad meetings are held as necessary

University Supervisor (also called Supervisor) – The Sacramento State faculty member who evaluates the candidate's performance in the host classroom and acts as a liaison between the university and the public school or program. The university supervisor plays a key communication role among the school administrators, the cooperating teachers, and the program's instructional faculty/staff in support of the teacher candidate

Teaching Credentials Branch and the Student Success Center (SSC) Office

The Teaching Credential Programs are supported by expert staff at the program, department, and college levels. Staff in our branch office provide admitted candidates with resources related to courses, required forms, any program continuation issues, and faculty information. Staff advisors in the Student Success Center (SSC) provide resources related to exploring graduate programs, support for required credential exams, scholarship information, as well as assist credential candidates at the final stages of their program when a credential recommendation is needed.

Teaching Credentials Branch Office – Eureka Hall 401, (916) 278-6639
SSC Office – Eureka Hall 437, (916) 278-6403
Credential Analysts' Office – Eureka Hall 414, (916) 278-4567

The academic year hours for the offices listed above are:
Monday – Friday, 8 a.m. – 12 p.m. & 1 p.m. – 5 p.m. *(check website for summer hours)*

Please see the SSC website for more information about scheduling appointments for advising, or the Teaching Credentials website for more information about drop-in hours with staff from Eureka Hall
401 (the reception area).

GENERAL ACADEMIC AND PROGRAM SERVICES:
- The Academic and Program Services is the one-stop shop for all student services.
  (916) 278-6639 | Eureka Hall 401 | coe-cred@csus.edu

CONTACTS for Program Specific Services:
- **Linda Lugea, Branch Administrative Analyst**
  llugea@csus.edu, Eureka Hall 401, (916) 278-5399

- **Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator**
  m.dawal@csus.edu, Eureka Hall 401, (916) 278-4081

- **Elizabeth Christian, Lead Credential Analyst**
  echristian@csus.edu, Eureka Hall 414, (916) 278-5553

- **Ashley Ciraulo-Stuart, SCC Programs Advisor**
  aciraulo@csus.edu, Eureka Hall 437, (916) 278-6403

- **Karina Figueroa-Ramirez, COE, Educational Equity Coordinator**
  figueroaramirez@csus.edu, Eureka 437, (916) 278-4324

- **Leslie Banes, Bilingual Coordinator**
  l.banes@csus.edu, Eureka 304

NOTE: Candidates earning a bilingual authorization may be placed in a bilingual school or program for student teaching. Alternatively, student teachers may regularly provide additional support to Spanish and Hmong speaking students in their regular student teaching placements AND observe for 20 hours in a bilingual school or program (completed in EDUC 175).

ECSE Important Dates & Events

Orientations

Fall 2023: Instruction August 28 – December 8, 2024 (Finals week: December 11-15)

☐ **Fall Fieldwork Orientation.**
All teacher candidates are required to attend a mandatory fall field work orientation. New candidates attend Friday, August 4, 9am-12:30pm. Returning candidates attend Thursday, August 24, 4:30-6pm.

☐ **Field Experience Placement.**
Your unofficial start date varies by school/district/program. All candidates are required to start fieldwork on the first day of student attendance and complete observation-based fieldwork hours 2 days a week. Once Sac State's instruction begins they can begin taking on more responsibility and attend the number of required fieldwork days. For fieldwork courses, your initial meeting with you CT/Mentor and University Supervisor will be held within the first 2 weeks of the semester. Your midterm evaluation meeting will occur in the 7th – 8th week of the semester. The last day in your placement is typically during the last week of instruction at Sac State. The final evaluation meeting with your Triad Team (Supervisor, Mentor) will occur any day during finals week (Monday – Friday).

☐ **New Candidate Teaching Credentials Joint Orientation**
New candidates beginning Fall 2022 are required to attend a mandatory Joint Orientation on the Friday before classes begin.

☐ **Annual ECSE Fall Kickoff.**
All candidates, alumni, and faculty are invited to attend the annual social event to build relationships, engage in early childhood play-based activities, and learn from one another. The event is held every year the Saturday before Fall classes begin at Sacramento State, 10a-3pm.

☐ **Communication Technology Education Center (CTEC) Tour**
All candidates enrolled in EDSP 209 (AAC) are required to attend a mandatory training at Sacramento's CTEC to learn about resources available to families in the Sacramento Region. Website: https://www.ctecaac.org/. The date for this year's training is: a **Saturday in October.**

☐ **Fall Holidays, Campus Closed (no classes):**
  o Labor Day: September 4
  o Veterans Day: November 10
  o Thanksgiving: November 23-24
  o Campus closed: Dec 25-Jan 1

Spring 2024: Instruction January 22 – May 10, 2024 (finals week: May 13-17)

☐ **Spring Fieldwork Orientations: Week before class begins**
Teacher candidates, Cooperating Teachers/Mentors, and Supervisors are required to attend a mandatory virtual field work orientation.
    Early fieldwork candidates: **Wednesday January 17, 4:30-6p**.
    Culminating Prek or Infant/Toddler fieldwork candidates: **Thursday January 18, 4:30-6p.**

☐ **Fieldwork Placement – Winter Break**
It is required that you attend your placement classroom or an alternative placement classroom at least two days a week while your school district is in session and when Sacramento State is on winter break.

☐ **Spring social**
All candidates, alumni, and faculty are invited to attend the annual spring social event to build relationships, engage in early childhood play-based activities, and learn from one another. The event is held every year the **Saturday before Spring classes begin** at Sacramento State.

☐ **Fieldwork Placement- Spring Semester.**
You are in your placement based on the number of days indicated in your fieldwork syllabus.

☐ **Education & Social Impact Career Fair.**
The date for the Education & Social Impact Career Fair is **March 5 & 6, 2024, 10a-2pm**. Please check the Career Center website for more information. If this is a placement day candidates will be excused from their placement so they can attend the fair.

☐ **Individualized Education Program (IEP) Simulation SATURDAY Event**
All candidates in the credential programs across campus (e.g., Teaching Credentials, Nursing, Psychology, Speech Pathology, Social Work) are required to participate in a simulated IEP meeting. For Teaching Credentials students, this event is part of an assignment in their Inclusive Strategies course (EDSP 293). The date for the event is: **Saturday March 9, 9:30a-3:00pm** (candidates are assigned a 2-hour time block).

☐ **CSUS College of Education Multicultural Conference.**
April 5-6, 2024. Candidates are required to attend the hybrid conference.

☐ **ECSE Virtual Graduation**
All candidates, alumni, faculty, and especially graduates and their families and friends are invited to attend our annual virtual graduation to celebrate our newest grads. The event is held in Zoom Wednesday of Finals Week. Please share your congratulations on our Flip Grid board and look out for the RSVP form.

☐ **Sacramento State College of Education Commencement**
All graduates and their families along with faculty are invited to attend the College of Education graduation at the Golden One Center in downtown Sacramento.

☐ **Spring Holidays, Campus Closed (no classes):**
  o Spring break: Mar 18-24
  o Cesar Chavez Day: April 1
  o Commencement: May 17-19

Coursework: Academic Calendar

Sacramento State is on the semester system; therefore, there are three semesters offered throughout the academic year: Fall, Spring, and Summer. More information about the Sacramento State academic calendar, including start dates for each semester and registration dates, can be found here: https://catalog.csus.edu/academic-calendar/

Schedule of Classes

You can find the most current schedule in you My Sac State portal: https://my.csus.edu and on the Education Specialist webpage: www.csus.edu/college/education/teaching-credentials/special-education.html

Fieldwork Experiences

The preliminary Early Childhood Special Education (ECSE) credential program at Sacramento State focuses on the Program Standards and Teaching Performance Expectations developed by the California Commission on Teacher Credentialing, and the definition of Social Justice as outlined by the CTA. University coursework is tied closely to two early fieldwork experiences and two culminating field experiences with university supervision in schools/programs that serve a diverse student population.

Candidates begin the program in a structured field experience placement and by the time they complete their two culminating experiences (Infant/Toddler and Preschool/Kindergarten), candidates are responsible for all aspects of the cycle of teaching, called solo-teaching, for at least 2 weeks. All field placements take place in public schools classrooms or programs serving socio-economically, culturally, and linguistically diverse young children and their families.

Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach within the specific disciplines are reflected in the field practice, including specific pedagogy and research related to Universal Design for Learning, inclusive education, English language development, Autism, Orthopedic Impairment, and the California State Standards. Supervisors, along with university instructional faculty and school- based educators, provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

When students are placed in an ECSE teacher's program/classroom, our program requires the implementation of co-teaching strategies by the teacher candidate and the cooperating teacher jointly. Co-teaching is a model that was developed by special education teachers and general education teachers and is currently being adopted for use in student teaching classrooms as well. The majority of cooperating teachers and all teacher candidates will receive professional development on co-teaching. The co-teaching strategies are available at the end of this handbook for reference. For candidates working as the ECSE teacher of record on an emergency permit or intern credential, the mentor teacher serves as a coach and model of best practices.

Teaching Credentials Fieldwork requirements for all candidates

- Candidates must have **Certificate of Clearance (CoC)** in order to start in the field. This is a CTC requirement!

- **Related to placements-**

  · In order to get a student teaching placement, candidates have to establish an account in Sonia.

  · Candidates cannot start in their placements until they have uploaded (in Sonia) proof that they've been cleared by the district

  · Candidates must check their CSUS emails daily

Program pathways and options

While candidates are accepted into a cohort that follows a prescribed sequence of classes each semester, they may decide to take classes at a slower pace. Additionally, teacher candidates may decide to apply to be an intern and seek a full-time teaching position in their local school district (see "Internship" below for more info). In collaboration with your advisor (Cindy Collado), candidates can map out these options and potential alternate plans.

Fall Semester of Candidates' First Year

Typically, candidates do not enroll in a fieldwork course this semester (unless they've received special approval to be an intern). All new Preliminary Credential candidates enroll in a seminar to guide the fieldwork experience and receive an introduction to the field of ECSE (EDSP 200: ECSE Seminar I) in addition to courses that include fieldwork requirements:

- EDSP 201: Collaboration (3 units)
- EDSP 212: ECSE Methods II: Prek/K (3 units)
- EDSP 210: ECSE Assessment & Evaluation (3 units) (for 1-year candidates only)
- EDSP 208: ASD and Advanced PBIS (3 units) (for 1-year candidates only)

Fieldwork expectation for the following candidates: **SMSTR 1-year Pathway Residents**
- 2.5 days per week following the Cooperating Teacher (CT) across their work day: 2 days with Preschool/Kindergarten CT and 1/2 day with Infant/Toddler CT. Some weeks may need to spend more days with Preschool/Kindergarten CT, depending on expectations for course projects/assignments as well as potential important opportunities like observations, trainings or meetings you'd like to attend to extend your learning/experience.
- PreK/K fieldwork: Roughly 7 hours per day for roughly 14 hours/week across 15 weeks
- I/T fieldwork: Roughly 3 hours per day for roughly 3 hours/week across 15 weeks
- Total hours for the semester: 255 hours

Fieldwork expectation for the following candidates: **2-year pathway candidates who are not working as paraprofessionals or emergency permit teachers**
- Choice of infant/toddler, preschool, or kindergarten placement with an ECSE Cooperating Teacher (CT) where students with IFSPs or IEPs are provided supports and services (if not with preschool or kindergarten then students find or are assigned a classroom/program to complete EDSP 212 projects). If not Infant/Toddler then assigned an Infant/Toddler Cooperating Teacher (CT) they can visit 2-4 times in the semester
- 2 days a week following the CT across their work day: roughly 7 hours per day for roughly 14 hours/week across 15 weeks
- Total hours for the semester: roughly 210 hours

Fieldwork expectation for the following candidates: **2-year pathway candidates who are working as paraprofessionals or emergency permit teachers**
- Complete your fieldwork in your place of employment
- Visit or meet with your Infant/Toddler CT 1 – 2 times this semester

Fieldwork expectation for the following candidates: **2-year pathway candidates who are working as Intern Credential teachers**
- See ECSE Intern Teaching (enrolled in the fieldwork course: EDSP 478) below
- Visit or meet with your Infant/Toddler CT 1 – 2 times this semester

ECSE Early Field Experience I (EDSP 474)

Offered in the second semester (spring); requires attendance at fieldwork site 3 days a week (roughly 7 hours a day) for a total of roughly 315 hours across the 15-week semester. Candidates in the early childhood special education (ECSE) program complete early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this first early field experience, candidates focus primarily on observing evidence-based environments, instruction,

and interventions as well as practicing skills including collaborating with a young child's family and team, engaging in data-based decision making, and creating and implementing intervention plans.

- Choice of infant/toddler, preschool, or kindergarten placement with an ECSE mentor where students with IFSPs or IEPs are provided supports and services (if not with infants and toddlers then an Infant/Toddler support teacher is assigned for 6 visits)
- 3 days a week (7 hours per day) for 21 hours/week across 15 weeks
- Total hours for the semester: 315 hours
- 6 university supervisor observations
- Fieldwork Evaluation Rubric passing score: average score of '3'

ECSE Early Field Experience II (EDSP 475)

Offered in the second semester (fall) for 1-year pathway candidates and in the third semester (fall) for 2-year pathway candidates; requires attendance at fieldwork site 3 days a week (7 hours a day) for a total of 315 hours across the 15-week semester. Candidates in the early childhood special education (ECSE) program complete more advanced early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this early field experience, candidates build on their skills by collaboratively analyzing their teaching and assessment practices, reflecting on their experiences, and practicing with support more advanced pedagogy.

- Choice of infant/toddler, preschool, or kindergarten placement with an ECSE mentor where students with IFSPs or IEPs are provided supports and services 3 days a week (7 hours per day) for 21 hours/week across 15 weeks
- Total hours for the semester: 315 hours
- 6 university supervisor observations
- Fieldwork Evaluation Rubric passing score: average score of '3'

ECSE Student Teaching: Infants/Toddlers (EDSP 476)

For 1-year pathway candidates, this culminating experience is taken at the end of the spring semester. For 2-year pathway candidates, it is typically taken in the third semester instead of EDSP 475 (fall), however, if a candidate works full-time then they must pay for a fifth summer semester in order to complete this experience. One of two culminating experiences, candidates complete the student teaching experience with a cooperating teacher in their school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers with disabilities and their families. Completed concurrently with integrated coursework and focuses on candidates gradually taking the lead on assessing, planning, and coaching families raising infants and toddlers with disabilities or delays within their natural routines, environments, and activities.

- Infant and toddler program with an ECSE mentor serving families and their young children ages birth-3 with IFSPs
- Total hours for the semester: 200 hours (this can be achieved in many ways with at least 3 to 4 days per week as arranged with the CT)
- 6 university supervisor observations
- 2 weeks 'solo' teaching at the end of the experience
- Fieldwork Evaluation Rubric passing score: average score of '4'

ECSE Student Teaching: Preschool/Kindergarten (EDSP 477)

Taken in the candidate's final (Spring) semester of the program while completing their edTPA. 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.

- Choice of preschool or kindergarten placement with an ECSE mentor where students with IEPs are provided supports and services
- Student teacher follows ECSE teacher for their school day (typically 7 hours per day) and arranges an appropriate schedule to meet the total hours requirement below.
- Total hours for the semester: 375 hours
- 6 university supervisor observations
- 2 weeks 'solo' teaching at the end of the experience
- Fieldwork Evaluation Rubric passing score: average score of '4'

ECSE Intern Teaching (EDSP 478)

Internship in a cooperating District or County Office of Education providing services for young children birth to kindergarten with disabilities receiving special education services and their families. Candidates must complete the intern application process in order to register. Intern serves as the teacher of record and is employed by the district. As the classroom teacher, develop and teach developmentally appropriate and accessible units and lesson plans, embed instruction and supports, collaborate with colleagues, support paraprofessionals, and lead the IFSP/IEP process.

- 5 days a week (7 hours per day) for 35 hours/week across 15 weeks
- Total hours for the semester: 525 hours
- 9 university supervisor observations
- If completing as an early fieldwork experience, then Fieldwork Evaluation Rubric passing score: average score of '3'
- If completing as a culminating experience, then 2 weeks 'solo' teaching at the end of the experience with all instructional plans in place and Fieldwork Evaluation Rubric passing score: average score of '4'

Under special circumstances and *after approval by special education program faculty and the teaching branch chair*, candidates who have not yet completed the teacher preparation program may be hired by an employer to work as the teacher-of-record, assuming all of the duties of a full-time certificated teacher while also completing remaining credential program requirements. The ability to recommend a candidate for an intern credential is granted to Sacramento State by the California Commission on Teacher Credentialing (CCTC). In order to obtain CTC approval to recommend candidates for intern credentials, our programs must submit detailed documents and execute specific legal agreements between Sacramento State and the employer. We are currently approved by the CTC to recommend candidates in our programs for intern credentials. For more information about the Intern Program offered through CCTC visit this website: www.ctc.ca.gov/credentials/leaflets/university-internship-credentials-(cl-402a) and for more information about the requirements and process for applying to be an intern through Sac State, see the *Intern Teacher Guidelines for Education Specialist* on the Teaching Credentials-Forms website: www.csus.edu/college/education/teaching-credentials/current-students.html.

Intern Candidate Considerations. This is a decision that should not be made lightly. ECSE teacher candidates considering applying to be an intern through Sac State and applying for a teaching position in their local school district must consider their current goals, skills, and knowledge. Being an intern teacher candidate means you are the main education specialist responsible for providing services to young children/students with disabilities in this position; therefore, you do not work directly under an education specialist (CT/Mentor). You will be expected to teach full-time and will be provided with a University Supervisor who will visit you once a week for

an hour or biweekly for two hours. Your district is also expected to provide supervision support. In making the decision to pursue this pathway, teacher candidates must consider if they are ready with the necessary skills, knowledge, and confidence to be the primary service provider with intermittent coaching. If teacher candidates believe they are not ready and need the consistent support of a CT/Mentor to model teaching practices and time to practice the competencies before taking the lead, then the Student Teaching option would be more suitable.

Intern Application Process. For our programs, there is a process of approval by all special education faculty and the teaching branch chair that must take place **PRIOR to candidates accepting intern positions**. Candidates interested in this possibility should first schedule an Advisement Meeting with their faculty advisor and/or program coordinator to seek advice and guidance on the process. More information specifically for Special Education candidates about the intern credential **process can be found on the Teaching Credentials webpage under "Forms":** www.csus.edu/college/education/teaching-credentials/current-students.html (See also Appendix B). For intern candidates, supervision is primarily by a university supervisor, although supervision is also coordinated with the site or program administrator.

Teacher Candidates on an Employer Restricted Teaching Permit. Some ECSE teacher candidates may begin the credential program as the teacher of record (teaching full-time) in their local school district through an Employer Restricted Teaching Permit, sometimes called an emergency permit (e.g., Provisional Internship Permit: PIP, Short-Term Staff Permit: STP). For more information, visit the CCTC's website: www.ctc.ca.gov/credentials/req-empl-restricted. According to our agreement with CCTC, a teacher candidate with such a permit who is enrolled in our ECSE credential program is not able to apply to be an intern in their first semester as they have not yet completed the necessary coursework. Therefore, the teacher candidate will meet with the program advisor to develop an individualized plan to begin their academic year.

ECSE Fieldwork Experience Guidelines

Purpose of Fieldwork Experiences

A competent early interventionist and early childhood special educator must have both a strong foundation in the philosophy of developmentally appropriate best practices endorsed by NAEYC, and specific knowledge of the characteristics and learning needs of children with a range of disabilities, including developmental delay, low incidence disabilities and children with severe and multiple disabilities. The CSUS ECSE credential and certificate programs are strongly committed to providing candidates supervised experience with children with a wide range of disabilities. Additionally, educators must be able to successfully work in a range of learning environments. Thus, candidates must demonstrate experience in multiple settings, including center/school-based and home-based service delivery.

You will be assigned a coordinating teacher (CT) and a university supervisor to assist you in developing and demonstrating skills in each of the areas listed above (see the Appendix G: *ECSE Fieldwork Evaluation Form* for the specific skills identified in each area). In addition, you may be required to demonstrate competencies specific to the program in which you are participating (i.e. home-based infant program).

At the beginning of each field experience, you will complete an "Initial" self-assessment, using the Field Experience Evaluation Form. You will meet with your university supervisor and CT/mentor to share your self-assessment and to develop a plan for participating in, and taking responsibility for, various program activities including assessment, planning, implementing and evaluating interventions and/or instructional activities for individuals and small groups of children and their families as appropriate to your assigned setting. You will engage in bi/weekly Journaling in your e-binder so that you can practice reflecting on your experience and your supervisor can follow up with you more specficially. You will also schedule with your CT/Mentor a weekly meeting time of 30-60 minutes to consistently reflect on your experience and plan for your gradual release of responsibility, called Weekly Coaching Conversations; record your conversations in your log in your ebinder.

The two directed field experiences are seen as cumulative; you should be able to demonstrate competence in all areas by the end of the second experience. How much you achieve in each experience will be determined jointly by you, your CT and university supervisor. Your university supervisor cannot observe you full-time, so all competencies may not be able to be observed directly. It is anticipated that through your ECSE courses you have begun a portfolio that will allow you to demonstrate certain competencies based on these experiences. You may be asked to review this portfolio with your supervisor at the beginning of each field experience, to assist in developing a plan for participation in the particular field setting.

Possible Field Placement Sites

You may be assigned to a district or county office of education program that serves infants/toddlers, preschoolers, and/or kindergarteners with disabilities. Your primary placement will be with the special education program, but it is anticipated that you will have opportunities to collaborate with other agencies and programs that serve young children and their families. For example, you may be assigned to a special education preschool program which is co-located with a Head Start or State Preschool program, and in which children are co-enrolled. You would collaborate with early childhood special education staff as well as Head Start staff. You will have a diversity of experiences in each of your field settings working with individual children and groups of children and their families. While you may participate in a variety of center-based and community settings, it is also required that you have some opportunity to participate in a home-based program.

Directed Field Experience/Internship Activities

Upon meeting with your CT, you will jointly determine the nature of your assignment. For example, in an infant program you may be assigned as a member of a team. You would attend all team meetings, participate in home visits, provide consultation to child care personnel, carry out assessments, and attend Individual Family Service Plan (IFSP) meetings.

You may be under the direct supervision of someone (or several persons) other than your CT; but all activities must be approved by the CT.

You will determine a schedule for assuming specific responsibilities, for example, you may attend home visits with a particular family for several weeks as an observer, and then by the 6th or 7th week you would become the primary interventionist. Or you might participate in a Head Start or State Preschool program or inclusive kindergarten classroom in which several children with disabilities are included, and after several weeks assume the role of co-teacher, where you have primary responsibility for developing curricular adaptations for particular children, which will be jointly implemented by special education and early childhood education staff.

Specific requirements for completion of your field experience will be determined by the candidate, CT, and university supervisor. For example, candidates may be required by their CT to keep a journal of their home visit notes, including a description of the plan for each visit, and an evaluation of what actually happened. This may be in a narrative form, or a checklist. For a preschool setting, they may be required to develop instructional plans for components of the schedule (e.g., centers, circle time, snack). These plans might include specifying the activity, materials, intervention/instructional strategies, adaptations needed or how activity will be embedded in typical daily routine, how activity addresses IEP goals, and how you will evaluate progress.

Triad Team

Candidates will work in a Triad during their fieldwork. Each semester, three triad meetings will occur at strategic points in the semester: beginning/Initial (semester weeks 1-3), middle (weeks 6-8) and end (weeks 14-15). The ECSE Fieldwork Evaluation Form will be completed at these three times throughout the semester and discussed at each of the triad meetings; during the first meeting the evaluation form will be used as an Initial self-assessment for goal setting in the semester while during the middle and end of semester meetings the evaluation form will be formally discussed and the University supervisor will submit the scores in Task Stream (candidates are required to purchase a Task Stream account). At the end of the semester, a signed Signature Page will be completed by the team sharing whether the team recommends the candidate passes the fieldwork experience, repeats, or does not pass or repeat.

The triad team consists of:

1. **The ECSE teacher candidate** taking coursework in the ECSE program and gaining experience in the field as well as completing field-based work with students at their site.
2. **The district mentor** (sometimes called cooperating teacher or CT) is an education specialist in the district with at least 3 years experience in the field assigned by the district or invited by the candidate and approved by Sac State's ECSE Field Placement coordinator.
3. **The University Supervisor** is an ECSE education specialist assigned by Sac State's ECSE Field placement coordinator.

General Roles & Responsibilities of the Teacher Candidates in the Field

You are expected to participate in each directed field experience as a professional in the field of early childhood special education. There are many characteristics of professional behavior, and you will be evaluated on these through the ECSE Fieldwork Evaluation Form. Being on time, being organized, maintaining your appearance and your health are all very important. You must also demonstrate the highest degree of ethics (e.g., confidentiality, knowledge of legal requirements and issues) and cultural competence in your interactions with children, families, staff, and other professionals.

You may at times feel frustrated in your placement, but you need to seek out your CT and/or university supervisor to assist you in developing strategies for addressing your frustrations; you cannot jeopardize relationships with children, families and/or program staff by acting precipitously. If you feel you are not getting the support you need from either your CT/mentor or university supervisor, arrange a conference with this person and discuss your concerns. If this is not successful, you need to contact the Sac State ECSE fieldwork coordinator to arrange a meeting to address the issues.

General expectations of teacher candidates completing fieldwork:

❖ During your scheduled time in your classroom, you will engage in many activities, including some that will occur as part of school-wide activities, which will help you become familiar with the fundamental aspects of your classroom/school and your CT/Mentor's philosophy and approach to teaching. You should be consistently seeking to become more knowledgeable about:

- The grade-level curriculum, standards and benchmarks

- The developmental needs and interests of the children in your classroom

- The CT/Mentor's/school's philosophy about, and approaches to, student engagement and classroom management.

- The school community, resources, and programs available at the school

❖ Teacher candidates (TCs) should observe the routine procedures and teaching of their CT/Mentors. CT/Mentors should feel comfortable suggesting to their teacher candidate a focus for the observations (i.e., what to look for and why), and debrief with the TCs about the observations. In addition, the TCs will receive guidance in their courses about specific aspects of classroom routines and dynamics that they should be observing. The TC should share these protocols with the CT/Mentor and debrief them.

❖ Teacher candidates should observe their CT/Mentor's model lessons and strategies in specific content areas before they (TCs) assume responsibility for teaching lessons in those content areas. In addition, when applicable co-teaching is highly encouraged especially as the teacher candidate is learning the curriculum. See Appendix A for a brief overview of co- teaching in the Glossary.

❖ **Attendance**. Arrive on time. You are to arrive 30 minutes before the start time (even if your CT/Mentor does not). In order to meet with your CT/Mentor, you may have to arrive earlier. This will be negotiated between you and your CT/Mentor. Please plan a weekly meeting time with your CT/Mentor for focused collaboration and communication time. (These times will vary by site)

❖ **Appropriate dress**. Remember to dress appropriately and act professionally from the moment you arrive on campus to the moment you leave the school grounds. Facial jewelry and piercings, other than ear piercings, are to be avoided. Tattoos with images or language inappropriate for children should be

covered – if you are unsure, the best approach will be to cover your tattoo(s). Please check your sweaters and tops for appropriate tightness and how much skin is revealed! No midriffs, low pants or flip-flops are allowed. Remember that you are on an "interview" anytime you are at the school site – colleagues, administrators, parents and students will be taking notes! If you have questions regarding dress, please discuss them with your CT/Mentor. [SEP]

❖ **Absences**. Please establish a communication plan with your CT/Mentor. S/he may have preferences in terms of mode of communication and timeframes (text message vs. call, not before a certain hour, not after a certain hour, etc.). It is in your best interests to identify these preferences early on and then implement them. In addition, confirm with your CT/Mentor whether the school should also be part of this communication plan (e.g., call the front office if you are going to be late, absent, etc.). If an emergency or illness occurs and you must be absent during a placement day please follow the details of your communication plan. If you have specific responsibilities for that day (tutoring, small group work, teaching a lesson, etc.), you are expected to have complete plans ready that your CT/Mentor can follow. In addition, please inform any CSUS professors whose classes you will miss (follow the guidelines in their syllabi). Please be advised that candidates will be required to make up any field experience or student teaching days missed due to absence. Excessive absences that cannot be made up (more than 15% of required days) and/or frequent schedule irregularities (tardiness or leaving early) can be cause for extending your placement or requiring an additional semester of field experience. During minimum days, students are required to commit a full day if that day is normally a full field experience day. Staff development and work days are also considered part of your assignment in the field if they fall within the required schedule. **You are required to attend your CSUS classes even when your school is observing a holiday or on break (this includes spring break).**

❖ **Placement**. When in your placement you are teaching, observing, or assisting the teacher and the students. Please plan, prepare and complete coursework at home or outside of your placement days and times. Be professional, prompt, reliable, and responsible. Cells phones can be used before and after school unless there is an emergency. Cell phones should not be "checked" and calls or texts should not be made any time while you are in your classroom or on your school site. **Remember that you are on an "interview" any time you are at a school site.**

❖ **The Platinum Rule – Treat others as they would like to be treated (this takes to the next level the Golden Rule of treat others as you would like to be treated – the Platinum Rule is more culturally responsive as we recognize everyone has different ways they'd like to be treated)**. This includes being discreet in your talk and refraining from judging others quickly and harshly. An open, accepting attitude towards others is critically important if we are to support each other and become a community of learners. This includes getting to know everyone rather than sitting and talking with just a few. Use appropriate language, developmental as well as professional (with instructors, fellow teacher candidates, children, school faculty, staff, and parents). Remember you are a guest at the school; do not critique routines, plans, or any other aspect of the school. It is appropriate to ask questions concerning any of these in order to better understand reasons and rationales, but be respectful when you do this.

❖ **Tips for professional observation**. Notice everything, defer judgment, make connections between coursework and the classroom, generate questions and decide where the resources are and who you can ask, identify the ah-has, and take notes so that you have them to refer to. As often as you can, connect what you observe to concepts, theories, and frameworks presented in your university coursework. Much of teaching involves putting theory into practice or using reflection on practice to bolster theories; when you think at this metacognitive level, you make great strides as a reflective, purposeful teacher.

❖ **Serious concerns**. If you have a concern, it is best first to go to the person most directly involved in that concern. If you do not feel comfortable with this route, do talk to your CSUS liaison.

❖ **Meeting with CT/Mentors.** Teacher Candidates (TCs) should meet with their CT/Mentors once a week for regular planning and discussion of lessons as well as to discuss the TC's progress. The meeting time should be consistent from week to week, to the extent that this is possible. It should take place as a "sit down" meeting, as opposed to conversations held during varied times of the day or "on the fly." All planning of lessons should be done jointly with the CT/Mentor who can offer their ideas and materials, as well as ensure that TCs address the required standards. The success of TCs is promoted when the CT/Mentor provides guidance and support for TCs in their planning, and also encourages/allows TCs to "tweak" the lesson to incorporate their own ideas, emerging style of teaching, and requirements from CSUS courses.

❖ **Before/After School Duties**. Attend staff meetings, grade level meetings as your schedule permits. If possible, attend school-wide events, e.g., PTA meetings, parent/teacher conferences, SST meetings. (These opportunities may be limited due to conflicts with course times.) Attending Back-To-School Night is a requirement in the fall unless you are taking pre- or co-requisites and attending Open House is a requirement in the spring unless you are taking pre- or co-requisites or Open House is after the CSUS semester ends.

❖ **Lesson or Home Visit Plans**. It is a requirement that teacher candidates write lesson/instructional plans in advance for lessons that they implement in the classroom, whether teaching small groups or the whole class, or when doing early intervention home visits. All lesson/instructional plans need to be written primarily by you although they can be developed by your class team, and we encourage you to collaborate to develop these plans. (Please, no teacher manual copies; even if you are using lessons from the manual, they need to be processed and reframed by your own thinking and decisions. As you will discover, teacher manuals are missing critical elements!) The thoughtful writing of lesson plans is the single most effective tool you have to ensure that you are prepared for, successful with, and confident about your own teaching. Teacher candidates will be given a lesson/instructional plan template that they will use for their instruction. Teacher candidates should keep their lessons/instructional plans in an orderly manner so that they can be referenced easily if needed.

❖ **Submitting lesson or home visit plans to your Cooperating Teacher/Mentor**. Arrive prepared for all tasks and lessons. Remember that lesson or home visit plans are required before teaching all lessons. Plan lessons in advance and have the CT/Mentor provide feedback on these plans prior to the teacher candidate teaching the lesson. Teacher candidates will not be allowed to teach any lesson unless the lessons have been reviewed/approved. The timeframe for submitting the lessons prior to instruction will be worked out between the CT/Mentor and the teacher candidate but out of respect for the CT/Mentor's time and to ensure that student learning is maximized, plans should be available to CT/Mentor at least one day before the lesson is taught. These plans are an important means of evaluating candidate's ability to conceptualize and include appropriate content and strategies. Also, be prepared to grade/provide feedback for all assignments, tests, projects that you assign as part of your lesson.

Fieldwork eBinder (Candidate & Supervisor Responsibility)

Candidates will create an online fieldwork folder called an eBinder in Google Drive to use for the duration of the program. Each semester the candidate will update the fieldwork information for their fieldwork site and then use the eBinder to communicate with their supervisor and organize their weekly lesson/instructional plans and class/individual matrices of supports and services, observations, journals, etc. The eBinder will be organized by semesters and include each semester the following folders that are maintained by both the candidate and supervisor as indicated below:

1. **eBinder general folder**

   a. Completed by the **candidate**: 1) *Infant-Toddler Fieldwork Placement Information (when applicable)*; 2) *Preschool/Kindergarten Fieldwork Placement Information (when applicable)*; 3) *About me* Candidate Info Sheet

   b. Completed by the **supervisor**: 1) *Information about me* - Supervisor

2. **FOLDER: [Semester title – e.g., Fall 2023]**

   a. **DOCUMENT: Journal - Reflection.** Completed by the **candidate**. You will keep a weekly reflective journal of your experiences using the template format: a T-chart whereby you record your experiences in the left column and your wonderings, questions, or ideas about each of these experiences in the right column. You can choose to type in the google doc journal (you can type or use voice to text) or write in a notebook and scan the pages then upload to the eBinder Journal folder.

   b. **DOCUMENT: Coaching Conversations Log and Parking Lot.** Completed by the **candidate**. The candidate will keep a weekly log of your weekly Coaching Conversations with their CT/Mentor using the template table. If they prefer to handwrite notes then upload scans of their notes to their ebinder.

   c. **DOCUMENT: Overview of Teacher Activity.** Completed by the **candidate**. In the beginning of the fieldwork experience, the candidate will document at least one daily schedule of the teacher of record in the classroom by describing the teacher's activity during each of the activities on the daily schedule.

   d. **DOCUMENT: Observation Notes.** For each supervisor observation:
      i. For each supervisor observation, the candidate will be observed engaged in an activity with students or families – the observation should begin just before the activity and ends just after transitioning to the next activity or completing the activity so that the supervisor is able to observe the full transition into the activity, the actual activity, and the transition out of the activity. Observations can be live and in-person, live in Zoom, or recorded.
         1. *Recorded Observations*. The **candidate** can upload recorded videos to share with the supervisor in the semester specific link to GoReact or in their ebinder. They may also record in GoReact.
         2. *Observation notes*. Completed **jointly by the candidate and supervisor** in the template provided:
            a. **Team prep for observation.** The Supervisor and candidate review the candidate's goals for the semester using their Fieldwork Evaluation Rubric and set a goal for the observation based on a skill they would like to improve. The goal must be observable and measurable for the supervisor.
            b. **Candidate prep for observation:** For all observations, at least 24-36 hours before a scheduled observation the candidate types an introduction to the observation by providing background information about what will be observed, relevant data, and any preparation or plans for the observation. Email your supervisor to confirm that you have uploaded to the appropriate folder your plan for either your home

visit with the family (Infant & Toddler fieldwork) or lesson plan and if applicable unit plan (preschool fieldwork or infant and toddler if it's center-based).

    c. **Supervisor observation notes**. During each observation the supervisor will type notes in the template.

    d. **Debrief.** The supervisor and candidate will either debrief following the observation or at a later time within 24-48 hours. They will debrief about the candidate's performance, the impact on student/family learning, and recommendations for improving. The supervisor and candidate will discuss next steps and focus for the next observations.

e. **FOLDER: Field Log Calendar (if applicable)**. Required for candidates placed in classrooms outside of their placement employment to log the days spent at their fieldwork site. Candidates completing fieldwork in their place of employment do NOT need to complete it. A *Field log hours* doc is provided for each candidate by the ECSE Field Placement coordinator. To show proof of your required fieldwork hours, you will develop a plan for when you will attend your field site and record dates of attendance in this document (details about activities not required). The candidate will establish a regular schedule of participation at the site, and will inform both the CT and the university supervisor in case of any absence. The candidate will make up hours for any absence at a time agreeable to the CT.

f. **FOLDER: Intern Monthly Support Calendar (if applicable)**. Completed only by **candidates** enrolled in EDSP 478: Internship in ECSE. Follow the directions in the Guidelines for EDSP Intern Credentials for completing and submitting at the end of each month your observations & meetings each month with your district Mentor and university Supervisor. You will upload your Calendar for each month in the semester to this folder and the credential analyst will be provided access to them (you will not be required to email them separately).

g. **FOLDER: Fieldwork Evaluation Rubric**

    i. *Fieldwork Evaluation Rubric (download to your computer and type into the pdf for each of the 3 Triad team meetings – after each Triad meeting upload your updated Evaluation Rubric and rename the document to represent Initial, Midterm, or Final evaluation so that there will be 3 rubrics in this folder with increasingly more information added).*

        1. *Competency Descriptors (pages 5-34)*. At the beginning of the semester, the candidate will update progress toward meeting each of the competencies across the six Teacher Performance Expectation (TPE) standards by typing in their score for each competency in the appropriate box: Initial, Midterm, Final. Notes about progress can be recorded under the score in the competency. Update the table every 2 weeks with their progress on observing, to participating, and some leading across each competency listed. As an early fieldwork experience, by the end of the semester the candidate should be observing across all competencies and participating in nearly all. Begin within the first two weeks by using their self-assessment completed on the Fieldwork Evaluation Rubric to highlight any competencies they scored as a 1 or 2 as these will help the team discuss how they can develop deeper knowledge, experiences, and skills in these areas.

2. *Semester Checkpoints* (pages 2-3) At each Triad meeting, **the team** will review the candidate's score for each competency on the relevant competency descriptor page (pages 5-34) – this score will autofill into the Semester Checkpoint table on pages 2-3.

3. *Summary Form* *(page 4)***.** Completed by the **supervisor.** During each Triad Team meeting the supervisor will record notes and share with the candidate who can add to the summary form, which will include a discussion of the candidate's strengths, areas for growth, and recommendations for improving and next steps. For the Midterm and/or Final triad team meeting, the supervisor will input these scores and summary into the candidate's Taskstream account.

- Candidates begin filling in the rubric within the first two weeks of the semester by completing it as a self-assessment and discuss with the Triad Team any competencies scored as a 1 or 2 as these will help the team discuss how the candidate can develop deeper knowledge in these areas and progress along the developmental continuum.

- Recommended: update the table every 2 weeks with your progress on observing, to participating, and some leading across each competency listed.

- As an early fieldwork candidate, by the end of the semester candidate should be practices more of the competencies (average score of 3).

- As a culminating experience candidate, by the end of the semester candidates should be leading across majority of competencies (average score of 4) for at least 2 weeks during their planned solo-teaching time in order to pass the experience.

h. **FOLDERS FOR EACH WEEK OF THE SEMESTER: [e.g., Week 1: Aug 28 – Sept 1]**

i. **Lesson/Instructional Plans.** Completed by the **candidate**. At minimum, the candidate is required to upload to the folder for the applicable week the lesson/instructional plan or home visit plan and if applicable associated weekly instructional plan for each supervisor observation. Additionally, for every lesson that is led by the candidate during their fieldwork experience they are required to write a plan and upload here.

Responsibilities of University Supervisor

Your university supervisor will observe the candidate and meet with them several times (in person or through video exchanges) across the semester both through the observation cycle and bi/weekly check-ins. For observation cycles, the supervisor will connect with the candidate for a pre-observation discussion to focus the observation and set goals as well as review instructional plans, then observe the candidate via live or video, then meet to debrief about the observation. In the case of home-based field placements, the supervisor will meet with them in person, by phone, or through electronic communication, and coordinate more closely with the CT/Mentor. This arrangement is necessary in order to not overwhelm an infant/toddler and his/her family with many strangers in the home. The university supervisor will give feedback regarding successful interactions and give suggestions to improve skills where needed. Specific assignments/experiences may be designed to enhance skills in particular areas. Additionally, the supervisor tracks all Observations via the Observation Log and arranges for the Triad team to sign the Signature Page at the end of the semester to indicate if the team recommends the candidate to pass the fieldwork experience. Finally, the Supervisor meets with the Triad team three times in the semester to discuss progress and evaluate the candidate's progress on the Fieldwork Evaluation Rubric; then the Supervisor submits the candidate's scores for midterm and final in the

candidate's Taskstream account. In the case of the candidate struggling in the fieldwork experience, the supervisor connects with the ECSE fieldwork coordinator to discuss and lead a formal process to support the candidate called the Statement of Concern and Action Plan.

Responsibilities of CT/Mentor

The Commission on Teacher Credentialing (CTC) enacted a requirement in 2016 that all cooperating teachers complete 10 hours of initial orientation and ongoing support. The first is an initial orientation (minimum of 10 hours) with respect to: (1) Program curriculum, (2) Effective supervision approaches such as (but not limited to) cognitive coaching and adult learning theory, and (3) Current content specific pedagogy and instructional practices. The second is ongoing support to ensure that CTs stay current with respect to: (1) Knowledge and skills for supervision, and (2) Program expectations.

All CTs/Mentors must complete this orientation, which can be accessed online here. Two hours of the orientation is Sac State Credential program focused and the other eight hours can be completed by participating in district, Sac State or other relevant organization professional learning.

Directed field experiences/internships are a joint responsibility of the university and the early childhood special education program where you are placed or work. The day-to-day supervision is provided by the CT/Mentor or other person assigned at the field site (except in the case of the intern). The CT/Mentor (or other direct supervisor) will complete the ECSE Fieldwork Evaluation Form during the course of your participation in the field setting and will provide candidates with ongoing feedback to encourage the optimal development and demonstration of skills in each of the competency areas. CT/Mentors are expected to:

- ❖ **Introduce the teacher candidate** to the school or program, students, and other faculty and take the lead in providing inclusion opportunities for the teacher candidate. It is strongly recommended that teacher candidates be introduced as "co-teachers" so it is clear to the children that candidates have shared responsibility and authority as teachers in the classroom/program.

- ❖ **Plan an initial meeting** with the candidate to help orient them to the school/program, classroom, and students. This includes information about

  - o the school-wide and classroom management philosophy, school and classroom schedules, routines, including lunch, playground, and, especially, emergency procedures. Encourage questions and discussions on teaching and management decisions.

  - o appropriate background information on the students/families

  - o the scope and sequence of curriculum as well as resource materials that are available to prepare lessons.

  - o instructional materials, information on where additional materials are located, and how materials are checked out.

  - o "mapping out" when various areas of instruction will be assumed by the teacher candidate. Over the course of the student teaching experience, the responsibility for classroom instruction gradually shifts from the CT/Mentor to the teacher candidate.

- ❖ **Model effective instruction and student engagement**. Before assuming responsibility for any area of instruction, teacher candidates should observe their CT/Mentor model procedures and lessons for that area of instruction. Seeing how the CT/Mentor manages the curriculum and the students is critically

important. We recommend that when the TC is observing the CT/Mentor, they be directed to observe specific aspects of a lesson and have the opportunity to debrief and discuss observations after the lesson.

❖ **Meet for Weekly Coaching Conversations: consistent planned meetings with the teacher candidate**. Schedule a weekly time to meet with the candidate such as 30 to 60 minutes at the beginning or end of the day each week. During these meetings, the goal is to help the candidate learn about the competencies necessary to becoming an educator in this position. You can do this by:

   o Providing the teacher candidate with "think alouds" before/during/after teaching as appropriate, explaining pedagogical and management decisions, making transparent decision-making in all areas as it happens helping the teacher candidate know how the teacher knows/knew that students did or did not meet the learning objectives and why certain next steps were decided.

   o Giving and receiving feedback regularly. The aim is for everyone to be in a reciprocal learning collaboration.

   o Helping the teacher candidate see how the CT/Mentor bases his/her pedagogical decisions and choices about content matter on students' backgrounds, interests, and needs, so as to enhance student interest and engagement.

   o Providing the teacher candidate with examples of how the curriculum and resource materials can be adapted so as to meet the specific needs of the classroom students, as well as their interests and backgrounds.

❖ **Lesson/Instructional Plans**. All of the expectations previously indicated continue to apply. At the same time, it is expected that the TC should be able to make increasingly sophisticated decisions about curriculum, pacing, transitions, differentiation, assessments, etc. The CT/Mentor and candidate should establish a timeline for submitting plans for review. All plans will go in candidate's "eBinder."

❖ **Solo Experience**: The CT/Mentor should be an active participant in this experience, from collaborating on the structure of the experience (see possible scenarios above) to planning the curriculum to being a part of the instructional team (working with a small group, etc.). The CT/Mentor should be prepared to observe informally during the solo and to provide the candidate with constructive feedback. Complete all university evaluations/forms.

❖ **Issues/Problems**. Notify the CSUS liaison immediately if problems develop and normal progress is in question.

What To Do When the Teacher Candidate Is Struggling: Statement of Concern and Performance Contract

Candidates who are having difficulty need to be informed in writing of the areas of weakness, and given specific suggestions and timeline for improvement. A Statement of Concern and Performance Contract for coursework or Field Experiences (see below) should be completed by the Course Instructor or Sac State university supervisor, in consultation with the CT/Mentor and Teacher Candidate. The Statement of Concern and Performance Contract must be discussed, dated and signed by the candidate, the course instructor or CT/Mentor (as applicable), and the university supervisor with copies provided to each party, the ECSE Fieldwork Coordinator, and the Teaching Credentials Department Chair.

It's very important to document concerns early. Candidates need time to remediate and implement suggestions provided in the Statement of Concern and Performance Contract. At the first sign of concern for your teacher candidate, begin the documentation process using the following steps:

1. DOCUMENT the concern in writing and communicate it to the teacher candidate with a discussion of strategies for potential improvement.

2. DISCUSS the concern with the candidate.

3. IF THE CONCERN IS NOT CORRECTED WITHIN A REASONABLE AMOUNT OF TIME, a Statement of Concern should be jointly developed with the CSUS liaison. Conferencing with all parties involved should be a part of this process and will lead to a written Performance Contract for the Candidate.

Statement of Concern shall include:

- Statement/s of the area/s of inadequate performance

- Suggested actions to be taken to improve performance

- What will be accepted as evidence of satisfactory performance and how this will be assessed

- Statement of acceptable time lines

- Statement of what will occur if performance does not improve

The Performance Contract must be discussed, dated and signed by the teacher candidate, the Cooperating/Mentor teacher, and the Supervisor with copies provided to each party.

Seminars

The candidates take coursework each semester alongside fieldwork courses and seminars that support application of skills and completion of the EdTPA. For candidates beginning Fall 2022, a first semester seminar (EDSP 200: ECSE Seminar I) introduces candidates to the field of ECSE and guides their first semester fieldwork experience. For candidates beginning Fall 2022, the final semester seminar (EDSP 238: Education Specialist Culminating Seminar) supports the candidates' final fieldwork experience and the completion of the edTPA. The edTPA is only required for candidates beginning Fall 2022. These simultaneous courses will provide opportunities to reflect on how field experiences match expectations based on academic coursework. In addition, they provide opportunities to share issues and concerns regarding current placement with fellow candidates; and to brainstorm solutions to assessment, collaboration, curriculum/intervention, and management needs identified in their particular field setting.

Evaluation of Directed Field Experiences/Internships

As stated earlier, during the course of each directed field experience, you will be observed by your university supervisor and your CT/Mentor. Formal evaluations/reviews of the E C S E Evaluation Form will be carried out by the Triad Team, which includes the teacher candidate, university supervisor and CT/Mentor midway through and towards the completion of the field experience. The supervisor will conference with you at each of these points. The midterm evaluation will serve as a progress benchmark for planning the rest of the field experience. The final evaluation will occur at the end of the field experience and provide you with an overall assessment of attainment of the competencies for that experience.

The grade for your field experience will be either a "credit" or "no credit". The university supervisor, as an official representative of the College of Education at CSUS is solely responsible for determining final grades and submitting them to the university. You must meet all competencies agreed upon for the particular field experience with a rating of *"competency met"* in order to receive a "credit" grade. At the completion of both field experiences you must have a rating of *"competency met"* in ALL competencies in order to receive credit for the final field experience. For early field experiences (including early internship), candidates must earn an average score of "3" across all measures scored in order to pass the experience. For both culminating experiences, candidates must earn an average score of "4" across all measures scored in order to pass the experience.

Social Networks:

As representatives of the Sacramento State Teaching Credentials Program, teacher candidates should remember that they are held to a high standard of behavior and integrity. This includes any activities conducted on any social networking websites (e.g., Facebook, YouTube, Snapchat, Twitter, Flickr) or any other online site (e.g., webshots.com). **Teacher Candidates:** Please keep in mind the following guidelines as you participate on social networking websites:

1. **Before** participating in any online community, understand that anything posted online is available to anyone in the world.
2. **Do not** post your home address, local address, phone number(s), birth date or other personal information (e.g., class schedule, social plans).
3. **Do not** post any information that would violate CSUS' or your district's codes of conduct and/or state or federal laws.
4. **Do not** post any information, photos or other items online that could embarrass you, your family, your cohort, the credential program, CSUS or your school site/district. This includes, but is not limited to information, photos, quotes and other items that may be tagged to you from another user.
5. **Do not** post or link to information or content that could cause harm to or disrupt the learning of any of your students.
6. If you discover any inappropriate information posted by any credential candidate you will immediately contact the Department Chair.

Social networking websites may be regularly monitored by a number of sources within Sacramento State (e.g., Department of Teaching Credentials, Student Affairs, University Police) as well as sources outside of Sacramento State (e.g., potential employers). In addition to potential employers, an increasing number of graduate programs and scholarship committees also search these sites to screen candidates.

Sacramento State teacher candidates should be very careful when using online social networking sites and keep in mind that sanctions may be imposed if these sites are used improperly or depict inappropriate, illegal, unethical, embarrassing or dangerous behaviors. Those sanctions can include, but are not limited to reprimand and/or dismissal from the program.

NOTE: In some cases, progress toward meeting student teaching competencies in a specific semester is such that, in the professional opinion of the cooperating/Mentor Teacher and University Supervisor, the teacher candidate will not be able to successfully complete the requirements related to independent teaching (e.g., Solo-teaching weeks) and in fact, attempting the solo will lead to classroom disruption and interrupted learning by students in the placement classroom. In these cases, the recommendation may be to suspend taking on new teaching duties, defer attempting the independent teaching, but continue observation and participation in the classroom so that the candidate can continue to make progress. A grade of No Credit (NC) will be assigned; the

university supervisor or university liaison will determine whether the evidence warrants an opportunity to repeat the experience (see below for additional information).

Reassignment of Candidates. Candidates will not be reassigned to another school after six (6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to six weeks, reassignment to another classroom may be arranged *with strong justification*. That request must be initiated through the University Supervisor/Liaison to the Field Placement Coordinator.

A No Credit Grade in Field Experience. A "No Credit" (or impending grade of "NC") in **any** field experience course (e.g., field experience, student teaching, intern teaching) means a student may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the University Supervisor or University Liaison. When a candidate is assigned a grade of "No Credit" (or will be assigned a grade of "No Credit" during the grading period), the University Supervisor or the University Liaison reviews the evidence to determine whether the candidate has an option to repeat or not. If the option to repeat is granted, the candidate may enroll in the subsequent semester in order to repeat this experience. If the option to repeat is not granted, the candidate is effectively dismissed from the program. They must submit an appeal to the Credential Appeals Committee, which will make the decision about continuation in the program. Details related to the discontinuation process and the Credential Appeals Committee are available from the Student Success Center staff.

Statement of Concern
For FIELD EXPERIENCE/STUDENT TEACHING

The Statement of Concern (SOC) is designed to clearly identify issues that may prevent a Teacher Candidate from successfully completing a credential program. This statement is accompanied by an Action Plan that provides guidelines for the Teacher Candidate to address the identified issue(s).

Teacher Candidate:

Date SOC issued:

Credential Program:

Field Experience/Student Teaching Placement Information (School/CT/subject area(s)):

(TPEs can be accessed here: https://www.ctc.ca.gov/educator-prep/stds-prep-program)

Teacher Performance Expectation	DESCRIPTION of CONCERNS RELATED TO TEACHER CANDIDATE PERFORMANCE
TPE #:	
TPE #:	
TPE #:	

(If needed, add additional rows.)

Required Signature:

I acknowledge receipt of this Statement of Concern
Candidate:_____Date: _____

Performance Contract
For CONTINUATION IN FIELD EXPERIENCE/STUDENT TEACHING

Teacher Candidate:
Date Performance Contract Issued:
Credential Program:
Field Experience/Student Teaching Placement Information:

The following plan is a performance contract stipulating specific actions that must be completed by the Teacher Candidate. The signatures verify that the Teacher Candidate and others monitoring the contract agree to the performance standards specified and the timeline provided. The following timeline supersedes any prior calendar or timeline.

TIMELINE By…..	PERFORMANCE BENCHMARK The Teacher Candidate will…..	Teacher Performance Expectation ADDRESSED
		TPE
		TPE
		TPE

Should the stipulations in this contract not be met, the following consequences will result:
If the timeline and performance benchmarks described above are not met, the Teacher Candidate will be <u>*subject*</u> <u>*to disqualification*</u> *from the program.*

Required Signatures

I acknowledge receipt of this Performance Contract. I agree to meet the timeline and performance benchmarks described above:

Candidate: _____Date: _____

I am in agreement with the Performance Contract.

Field Experience/Student Teaching Supervisor: _____Date: _____

I am in agreement with the Performance Contract.

Mentor Teacher: _____Date: _____

I am in agreement with the Performance Contract.

Department Chair: _____Date: _____

Policies for Serving Students with Disabilities

California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices **prior to enrollment** in a program or a specific course to obtain special services. A student must contact the **Services to Students with Disabilities Office** located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary, if reasonable accommodations include the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable time frame to assure that specific accommodations can be provided in a timely fashion.

Teaching Performance Expectations (TPEs)

Aligned with the California Standards for the Teaching Profession

Introduction

The *Teaching Performance Expectations* (TPEs) comprise the body of knowledge, skills, and abilities that Beginning California Early Childhood Education Specialist Teachers should have the opportunity to learn and practice in preparation programs in California. Beginning California Early Childhood Education Specialist Teachers demonstrate their knowledge and skills related to the TPEs in the context of successfully completing course work and engaging in TPE-related fieldwork/clinical practice in the Early Childhood Education (ECE) setting. The TPEs are intended to guide preparation program development; candidate competency with respect to the TPEs is assessed by programs during coursework and fieldwork/clinical practice experiences. The TPEs are research-based and aligned to expectations set forth in California's *Early Childhood Educator Competencies*, California's Infant/Toddler and Preschool Learning Foundations, and related documents from the California Department of Education. They require beginning California Early Childhood Education Specialist Teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of every young child in their ECE setting, and to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of all students with disabilities.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive

learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Standard 1: Engaging and Supporting All Students* in Learning
- Standard 2: Creating and Maintaining Effective Environments for Student Learning
- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- Standard 5: Assessing Students for Learning
- Standard 6: Developing as a Professional Educator

in the Early Childhood Special Education context, "students" is understood to refer to "young children," from birth through kindergarten

Beginning California Early Childhood Education Specialist Teachers are expected to know how to create inclusive learning environments and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities and students who are English language/dual language learners, in the special education ECE setting.

While we understand that each candidate is developing competence in the TPEs, basic operationalization of the TPEs, even if at a novice level, is expected from the beginning. Failure to make reasonable efforts (as constituted by regular class attendance, compliance with guidelines for field experience and student teaching, implementation of feedback and suggestions, etc.) to implement the TPEs could be reason for dismissal from the program. This is especially true for professional obligations that protect the privacy, health, and safety of students, families, and other school professionals.

For the full text of the Education Specialist TPEs: https://www.ctc.ca.gov/educator-prep/stds-prep-program

Additional Program Costs

In addition to registration and books the following costs will be incurred while in the program:

1. **Taskstream account—**Taskstream, which is part of Watermark, is the program's electronic portfolio system. Student teaching evaluations are completed in Taskstream. In addition, many classes include signature assignments as summative assessments that will be graded within the candidate's Portfolio in Taskstream. Not only will the signature assignments be graded for the purpose of a letter grade or CR, but they will also be scored on a rubric. This allows faculty to provide specific feedback to candidates aligned with the Teaching Performance Expectations (TPEs) and to provide specific information to our programs for the purpose of program review/revision. Cost: $50.00 per academic year or $139 for a 7-year account.

2. **edTPA—**The edTPA is a performance-based, subject-specific assessment used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience (see details in the edTPA section of the Policies and Procedures Handbook). This is a requirement for all candidates in our general education teacher preparation program and soon will be a requirement for Special Education candidates as well. It is important to note that all candidates across all programs in California must take the edTPA or CalTPA, both of which have the same cost and are offered through Pearson. Cost: $400.00 (additional costs incurred if retakes are required: $100.00 per task resubmitted).
3. **Textbooks—**Costs vary.

Credential Recommendation

At the end of the credential program, the Credential Analyst will be exclusively responsible for submitting credential recommendations to the CCTC for candidates in our program.

Non-Discrimination Statement

We do not discriminate in in the admission process or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, sex or gender (including pregnancy, sexual harassment and other sexual misconduct including acts of sexual violence such as rape, sexual assault, sexual exploitation and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local law.

Early Childhood Special Education (ECSE) TPEs
Adopted by the CTC 2018, updated April 2021

The California Standards for the Teaching Profession:
Standard 1: Engaging and Supporting All Students* in Learning
Standard 2: Creating and Maintaining Effective Environments for Student Learning
Standard 3: Understanding and Organizing Subject Matter for Student Learning
Standard 4: Planning Instruction and Designing Learning Experiences for All Students
Standard 5: Assessing Students for Learning
Standard 6: Developing as a Professional Educator
in the Early Childhood Special Education context, "students" is understood to refer to "young children," from birth through kindergarten

ECSE TPE 1	Engaging and Supporting All Students* in Learning
	Elements: Early Childhood Special Education Candidates will:
	1. Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting.
	2. Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.
	3. Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.
	4. Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
	5. Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.
	6. Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities.

7. Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.

8. Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.

9. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.

10. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

11. Facilitate the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people e.g., peers, service providers, family, community).

ECSE TPE 2	**Creating and Maintaining Effective Environments for Student Learning**
	Elements: Early Childhood Special Education Candidates will: 1. Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs). 2. Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths based, family-centered, and culturally and linguistically responsive. 3. Organize space, time, and materials in consideration of all children's unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences. 4. Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support. 5. Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills. 6. Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

ECSE TPE 3	**Understanding and Organizing Subject Matter for Student Learning**
	Elements: Early Childhood Special Education Candidates will:

1. Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.

2. Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children

3. Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.

4. Identify key content appropriate for young children as identified in the California Infant/Toddler and *Preschool Learning Foundations* for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.

5. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.

6. Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

7. Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education.

8. Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.

9. Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

ECSE TPE 4	**Planning Instruction and Designing Learning Experiences for All Students**

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.

2. Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.

3. Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.

4. Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

5. Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.

6. Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

7. Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.

8. Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.

9. Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.

10. Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, childcare centers, school, other community settings, homes) and across developmental and curricular domains.

11. Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.

12. Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.

13. Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

ECSE TPE 5	**Assessing Student Learning**
	Elements: Early Childhood Special Education Candidates will: 1. Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance). 2. Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities. 3. Demonstrate knowledge of evidence -and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability. 4. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences. 5. Modify assessment procedures as acceptable within the normative parameters of the assessment to accommodate or compensate for the impact of the child' disability on the child's ability to perform on the assessment as designed. 6. Use ongoing assessment data from a variety of sources and settings (e.g., information from children's' families/caregivers, records from other service providers progress monitoring and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities. 7. Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. 8. Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.

ECSE TPE 6	Developing as a Professional Educator
	Elements: Early Childhood Special Education Candidates will:
1. Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.
2. Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.
3. Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.
4. Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).
5. Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.
6. Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.
7. Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.
8. Facilitate effective collaborative transitions between the stages of schooling and educational setting (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
9. Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers administration, supervisors, and stakeholders.
10. Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.
11. Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.
12. Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.

13. Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.

14. Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

15. Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

16. Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).

17. Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

18. Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

ECSE Fieldwork Evaluation Rubric	A TPE-based early childhood special educator developmental continuum For use with candidates enrolled in Sacramento State's ECSE credential program.

Semester Fieldwork Rating Form **Early Childhood Special Education (ECSE)**	Candidate Name: _____ Student ID: _____ Semester (e.g., Fall 2021): _____ Fieldwork course: _____ ☐ Early Fieldwork ☐ Culminating Experience Fieldwork setting: ☐ Infants/Toddlers ☐ Preschool ☐ TK ☐ Kindergarten LRE: ☐ Home ☐ General Education classroom ☐ Special Education classroom Notes about setting: _____
	Supervisor name: _____ Mentor name: _____ Fieldwork site: _____

Directions

Triad Team - Cooperating Teacher (CT)/Mentor, University Supervisor, Teacher Candidate:
Reflect on the candidate's performance at each semester checkpoint (initial self-assessment, midterm, and final). For each checkpoint, engage in a conversation during the Triad Team Meeting by:
   1) shading in the Competency Descriptors the developmental level of the candidate for each competency
   2) recording in the Rating Form the score for all competencies
   3) recording in the Progress Form the candidate's strengths, competencies working on, and recommendations for improvement and next steps.

Developmental Levels:
It is expected candidates will progress along a developmental continuum across the competencies measured during fieldwork experiences and that they will progress at different times based on their individual experiences and strengths. The developmental continuum progresses from 1 to 5 as indicated below and are based on the Teaching Performance Standards (TPEs) for Early Childhood Special Education Teachers in California.
1:   Observing   o*bserving other engaging in the practice and showing interest*
2:   Exploring   *beginning to practice the skill and/or engage in part of the practice*
3:   Building   *becoming more of an active participant and practicing the skill with more* success
4:   Leading   *taking on the lead role of implementing the practice within the team*
5:   Integrating   *coaching others to implement the skill/practice*
NA: Not Applicable   *Not evident in this setting/placement*
Not yet: *not yet demonstrating mastery of the earliest developmental level (score of 0)*

Taskstream:
Following the midterm and/or final Triad Team meetings, the university supervisor will submit the Developmental Summary ratings and summary to the semester fieldwork folder in Taskstream.

Statement of Concern/Action Plan:
If there are concerns about a candidate's progress then the team may meet to develop a plan to support the candidate. If the candidate does not meet the deadlines in the action plan then they will not pass the fieldwork experience.

Candidate's Developmental Summary

Rating Form

At three checkpoints in the semester, the triad team will jointly track the candidate's teaching developmental levels using observation, discussion, and reflection. Record the developmental level the candidate has consistently mastered for every competency below.

Competency	Competency Name	Initial Self-Assessment Date:	Midterm Date:	Final Date:	Notes
TPE 1: Engaging and Supporting Young Children in Learning					
1.1	Developmentally Appropriate Practices (DAP)				
1.2	Implement Naturalistic Intervention				
TPE 2: Creating and Maintaining Effective Environments for Young Children's Learning					
2.1	Build Relationships				
2.2	Facilitate Social Interactions				
2.3	Culturally Responsive Learning Environments				
2.4	Organize materials to promote participation				
2.5	Manage time to promote participation				
2.6	Manage space to promote participation				
TPE 3: Understanding and Organizing Subject Matter for Young Children's Learning					
3.1	Plan instruction: Coach families				
3.2	Plan instruction: Classroom unit & lessons				
TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children					
4.1	Family-centered approach				
4.2	Strengths-based IFSPs and IEPs				
4.3	Plan with students in mind				
4.4	Tiered Instructional and Behavioral Strategies				
4.5	Use Data to Create Individualized Adaptations				
4.6	Embed Instruction into Natural Routines				
4.7	Positive Behavior Support Plan & Intervention				
4.8	Systematic Instructional Plans (SIP)				
TPE 5: Assessing Young Children's Learning and Development					
5.1	Family Involvement in Assessment				
5.2	Tracking learning development				
5.3	Progress Monitoring of IFSP/IEP				
5.4	Communicate Assessment Results				
TPE 6: Developing as a Professional Educator					
6.1	IFSP/IEP Team Collaboration				
6.2	Co-Planning and co-teaching				
6.3	Transition Plans				
6.4	Explain Rationale for Instruction/Intervention				
6.5	Team Work with Paraeducators				

Progress Form

At three checkpoints in the semester, the triad team jointly discusses the candidate's teaching development according to the competency descriptors. Record below the summary of the candidate's strengths, competencies they are working on, and recommendations for improvement to advance to their next steps in the developmental continuum.

Checkpoint	Initial Self-Assessment	Midterm	Final
Strengths			
Working On			
Recommendations for Improvement and Next Steps			

Competency Developmental Continuum

TPE 1: Engaging and Supporting Young Children in Learning

Incorporates knowledge of development into planning and working with young children and their families

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
1.1 Developmentally Appropriate Practices (DAP) Selects universal curriculum and activities that are developmentally appropriate and functional for children with a wide range of disabilities				☐ **N/A** ☐ **Not yet**
Observes team members considering activities for the child's development, interest, or culture. Reflects on observations and questions or critically examines curriculum for developmental appropriateness.	Is beginning to challenge and question the appropriateness of activities and curriculum for individual children's development, interest, and cultural background.	Is beginning to plan and share ideas for creating activities that are developmentally appropriate (e.g., play-based) that incorporate the child and family's interests, goals, and cultural experiences; needs more practice.	Plans and encourages activities using curriculum and evidence-based practices that support developmentally appropriate play-based learning experiences for a wide range of interests and skills. Evaluates and considers the ability and developmental appropriateness of such activities & curriculums.	Is able to determine and explain the appropriateness of an activity or curriculum for a child according to the child's individual development and interest to a family or colleague as well as advocate for more developmentally appropriate activities and practices.
1.2 Naturalistic Intervention Uses mileau teaching strategies to scaffold student learning and communication skills				☐ **N/A** ☐ **Not yet**
Observes team members teaching communication, language, and social skills and goals within natural learning experiences that follow the child's lead during play and routines.	Beginning to practice using and coaching families to use milieu teaching strategies to develop children's communication, language, and social skills.	Is beginning to be more purposeful in using milieu teaching strategies to target specific IEP/IFSP goals, but needs more practice.	Scaffolds adult-child and child-child interactions using appropriate levels of prompting, encouragement, and fading procedures with effective questions to encourage student engagement, social, and communicative skills.	Coaches others on how to use scaffolding and milieu teaching strategies to increase student engagement, communication, and social skills.

TPE 2: Creating and Maintaining Effective Environments for Young Children's Learning

Establishes relationships as the foundation for learning and organizes a responsive environment

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
2.1 Building Relationships Develops relationships with families and children as the basis for learning.				☐ **N/A** ☐ **Not yet**
Observes team members developing relationships with families and children and plans for interactions with families in order to	Values the importance of building relationships with families. Has more relationship building opportunities with	Utilizes some strategies to build relationships with families and children and is seeing success in these relationships with most families and	Engages all families and children in warm and friendly interactions to connect with them as the basis for learning (e.g., conversations, saying hello, connecting with	Builds relationships with families and children and builds connections across families and children to encourage a strong and happy community (celebrates children &

form relationships for learning.	families and children. Reflects on what is going well.	children.	them via handshakes/hugs/etc., smiling, etc.).	families, plans family events, setups up class website to share pictures and ideas, etc.)

2.2 Social interactions Provides opportunities and support for successful interaction with typically developing peers in natural environments in the community				☐ **N/A** ☐ **Not yet**
Observes how to encourage or facilitate young children's participation in inclusive settings with peers without disabilities.	Encourages participation of young children in inclusive settings and begins to offer ideas or facilitate natural interactions with peers. Needs coaching	Encourages participation of young children in inclusive setting and uses a few strategies to increase interactions with peers.	Successfully encourages and/or facilitates young children's participation with peers without disabilities in natural environments.	Finds strategic ways to encourage and facilitate interactions with peers in a wider range of inclusive settings.

2.3 Culturally Responsive Learning Environments Creates environments and selects materials which encourage exploration and creativity, and which maximizes children's pleasure and enjoyment of learning				☐ **N/A** ☐ **Not yet**
Observes others considering the child and family when creating the learning environment and engaging in learning.	Values the family and child's background and experiences; beginning to discuss how to use this insight to engage the family and plan meaningful learning experiences for children.	Is beginning to make changes to the learning environment and materials that take into account the family and children to increase their interest in and motivation for learning.	Considers the family and child's experiences and interests when creating a learning environment using materials and setup that encourages exploration and creativity to maximize learning.	Encourages children and families to share their ideas on how to create a learning environment that is motivating for them and incorporates their interests, culture, and family life; adds personal touches to the classroom such as framed pictures, photo albums, plants, etc. to create a welcoming environment.

2.4 Organize materials to promote participation Creates visual supports, posts and uses a daily visual schedule that incorporates an appropriate mix of developmentally appropriate activities to engage the students, draws attention to toys/materials in the home, assistive technology toolbox				☐ **N/A** ☐ **Not yet**
Observes the use of a visual schedule for the whole class or the use of visual supports at home or school, use of assistive technology and a variety of developmentally appropriate activities for students. Reflects on how organizing the materials increased student's participation.	Posts a visual schedule that may not be developmentally appropriate or clear for students at their level of understanding (e.g., uses words and no pictures) and is beginning to consider a schedule of activities that are developmentally appropriate.	Posts an appropriate and clear visual schedule for the whole class but doesn't consistently use it or refer to it when appropriate; sequence of activities may not effectively and/or appropriately engage students.	Designs and implements a daily visual schedule that is clear, appropriate, and consistently used throughout the day; activities on the schedule are developmentally appropriate and provide a mix of active, calm, focused, and play-based activities.	Posts a daily visual schedule that is developmentally appropriate with an effective sequence of developmentally appropriate activities and adjusted throughout the school year to address students' varying levels of understanding (e.g., adds words or moves from concrete objects to pictures).

2.5 Manages time to promote participation Creates a sequence of activities that encourages participation and effectively manages transitions between				☐ **N/A**

activities				☐ **Not yet**
Observes children during successful transitions between activities. Reflects on what goes well and how to make changes to improve difficult transitions.	Uses some cues to transition students such as a timer or clean up song and is beginning to embed learning activities into transitions.	Creates organized transitions between activities using cues (potentially using the visual schedule as a guide) and sometimes embeds learning into transitions.	Executes carefully planned transitions between activities using cues that integrate skills and engaging learning activities (e.g., embeds IEP goals or curriculum goals).	Uses a mix of cues to support students transitioning between activities and supports individual students who need additional strategies as well as consistently embeds learning into transitions and adjusts transitions during instruction when additional supports are needed.
2.6 Manages space to promote participation Ensures the learning area is clutter free, organizes classroom learning centers to be explored; in early intervention helps the family identify spaces where routines occur				☐ **N/A** ☐ **Not yet**
Observes how organized spaces in the classroom help promote participation. Observes discussions with families on routines throughout the home. Reflects on what is going well.	Sets up and organizes a few learning areas in the classroom that encourage young children to participate in activities. Reflects on how the children are participating in these spaces. Discusses with a family how their child is participating in home routines and what makes these activities successful.	Sets up and organizes many areas of the classroom so that learning takes place. Look at spaces in a family's home that help their child be successful in learning throughout the day. Discuss this with the family.	Has a variety of organized learning spaces throughout the classroom where students can easily participate in the activities. During home visits discusses routines with the family, where they take place and what the child is learning during those routines.	Organizes spaces throughout the classroom so children can easily engage and participate in the class routine and all learning activities. Discuss what works for each child with the team and family. Coaches families about learning throughout their daily routines and discusses what is helpful to the child's learning (such as different locations through the house)

TPE 3: Understanding and Organizing Subject Matter for Young Children's Learning
Utilizes pedagogical discipline-based knowledge to create and implement evidence-based experiences

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
3.1 Plan Instruction: Coach Families Writes home visit plans that incorporate principles of routines-based intervention for the family				☐ **N/A** ☐ **Not yet**
Observes team members as they plan for working with a family during a home visit.	Reviews the family's case and has a sense of their goals and works with the team to plan options to be covered in the session.	Beginning to have a plan for the home visit based on the family's goals and experiences, and needs more practice with facilitating discussions or supporting their plans.	Facilitates discussions with the family about their goals and supports them to enact those plans in daily routines.	Utilizes varied ways to approach and support families based on their individual styles and values; ensures families feel supported and are receiving individualized coaching.

3.2 Plan instruction: Classroom unit & lessons Develops lesson plans for small and whole group activities that target specific skills or are within a unit of study using the three principles of Universal Design for Learning (multiple means of engagement, representation, and expression).				☐ **N/A** ☐ **Not yet**
Observes and provides ideas as team members write unit or lesson plans for small and whole group instruction	Develops lesson plans for small or whole group lessons that are developmentally appropriate.	Develops lesson plans that are developmentally appropriate and beginning to consider Universal Design for Learning principles (multiple means of engagement, representation, and expression).	Effectively develops lesson plans for specific skills or units of study that incorporate the principles of Universal Design for Learning (UDL) and create a structure for how to teach all students to meet the learning standards in play-based experiences.	Utilizes formative assessment data about students' learning to plan small group instruction and utilizes information about students to plan lessons within units of study. Plans lessons with all students in mind using the UDL principles.

TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children

Establishes a tiered approach to support all learners

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
4.1 Family-centered approach Utilizes a family-centered approach to empower families and children. informally engages families in ongoing conversations and integrates insight about the child into learning experiences			☐ **N/A** ☐ **Not yet**	
Observes others engaging in good communication with families and observes as team members model a family centered approach.	Understands the need for good communication with families and is becoming involved with families along with another team member and working on connecting more with the families and/or recognizing their needs during meetings. Needs more coaching.	Beginning to utilize a family-centered approach to communicate more with a few families about their child. During meetings, develops a relationship with the family but may need to check-in with them more about their thoughts and feelings. Needs more practice.	Develops relationships with families using a family-centered approach by maintaining consistent communication with the family about their child as a whole and empowering them to advocate for their child and family as well as seek out resources; during meetings, consistently checks-in with the family and ensures their voice is heard and understood.	Values families for their expertise and actively finds time to communicate with families, develop a holistic understanding of their child and family and provides coaching as they advocate for themselves.
4.2 Strengths-based IFSPs and IEPs Develops IFSP/IEPs with a strengths-based perspective and writes IFSP/IEP outcomes/goals with the family			☐ **N/A** ☐ **Not yet**	
Observes as team members develop a strengths-based document and work with the family to develop IFSP outcomes or IEP goals. Needs strategies to become more involved.	Attends a meeting with a family and team member to discuss upcoming IFSP/IEP. Reviews some of the assessment results and takes notes on the outcomes/goals that the family and team member develop.	Creates an IFSP or IEP that has some strengths-based descriptions but may include jargon that is not necessarily family-friendly. Connects with a family to review assessment results and develops notes	Creates with the team an IFSP and IEP that is strengths-based by describing the child and family's strengths, interests, areas of need and relevant supports. Involves family in understanding assessment results to support them in selecting and writing clear	Connects with all families to proactively plan for upcoming IFSP/IEP including sharing assessment results and gathering their insight about their child's strengths, needs, and priorities. Consistently writes strengths-based documents that are individualized with outcomes and goals that are SMART and

		for goals and outcomes with them for their upcoming IFSP/IEP meeting. Needs practice.	and relevant IFSP outcomes and interventions related to their needs and priorities for their child across developmental domains. IEP goals are SMART such that they are specific, measurable, and observable as well as relevant to the family's goals and the child's needs.	individualized; writes these efficiently and with ease by providing a holistic picture of the child and family as well as providing meaningful ideas for supports that meet a wide range of needs.
4.3 Plan with Students in Mind Supports children with a variety of disabilities and complex support needs and their families.			☐ **N/A** ☐ **Not yet**	
Observes as team members interact and plan with families who have a child with complex support needs. Discuss strategies to become more involved with the team.	Learning about the types of low incidence disabilities and how they affect a child's development. Collaborates with team members to gain more experience in this area.	Understands some information about the various types of low incidence disabilities. Works closely with team members to collaborate with families on information they have requested.	Demonstrates knowledge of the impact of a low incidence disability (varied hearing levels, visual impairment, motor disability or deaf-blindness) on a child's development, strategies to support learning and how to access resources in the community.	Effectively supports families who have children with complex support needs (low incidence disabilities) to advocate for their child and family and integrate their knowledge of their child into their family's life.
4.4 MTSS (Multi-Tiered Systems of Support): Tiered Instructional and Behavioral Strategies Implements the Building Blocks model in early childhood to support the learning of all students.			☐ **N/A** ☐ **Not yet**	
Observes and discusses with team what it means to apply tiered levels of support for all children at home and in school.	Plans for interventions and supports at one of the three tiers of support (universal, focused, and targeted) and discusses with team how to implement strategies at two of these levels.	Plans for interventions and supports at two of the three tiers of support (universal, focused, and targeted) and considers with the team how to implement strategies at one of these levels.	Uses universal practices according to the Pyramid and Building Blocks models to support all children in the classroom by planning supports across the three tiers of instruction: universal, focused, and targeted and collecting data across the three tiers.	Seamlessly considers ways to meet the needs of students academically, behaviorally, and emotionally with varying levels of intervention from whole class to individually planned intervention and moves between these tiered supports easily using data to support decisions.
4.5 Use data to create individualized learning adaptations Makes changes to classroom activities or materials in order to increase a child's participation. Nine curriculum modifications include: environmental support, materials adaptation, simplify the activity, child preferences, special equipment, adult support, peer support, invisible support.			☐ **N/A** ☐ **Not yet**	
Observes team collecting information about the family or child and discusses possible adjustments based on individual needs. Observes team	Beginning to use observation to guide discussions about potential individual adaptations that could support families and children. Believes in the need to consider the curriculum	Beginning to record information about families and students and what adaptations have been created. In some parts of the learning environment, creates adaptations that	Collects information about children and family learning and then uses this information to adapt instructional strategies in response to observation or progress. Effectively and safely arranges the physical	Maintains a clear system for collecting information about progress and tracking the impact of various adaptations on learning and improvement. Coaches others to consider curriculum modifications and is able to explain the importance of such strategies

planning and implementing curriculum modifications when supporting students with disabilities in the home and classroom environment. Focuses on the intervention only and not yet changes to the environment.	modifications to the environment and working on finding ways to integrate these adjustments and supports into plans to support students with disabilities.	support students in accessing the environment (e.g., adds visual supports, hangs curtains to limit distractions, etc.) and is working on implementing other curriculum modifications to support students' learning and access to learning.	environment and utilizes curriculum modifications to support optimal learning and development that ensures access to learning (e.g., furniture is arranged strategically, visual supports are available) using multiple types of the 9 curriculum modifications.	for supporting children's learning as well as how to choose the appropriate supports.

4.6 Embed instruction into natural routines	☐ **N/A**
Utilizes an embedded learning matrix/schedule for planning Tier 2 instructional interventions for small groups of students with more targeted needs.	☐ **Not yet**

Discusses with the team the importance of embedding instruction and learning into a child's daily routines and developmentally appropriate activities of interest. Observes this is classroom and in the home.	Values the importance of play-based learning and is beginning to develop or identify for families such activities that can then be used to embed instruction of skills and goals.	Creates an embedded learning matrix/schedule within play-based learning activities, and needs more practice with coaching families on using it or implementing the embedded instruction plan in the classroom or home. .	Creates a child's daily routine or class embedded learning matrix /schedule to purposefully plan how skills and goals will be addressed within daily routines and natural environments; encourages families to apply it or implements it in the classroom.	Has developed a system for embedding instruction of skills and goals, and trains others to use the embedded learning matrix/schedule to naturally integrate instruction.

4.7 Positive Behavior Support Plan & Intervention	☐ **N/A**
Creates positive learning experiences for students and builds tiered levels of support and intervention to support students who may feel dysregulated	☐ **Not yet**

Observes team explaining the principles and importance of positive behavioral intervention and support (PBIS) and how they apply to working with children and families. Reflects on this with team.	Beginning to implement the principles of PBIS within at least one of the three tiers: universal supports for all children (e.g., clear expectations, teaching social and behavioral skills), focused supports (teaching specific skills to some students) and targeted (individualized support plans).	Implements and encourages at least two PBIS tiers to proactively teach or encourage behavior or social/emotional skills and is beginning to understand how to implement strategies at the third tier.	Encourages positive behavior in all children and plans for preventative teaching of social, emotional, and behavioral skills at all three levels of PBS. Uses or encourages families to use behavioral analysis (formal and informal Functional Behavioral Assessments- FBAs) and techniques (including use of positive reinforcement, task analysis, use of cues and prompts, shaping, fading, chaining, and stimulus generalization) generally throughout the day. Shows an awareness of behavior as communication and	Seamlessly implements or coaches families to incorporate PBIS strategies across all three tiers and utilizes resources such as the TACSEI and PBIS world websites to consider more ways to support struggling students.

			being connected to quality of life.	

4.8 Systematic Instructional Plans (SIP) Develops SIPs (Child-focused instructional activities) that focus on teaching IFSP/IEP goals within natural learning opportunities or daily routines.			☐ **N/A** ☐ **Not yet**	
Beginning to understand when and how to implement systematic instructional plans to address IFSP outcomes or IEP goals. Observe team developing a SIP	Learning how to collect baseline data on targeted IFSP/IEP goals that would then lead to a systematic plan to support the development of the goal.	Learning how to develop a systematic plan that is then embedded in natural learning opportunities or daily routines.	Develops systematic instructional plans using data that target instruction for specific skills that need more focused attention and instruction across developmental domains to support children and families in addressing IFSP outcomes or IEP goals embedded within natural learning opportunities.	Is able to articulate and explain written systematic instructional plans and trains/coaches others on how to implement them.

TPE 5: Assessing Young Children's Learning and Development

Establishes an authentic assessment system that appropriately tracks both children's development and IFSP/IEP progress

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
5.1 Family Involvement in Assessment Involves families in the assessment process through a process of gathering insight from them through conversations, questionnaires, and surveys. Ex. Conducts person-centered planning interviews (e.g., MAPS, Eco-Mapping, Routines-based interview, etc.) with families			☐ **N/A** ☐ **Not yet**	
Has observed a person/family-centered interview being done. Makes a plan to participate in an interview with a team member.	Uses a few strategies to involve the family during an assessment of their child. Participated in a person/family-centered interview with another team member leading the interview and reviews results together. More practice needed.	Beginning to show the ability to include the family as a team member in the assessment including strategies to assess family's priorities and concerns using formal and informal tools and questions. Completed a person/family-centered interview and reviewed the results with the family. Needs more practice to feel more confident in this process with regard to building the relationship with the family, facilitating the interview, and/or sharing information.	Includes the family as a primary team member in the assessment of their child, uses formal and informal tools and family questionnaires, which are appropriate and non-biased to gain the family's perspective of their child's strengths and needs as well as the family's priorities and concerns for their child. Skillfully and sensitively engages the family in a person/family-centered interview to develop a relationship with the family and elicit their concerns, priorities, and resources in relation to their child and shares insight with them about their child and family.	Has a systematic approach to gathering family input and designs effective strategies for each family to assess family's priorities and concerns and child's strengths and needs, using a variety of tools over a wide range of areas. Ensures all families engage in a person/family-centered interview and has a seamless approach to developing a relationship with the family that leads to facilitating a positive and effective interview and assisting the family in using the insight to support them and their child.
5.2 Track learning development Utilizes the learning standards and the DRDP to identify skills that should be taught and monitored			☐ **N/A** ☐ **Not yet**	

during lessons				

Has observed a team member collecting data on 1 learning standard and is making plans to observe a lesson and take data.	Understands the importance of tracking skills from the learning standards and takes data during a lesson taught by a team member..	Determines which learning standard to track during a lesson and then collects data on all children during a lesson.	Teaches a lesson while also collecting data (or having a colleague/para collect data) on 1-2 learning standards as necessary for tracking development according to the DRDP. May align with IFSP outcome/IEP goal monitoring.	Seamlessly tracks developmental data on several learning standards in a variety of lessons taught throughout the day

5.3 Progress Monitoring of IFSP/IEP	☐ **N/A**
Monitors progress of IFSP outcomes and IEP goals	☐ **Not yet**

Reviews a child's IFSP outcomes or IEP goals and discusses with team some options to monitor their progress.	Reviews a few children's IFSP outcomes or IEP goals and picks a few outcomes to monitor over time. Needs coaching.	Develops a plan to monitor a few IFSP outcomes or IEP goals for several children over time. Needs more practice.	Develops a plan to monitor child's progress toward IFSP outcomes or IEP goals and developmental learning standards over time using specific data collection tools with the family and team	Actively monitors all children's progress in IFSP outcomes or IEP goals and other learning over time, including collaborating with family and team members about strategies that work well.

5.4 Communicate assessment results	☐ **N/A**
Describes whole child using strengths-based language that is jargon-free, understandable, and useful	☐ **Not yet**

Has observed assessment results being shared with a family and reflects on the experience. Plans with a team member to together share assessment results with another family	Shares assessment results with a family in a positive way with a team member. Reflect on what went well and what might need to be added.	Shares information about the child's development in a positive way with the family.	Shares information about the whole child in a positive, strength-based way that is jargon-free, understandable and useful to the family and team.	Develops an effective, positive way of communicating assessment information to families and team before and during the IFSP/IEP and throughout the year.

TPE 6: Developing as a Professional Educator

Works within a team as a collaborator and evidence-based practitioner

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
6.1 IFSP/IEP Team Collaboration			☐ **N/A**	
Collaborates as a team member with professionals before, during, and after IFSP/IEP meeting.			☐ **Not yet**	
Observes team members participating in IFSP/IEP meetings. Plans for a role in upcoming IFSP/IEP. Needs	Is considerate toward team members and reviews all parts of a child's upcoming IFSP/IEP and provides input and asks questions as needed. Participates in a few	Beginning to develop more meaningful relationships with team members and participates more as a team member during parts of the IFSP/IEP. Needs	Has developed relationships with team members and participates effectively as a team member in the design and implementation of IFSP/IEP by communicating and collaborating with team members before, during and	Actively shares in leading the IFSP/IEP meeting, plans with the family and team members prior to the meeting, and has developed respectful relationships with team members that allows for honest conversations and

more instruction and coaching.	parts of IFSP/IEP meeting.. Reflects afterwards about what went well and ways to improve collaboration with the team. Needs more coaching and practice.	more practice.	after the meeting about the child's strengths, needs and meaningful ways to support them.	feedback leading to continuous adjustments to the team approach and planning to ensure the family and child are fully supported.

6.2 Co-Planning and Co-teaching   ☐ **N/A**

Works effectively with others to plan instruction (e.g., with related service providers, paras, co-teachers, etc.) and when faced with challenging interactions implements the Skilled dialogue approach to problem solve and prioritize relationships   ☐ **Not yet**

Observes other team members plan instruction together. Wonders about challenging interactions and scenarios in the collaboration process.	Beginning to be part of a team when planning instruction. Beginning to consider how the Skilled Dialogue approach might support a team when challenging interactions arise.	Participating in co-planning and co-teaching with the team by providing some input and taking on some co-teaching roles. Discusses successes and how to approach the challenges that might arise using the Skilled Dialogue approach.	Takes an equal role in the collaboration process for co-planning and co-teaching. Is proactive and reflective in using a Skilled Dialogue approach to mitigate challenging interactions when they arise.	Coaches others on how to co-plan and co-teach. May coach others on how to approach challenging interactions using a Skilled Dialogue approach.

6.3 Transition Plans   ☐ **N/A**

Collaborates with the team to create and implement transition plans   ☐ **Not yet**

Does not engage in transition planning or activities with the family or team.	Engaging in the transition planning with the team, however, offers recommendations that are general and not specific to the child or family's needs and priorities.	Beginning to devise more individualized strategies to support the family and the child. Needs more practice and coaching on developing strategies for before, during, and after the transition.	Collaborates effectively with family, team and next program to make the child's transition comprehensive and timely by utilizing individualized strategies that consider supports for the child and the family before, during, and after the transition.	Actively maintains an effective and timely schedule of transition meetings and engages the family in seeking their input and developing meaningful strategies and supports within their community and school that support them and their child throughout the transition.

6.4 Explain the rationale for instruction and intervention plans   ☐ **N/A**

Integrates research and evidence behind culturally, linguistically, and developmentally appropriate practices in the field   ☐ **Not yet**

Observing others explaining the rationale for implementing best practices.	Engaging in conversations with others about rationale behind various practices in the field.	Beginning to incorporate rationale into conversations with colleagues and reflections.	Explains using evidence the rationale behind implementing various evidence-based practices implemented to others.	Coaches others on the rationale behind specific evidence-based practices and how it impacts one's mindset and choices.

6.5 Team Work with Paraeducators   ☐ **N/A**

Guides and facilitates the work of instructional assistants and volunteers   ☐ **Not yet**

Has difficulty guiding and	Expresses the desire to work respectfully	Interacts respectfully with paraeducators.	Demonstrates respect and team work when guiding and	Works exceptionally well to include para educators as

| interacting respectfully with paraeducators. | and as a team member with paraeducators. Needs more coaching. | Needs more practice and strategies. | interacting with paraeducators by eliciting their ideas and perspective as well as incorporating these ideas into changes to instruction, environment, and interactions. | part of the team. |

6.6 Life-long Learner and Reflective Practitioner Self-reflects, self-evaluates, integrates feedback, and seeks connections with others and resources, demonstrates leadership qualities such as flexibility and initiative			☐ **N/A** ☐ **Not yet**	
Attends reflective groups with others and is observant within these discussions.	Participates in reflective groups with team members and beginning to journal about daily teaching experiences. Understands the need to take on a leadership role.	Beginning to reflect on self by journaling and discussing culture, experiences and perspectives with team members. Is beginning to take on a leadership role within the program. Needs more practice.	Consistently reflects on personal biases and engages in reflection when journaling and discussing with colleagues about different cultures, perspectives, experiences. Demonstrates leadership qualities such as flexibility and initiative. Is a model for families and colleagues in advocating for the rights of families and children who may be marginalized.	Demonstrates cultural humility and consistently seeks new perspectives and understandings of others through professional development, conversations, reading, etc. Uses leadership skills in all areas of the program and in the community. Is consistently an ally for marginalized groups.
6.7 Professional Responsibilities Demonstrates dependability and a positive attitude (e.g., punctuality, attendance, deadlines, and follow-through)			☐ **N/A** ☐ **Not yet**	
Rarely meets timelines, initiates or takes responsibility for following through.	Understands the need for teachers to commit and follow through throughout the day and is learning to meet timelines and become more responsible. Needs more coaching	Is beginning to initiate, commit, follow through, and meet timelines and becoming more responsible.	Demonstrates a positive attitude, punctuality, professional presentation, and dependability through the ability to initiate, commit, follow through, and meet timelines with all professional responsibilities.	Shows a high level of of professionalism related to personal responsibility and communicates well about timelines and activities. Keeps on task with teaching and collaborating with others at all times during the work day.