CSUN
CALIFORNIA STATE UNIVERSITY NORTHRIDGE

SPED 580EC

Student Teaching & Seminar in Early Childhood Special Education (9 credits)

Semester, Term

Basic Information

Seminar Facilitator

Email

Office Hours

Seminar Dates & Times

Seminar Location

https://canvas.csun.edu & zoom

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Welcome- I am excited to see how each of you will put into practice what you have learned in our program to teach and support young children with disabilities and their families. There's a lot to this class– put in the time and effort and I know you will do well (but make sure to contact me if you need help). Here we go!

Conceptual Framework- What does the college value?

Michael D. Eisner College of Education (Approved May 2018):

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

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Campus Resources– What support is available?

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (https://www.csun.edu/heart). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

CSUN WITH AHEART

Course Description- What is this class about?

This is your student teaching course— this means you'll be ready to teach your own class afterwards! Here's the official catalog description:

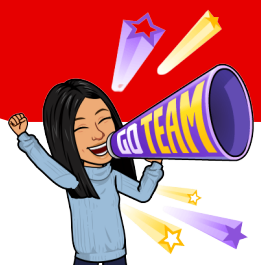
Prerequisites: Bachelor's degree in Child and Adolescent Development or 12 units in approved Child and Adolescent Development or Early Childhood courses, SPED 402, SPED 431, SPED 500, SPED 532, and SPED 535. May be taken as a corequisite to SPED 520EC, SPED 536, or SPED 537 (although only one of these three may be taken concurrently with this course). Early Childhood Special Education candidates complete one semester of supervised student teaching in an early childhood special education setting. Supervision is provided by the cooperating/master teacher and through on-site visits by the University instructor and video analysis. Students meet in a seminar with the instructor to discuss their video and on-site observations, and student teaching activities.

It goes like this: Teaching is touching life.

~Jaime Escalante

Believe in yourself, learn, and never stop wanting to build a better world.

~Mary McLeod Bethune



Course Objectives- What will I learn & do? (from the catalog)

This course will prepare you to teach in an early childhood special education setting. The content is designed to help you engage in critical and reflective thinking as you practice skills that can make a difference in the lives of the children and families you serve, as well as your community, while supporting your professional and personal growth. Some of the specific skills I hope you will obtain in this course are listed below:

1. Use and interpret available assessment information and appropriate assessment techniques for young children with disabilities (including informal and formal formative and summative assessments), taking into account children's diverse cultural and linguistic backgrounds and assets.
2. Design and implement individualized, asset-based, and UDL (Universal Design for Learning)- focused intervention programs, including those required for multilingual learners, based on observations and assessments and adjusted based on children's documented progress.
3. Create and implement fun and engaging, developmentally appropriate, and evidence-based intervention activities across curricular content and developmental domain areas, based on the *California Preschool Transitional Kindergarten Learning Foundations/ Kindergarten Content Standards* with an emphasis on language/communication (including augmentative and alternative communication (AAC) techniques), social development, early literacy/ numeracy, using both direct/explicit instructional strategies and embedded learning/naturalistic approaches.
4. Positively manage classrooms and programs effectively, including organization and scheduling.
5. Identify families' priorities, strengths, and concerns, and assist the family to effectively promote the success of their young child with a disability, demonstrating an ability to meet the needs of children and families of culturally and linguistically diverse backgrounds.
6. Facilitate the participation of children with disabilities in the community and in general early childhood education settings and in interactions with typically developing peers;
7. Work collaboratively with families, paraprofessionals/instructional assistants, and other professionals, including service providers in other disciplines, using a team approach.
8. Evaluate and reflect on own professional practice with the goal of continual professional development.

At the end of the semester, I expect that you will have demonstrated all the ECSE competencies and will have assumed full responsibility for the classroom/program where you are student teaching. You can expect from your supervisor and I to provide individualized feedback and guidance to support your attainment of these competencies. We're in this together!

Accessibility– Need additional support? Ask for help.

Everyone's brain and body works differently– please ask for help if you want it.

It is my goal to create a learning environment that supports a diversity of learning styles. If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience.

Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at https://www.csun.edu/dres. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students that register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677-2684 and is located in Bayramian Hall, room 110.

Class Format– What is class like?

All official communication will be by e-mail to your CSUN email account so check it frequently.

Attendance: This seminar will meet 5 times over the course of the semester.

Your active and consistent participation is required to get the most from this course, whether you participate in-person or virtually. Please come on time, prepared, and ready to participate in class activities which will include, but is not limited to lectures, role-playing, paired/group projects, etc. Plan to stay the entire time. I hope that the various activities will further your understanding and application of the class topics. All of us in the class– you, me, your peers, the supervisors– have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings. Please let me know if there are other teaching practices I can use to promote your success in this course. I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss the seminars or more than three fieldwork days during the semester, you may be overextended. I ask that you come see me to discuss options. Remember that eligibility for financial aid is also based on student participation and attendance.

Class Meetings: This class requires five seminar meetings (*see course schedule for the meeting dates). You have the option of attending the meeting in person at CSUN or on Zoom (https://www.csun.edu/it/zoom). While having your video off in class is permissible, I strongly encourage you to keep your cameras on during class as it is part of your demonstration of professional behavior. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on and engagement with other students, the supervisors, and me.

Canvas: Class materials and resources will be made available online. You will access these by logging on with your campus credentials to Canvas (https://canvas.csun.edu/). If you have difficulty logging in to the course or you do not see the course listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device Loaner Program (https://www.csun.edu/it/device-loaner-program). Minimal technical skills, such as attaching documents and using Word are necessary for succeeding in the course. If you are having technical difficulties, please contact technical support at https://www.csun.edu/it/need-help.

Restrictions on Disclosure and Distribution: To foster a safe environment for learning, the redistribution of audio/video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

> Do the best you can until you know better. Then when you know better, do better."
>
> ~Maya Angelou

Class Guidelines– What are the class norms? (for you & me)

- **Write and speak in digestible chunks**. Lengthy paragraphs and speeches are difficult for others to digest. Keep your statements short and simple.
- **Use humor carefully**. Sarcasm, in particular, does not translate well in class and especially in online environments. It's best to avoid the potential pitfalls of misunderstood messages.
- **Assume the best intentions**. It can be easy to misread someone's intended message. Give your peers and instructor the benefit of the doubt. Ask them to clarify their meaning.
- **We are not the same**. Respect differences and check your assumptions.
- **Language matters**. Choose your words carefully; avoid using slang, and be kind.
- **Minimize class disruptions.** Please remember to mute ring tones and notification sounds on cell phones during class. Try your best to be on time.

Something else you'd like to add here? Please let me know.

Student Conduct Code

This class will follow the CSUN Student Conduct Code. Detailed information can be found at http://catalog.csun.edu/policies/student-conduct-code/

*I want to know **your** own thoughts and ideas about the class material so submit your own work.*

Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: https://libguides.csun.edu/journalism/plagiarism

Respect for Diversity & Commitment to Non-Discrimination

It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honors your identities, including accounts and viewpoints from traditionally underrepresented groups. Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns.

With the above in mind, students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing our diverse social identities. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly in Valera Hall, Room 285, Phone: (818) 677-2077, Email: equityandcompliance@csun.edu.

Textbooks– What books do I need?

	The Teacher Education Committee (2017). *Student Teaching Handbook*. Department of Special Education, CSUN. https://www.csun.edu/eisner-education/special-education/student-teaching-handbook
	Division for Early Childhood (2014). *DEC recommended practices in early childhood special education 2014.* http://www.dec-sped.org/recommendedpractices
	California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) https://www.cde.ca.gov/sp/cd/re/psfoundations.asp
	California Department of Education. Content Standards. https://www.cde.ca.gov/be/st/ss/
	Other required readings and resources will be posted in the Canvas modules.

Course Requirements– What do I have to do?

Lots of different ways to demonstrate what you have learned- Detailed information and grading rubrics will be provided on our Canvas site.

1. ***Seminar*** *(10 points/session)*

   Participate in **five** seminars to share and reflect on your different critical incidents experienced during your student teaching, provide collegial support and feedback, share creative instructional activities, discuss culturally responsive practices, ask questions, etc., to expand your own knowledge and skills. We learn from each other's different perspectives and experiences, as much as we learn from instruction. The seminars will also include discussion of course requirements. See schedule for dates & activities.

2. ***Observations*** *(30 points/observation)*

   [1.1][1.2][1.3][1.4][1.5][1.6][1.7][1.9][1.10][2.1][2.2][2.3][2.4][2.5][2.6][3.1][3.2][3.3][3.4][3.5][3.6][3.7][3.8][3.9][4.1][4.2][4.3][4.4][4.5][4.6][4.7][4.8][4.9][4.10][4.12][5.5][5.6][6.1][6.6][6.7][6.9][6.11][6.12][6.13][6.14][6.16][6.17]

   Participate and teach in an early childhood special education program for young children with disabilities. Your supervisor will visit and observe you a minimum of 3 times in your placement. After each observation, your supervisor will meet with you to provide feedback and complete the *Observation Feedback form*. Submit a detailed lesson activity plan (format is on Canvas) to your supervisor for feedback ***at least three days*** before your scheduled observation. Revise your activity plan based on the feedback, submit the completed data collection form(s), and provide a reflection on the lesson activity.

3. **Self Assessment** *(initial + final)*

   Use the *Education Specialist Early Childhood Candidate Evaluation* form to thoughtfully review and reflect on your knowledge and skills for each item based on knowledge and skills you have gained in the ECSE credential program. Your self-assessment will address each of the **TPEs** as well as the DEC Recommended Practices. This will allow us to identify areas of strength as well as specific focus areas to target during student teaching. The final self-assessment will allow you to reflect on your own professional development and growth.

4. ***Class Description*** [5.1][5.3][6.2][6.5][6.15][6.18]

   Submit a description of your class that summarizes information about the program, including accessibility, collaboration/teaming (+ mentoring/ coaching), the learning environment, and assessment procedures. Provide a detailed schedule of your class along with a summary of the responsibilities of paraprofessionals in the class and complete the 1-page table on health and nutrition practices of your classroom.

5. **Child Descriptions**

   Provide a description of the children on your caseload that includes goals for the children with IEPs that you will compile in a separate list for the class. This is an opportunity for you to demonstrate an understanding of your students, including cultural and linguistic assets, identified learning and emotional support needs, IEP goals, English language development, and additional supports.

Need help or just want to connect? Contact me or reach out to your classmates (through Canvas or email). We can do this!

How will I be graded?

Seminar*	50*
Observations	90
Self-Assessment	10
Class Description	10
Child Descriptions	10
Learning Environment*	10*
EI/ECSE Advocacy*	10*
Interaction Videos	30
Literacy Performance Assessment**	80**
Math Performance Assessment	50
Total Possible Points	**350**

Course Requirements– What do I have to do? (continued)

6. Learning Environment

Describe the class-wide positive behavior support system. Identify class routines/procedures that help maximize instructional time, explain how standards for behavior are established and maintained, and describe specific techniques used to prevent or address inappropriate student behaviors. This task is an opportunity for you to discuss ways to make effective use of instructional time and classroom procedures and routines in ways that support the learning of all students.

7. EI/ESCE Advocacy– Take Action [6.10]

Join CEC as a student member. 1) Lead a small group to discuss some of the difficulties that you have experienced in the EI/ECSE due to the current policy, and identify one important issue and present it to your peers during the seminar. Explain what the problem is, why it is so important to solve it NOW, and include suggestions. 2) After each group presents their issues, the class will decide on one important issue, and on behalf of the whole class, you will collaborate with the other small group leaders to take action. Summarize what action was taken, your part in the plan, and describe the outcome.

8. Interaction Videos *(Child & Family, 15 points/video)* [4.13]

With consent, record: 1) a video of your playing with a child or a group of children during an unstructured play time. This video provides an opportunity for you to have fun playing with a child while demonstrating the use of naturalistic teaching strategies. 2) a video/audio of a conversation with a caregiver/family member to gather information or use coaching strategies for joint planning. Submit the plan, recording, summary, and reflection.

9. Literacy Teaching Performance Assessment: Activity Plan, Video, Summary

[5.2][5.4][5.7][5.8][7.1][7.2][7.3][7.4][7.5][7.6][7.7][7.8][7.9][7.10][7.11][7.12][7.13][7.14]

Plan and videorecord (with consent) a series of activities (submit 1 to 4 video clips, totaling no more than 20 minutes**)** for either a group of children with one focus child or for just one focus child individually with a commentary that showcases your own teaching performance in an asset-based, UDL-focused literacy activity. This video should demonstrate your instructional competencies and can be a collection of the focus child working individually or in a group with you. After the activity, you will submit a reflection on what you learned and record a follow-up activity with the focus child to demonstrate the application of what you have learned. **See specific requirements and rubric for the write-up of the literacy activity (posted on Canvas).**

10. Math Teaching Performance Assessment: Activity Plan, Video & Summary

Plan and record (with consent) a video (~8-10 minutes) with a commentary that showcases your own teaching performance in an asset-based, UDL-focused, play-oriented math activity. The video clips should demonstrate your instructional competencies and can be a collection of the focus child(ren) working individually with you OR the focus children working together with you (with or without additional children). After the activity, you will submit a reflection on what you learned and discuss how you will apply what you learned. **See specific requirements and rubric for this math activity (posted on Canvas).**

Based on your performance in this course and the observation visits (your preparation, lesson plans, instruction, and analysis) and other documentation that you provide, your supervisor and mentor teacher will complete the Education Specialist Early Childhood Candidate Evaluation *form to evaluate your attainment of program competencies. *see appendix*

[1.1][1.2][1.3][1.4][1.5][1.6][1.7][1.9][1.10][1.11][2.1][2.2][2.3][2.4][2.5][2.6][3.1][3.2][3.3][3.4][3.5][3.6][3.7][3.8][3.9][4.1][4.2][4.3][4.4][4.5][4.6][4.7][4.8][4.9][4.10][4.11][4.12][4.13][5.1][5.2][5.3][5.4][5.5][5.6][5.7][5.8][6.1][6.2][6.3][6.4][6.5][6.6][6.7][6.8][6.9][6.10][6.11][6.12][6.13][6.14][6..15][6.16][6.17][6.18][7.1][7.2][7.3][7.4][7.5][7.6][7.7][7.8][7.9][7.10][7.11][7.12][7.13][7.14]

Grading

It is important that each of you set professional goals for achievement, and pursue readings and assignments with your professional development as the focus (even when it might be hard). However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation.

Comments, questions, concerns, need help or advice? Contact me. Keep me updated.

How do points change to grades? And what do the grades mean?

A	96-100%	**Outstanding**. Performance indicates a high level of competency, attainment, and demonstration.
A-	90-95.9%	
B+	87-89.9%	**Very Good**. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.
B	83-86.9%	
B-	80-82.9%	

ECSE teacher candidates must earn a grade of B or better & meet the ECSE teacher competencies.

C+	77-79.9%	**Average**. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
C	70-76.9%	
D	60-69.9%	**Below Average**. Performance reflects the attainment of some competencies.
F	59.9% & below	**Failing**. Performance does not meet expectations for basic competency attainment.

Submission of Assignments- How do I submit work?

Assignments are submitted by **uploading them to Canvas**. Feedback and grades will be provided through Canvas. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute the use of any tools, sources, and support. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. *Plan ahead!*

Unless otherwise specified, all assignments must be typed, have one-inch margins, font size 12, and be submitted as **Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: https://www.csun.edu/it/microsoft-office

Writing: Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. Remember that all supports and resources, including the use of an artificial intelligence (AI) content generator should be properly cited. References should follow APA guidelines (http://owl.english.purdue.edu/owl/resource/560/01/). Additionally, written assignments are to be clear in sentence construction and should be proofread before submitting so that they can be read and interpreted easily. If you need additional assistance with writing, please visit the University Writing Center at: https://www.csun.edu/undergraduate-studies/learning-resource-center/university-writing-center

Person-first Language: In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. Not sure? Ask.

Due Dates: Turn work in on time so you can better participate and gain more from the meetings and activities. Supervisors will also be able to give you feedback earlier which could help you with later work. Life is unpredictable though– I get it. Contact us if extenuating circumstances arise so that options can be discussed.

Just keep swimming.

~Dory
Finding Nemo

Email me—I'd love to hear from you!

Course Schedule– When do I do everything?

Week	Assignments: *due the following Thursday night unless otherwise specified*
Week 1 **Seminar #1**	☐ **Seminar #1 Introduction, Activity Plans, Literacy Performance Assessment** ☐ Class Information Sheet ☐ Introduction Letter ☐ Self-Management ☐ Self-Reflection #1 ☐ Self-Assessment– Initial
Week 2	☐ Class Description (+ schedule & staff responsibilities & health & nutrition practices) ☐ Play Video
Week 3	☐ Child Descriptions (+ IEP goal list) ☐ Family Recording
Week 4	☐ Learning Environment ☐ Observation #1 (1 focus child)
Week 5 **Seminar #2**	☐ **Seminar #2– EI/ECSE Issues/Advocacy, Assessment** ☐ EI/ECSE Difficult Issues ☐ Assessment ☐ Self-Reflection #2 ☐ Literacy Activity Plan Part A & B (Context & Plan)
Week 6	☐ Literacy Activity Plan Part C & D (Assessment Plan)
Week 7	☐ Literacy Activity Video Part E & F (Video & Commentary)
Week 8 **Seminar #3**	☐ **Seminar #3 Small Group Meeting** ☐ Literacy Video Review ☐ Self-Reflection #3 ☐ Literacy Activity Part G, H, & I (Assessment Results & Reflection)

Course Schedule– When do I do everything? (continued)

Week	Assignments: *due the following Thursday night unless otherwise specified*
Week 9 **Seminar #4**	☐ **Seminar #4 IEPs & Math** ☐ IEP reflection [4.11][6.3] ☐ Math ☐ Self-Reflection #3 ☐ Literacy Activity Part J, K, & L (Application)
Week 10	☐ Learning Environment
Week 11	☐ Observation #2 (2 focus children)
Week 12	☐ Math Activity Plan
Week 13	☐ Math Activity Video
Week 14 **Seminar #5**	☐ **Seminar #5 Finishing Up & Credential/Induction/MA Info** ☐ Transition reflection [1.11][6.4][6.8] ☐ CD/ECE Verification Form ☐ Credential Progress Report (CPR) ☐ Student Teaching Tasks ☐ Self-Reflection #5 ☐ Math Activity Summary & Reflection
Week 15	☐ Observation #3* (3 focus children) ☐ EI/ECSE Advocacy ☐ Self Assessment-Final
Finals	☐ CSU Exit Survey & evaluation ☐ IDP (Transition Plan) ☐ Exit Interview & final evaluation ☐ Apply for preliminary credential: http://www.csun.edu/eisner-education/credential-office/program-completion-process ☐ *(Additional observation if competencies have not been met yet)*

It's the things we play with and the people who help us play that make a great difference in our lives.

~Fred Rogers

**Check with your supervisor for observation due dates (1 week after the observation visit)*
Schedule, topics, & assignments subject to change with notice

Appendix: ECSE Observation Form

California State University, Northridge
Michael D. Eisner College of Education
Department of Special Education
Preliminary Education Specialist Credential in Early Childhood Special Education
Preschool/ TK-K Lesson Activity: SPED 506EC /580EC

Observation Feedback Form

Date:		**Time:**		**Observation #**	1 ☐	2 ☐	3 ☐	4 ☐	5+ ☐
Name of Candidate:									
Name of Person Completing Form & Position: (Mentor Teacher or University Supervisor)									
School & District:									
Type of Class (Special Education Class, Blended/Collaboration Class, etc.):									
Number of Students:		**Number of Adults:**							
Activity(ies) observed:									

1: Not Observed, 2: Emerging, 3: Meets expectation as a beginning teacher, 4: Exceeds expectations,
NA: Not applicable/ unable to judge/insufficient evidence

Engaging & Supporting Young Children in Learning					
	1	2	3	4	NA
Shows positive, developmentally appropriate & culturally responsive interactions with children	☐	☐	☐	☐	☐
Observes, monitors, scaffolds, and responds to children	☐	☐	☐	☐	☐
Adapts/adjusts activities, resources, and materials including assistive technology as needed	☐	☐	☐	☐	☐
Supports children's language development, including children's English language learning	☐	☐	☐	☐	☐
Supports social-emotional development	☐	☐	☐	☐	☐
Embeds specific tasks/activities to target children's individual objectives	☐	☐	☐	☐	☐
Uses multiple means of engagement for all children	☐	☐	☐	☐	☐
Comments:					
Creating & Maintaining Effective Environments for Young Children's Learning					
	1	2	3	4	NA
Organizes space, time, and materials effectively	☐	☐	☐	☐	☐
Modifies/adapts the physical, social, and/or temporal environment as needed	☐	☐	☐	☐	☐
Creates an environment that promotes positive child behavior	☐	☐	☐	☐	☐
Provides and facilitates assistive technology for individual children	☐	☐	☐	☐	☐
Provides multiple means of representation for all children	☐	☐	☐	☐	☐

Comments:	

Understanding & Organizing Subject Matter and Planning Instruction & Intervention/Designing Learning Experiences for all Young Children					
	1	2	3	4	NA
Addresses appropriate foundations/state standards	☐	☐	☐	☐	☐
Uses effective learning sequences within a lesson	☐	☐	☐	☐	☐
Systematically and consistently uses effective instructional strategies to promote child engagement and positive learning experiences	☐	☐	☐	☐	☐
Delivers appropriate content in the lesson	☐	☐	☐	☐	☐
Provides multiple ways for learners to demonstrate their learning development	☐	☐	☐	☐	☐
Writes developmentally and functionally appropriate outcomes/goals/objectives	☐	☐	☐	☐	☐
Targets individual objectives within a lesson	☐	☐	☐	☐	☐
Effectively articulates the rationale for instruction	☐	☐	☐	☐	☐

Comments:	

Assessing Young Children's Learning & Development					
	1	2	3	4	NA
Designs and uses appropriate assessment measures to monitor progress	☐	☐	☐	☐	☐
Designs and uses appropriate assessment procedures	☐	☐	☐	☐	☐
Modifies assessment procedures as needed	☐	☐	☐	☐	☐
Interprets assessment results carefully, taking into account second language development, behavioral issues, etc.	☐	☐	☐	☐	☐
Uses ongoing assessment data from a variety of sources/settings to establish/modify goals & activities	☐	☐	☐	☐	☐

Comments:	

Developing as a Professional Educator					
	1	2	3	4	NA
Collaborates well with others	☐	☐	☐	☐	☐
Self-reflects, self-evaluates, & responds to feedback	☐	☐	☐	☐	☐
Organizes and supervises work of other adults	☐	☐	☐	☐	☐
Provides guidance and feedback through coaching and modeling for paraprofessionals	☐	☐	☐	☐	☐
Communicates effectively with others	☐	☐	☐	☐	☐
Assumes and fulfills responsibilities willingly and promptly	☐	☐	☐	☐	☐

Comments:	

Literacy Instruction					
	1	2	3	4	NA
Plans and implements evidence-based, asset-based, and developmentally appropriate literacy instruction that incorporates principles of *CA Dyslexia Guidelines* and is culturally responsive.	☐	☐	☐	☐	☐
Develops children's **foundational literacy skills** in a way that draws attention to print, the manipulation of sounds, alphabet letters, vocabulary, grammatical structures, discourse-level understandings, and pragmatics as children learn to listen, communicate, and write.	☐	☐	☐	☐	☐
Creates print-rich literacy environments for experiential learning.	☐	☐	☐	☐	☐
Provides literacy experiences that uses age-appropriate text, multisensory hands-on activities, and discussion to focus on **meaning-making**.	☐	☐	☐	☐	☐
Promotes **language development** by providing rich exposure to and experiences with varied forms of language, responding attentively to children's language use, and prompting children to share ideas, information, and stories for varied purposes, audiences, and contexts.	☐	☐	☐	☐	☐
Develops children's **effective expression** as they discuss, present, write/draw and use beginning language conventions using diverse print, keyboarding, multimedia, digital texts, other assistive technology, and multiple means of communication as appropriate.	☐	☐	☐	☐	☐
Integrates listening, communicating, and writing across the disciplines using a variety of materials and approaches in developing children's literacy **content knowledge**.	☐	☐	☐	☐	☐
Monitors children's progress in literacy development.	☐	☐	☐	☐	☐
Comments:					

Feedback Summary
Areas of Strengths and Professional Competencies demonstrated: What's going well? Highlight 3-5 major strengths
Areas to be Developed/Suggestions: What needs work? Focus on 2-3 areas/suggestions

DEPARTMENT OF SPECIAL EDUCATION

Education Specialist Early Childhood Culminating Evaluation Form

SPED 578, SPED 506ECC & 580EC

Adapted from the Framework for Teaching, Charlotte Danielson
and aligned with elements of the California Standards for the Teaching Profession
and the Teacher Performance Expectations.

Name of Candidate	Student ID
Class Type	School Site
School District	Mentor/Cooperating Teacher

Rating Scale

*Ratings represent a cumulative evaluation of candidate competencies based on observations, professional conversations, and artifacts. For the final field experience(s), candidates must obtain an overall average of **3** with no **1s** on any item.*

IE	1	2	3	4
Insufficient evidence	**Does not meet expectations**	**Approximates expectations**	**Meets expectations**	**Exceeds expectations**

Please Note

***IE:** Please mark insufficient evidence if the competency can be observed but has not yet. Please use the IE designation at the midterm point to help your teacher-candidate focus on critical skills they have not yet demonstrated in the latter part of the semester.*

TPE 1: Engaging and Supporting Young Children in Learning

Rating **IE** Insufficient Evidence **1** Not met **2** Approximates/Developing **3** Met as Beginning Teacher **4** Exceeds

1.1		Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting.
1.2		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.
1.3		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.
1.4		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.
1.5		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.
1.6		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.
1.7		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.
1.8		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.
1.9		Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.
1.10		Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
1.11		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).

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

Rating **IE** Insufficient Evidence **1** Not met **2** Approximates/Developing **3** Met as Beginning Teacher **4** Exceeds

2.1		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).
2.2		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.
2.3		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.
2.4		Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.
2.5		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.
2.6		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.

TPE 3: Understanding and Organizing Subject Matter for Young Children's Learning

Rating **IE** Insufficient Evidence **1** Not met **2** Approximates/Developing **3** Met as Beginning Teacher **4** Exceeds

3.1		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.
3.2		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.
3.3		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.
3.4		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.
3.5		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.
3.6		Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.
3.7		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.
3.8		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.
3.9		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.

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

Rating **IE** Insufficient Evidence **1** Not met **2** Approximates/Developing **3** Met as Beginning Teacher **4** Exceeds

4.1		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.
4.2		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.
4.3		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.
4.4		Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
4.5		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.
4.6		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.
4.7		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.
4.8		Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.
4.9		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.
4.10		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.
4.11		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.
4.12		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.
4.13		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.

TPE 5: Assessing Young Children's Learning and Development

Rating **IE** Insufficient Evidence **1** Not met **2** Approximates/Developing **3** Met as Beginning Teacher **4** Exceeds

5.1		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).
5.2		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.
5.3		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.
5.4		Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
5.5		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.
5.6		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.
5.7		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.
5.8		Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.

TPE 6: Developing as a Professional Educator

Rating **S** Satisfactory/Acceptable as a beginner teacher **N** Need improvement as a beginner teacher

6.1		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.
6.2		Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.
6.3		Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.
6.4		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).
6.5		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.
6.6		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.
6.7		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.
6.8		Facilitate effective collaborative transitions between the stages of schooling and educational setting (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
6.9		Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers administration, supervisors, and stakeholders.
6.10		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.
6.11		Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.
6.12		Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.
6.13		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.
6.14		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.
6.15		Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

6.16		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).
6.17		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).
6.18		Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

TPE 7: Effective Literacy Instruction

Rating **IE** Insufficient Evidence **1** Not met **2** Approximates/Developing **3** Met as Beginning Teacher **4** Exceeds

7.1		Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Infant/Toddler Curriculum Framework and Preschool Curriculum Framework.
7.2		Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's MultiTiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of children's disabilities on language and literacy development; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
7.3		Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of children's cultures, languages, dialects, communication needs, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
7.4		Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated and self-directed activities; and imaginative and dramatic play.
7.5		**Foundational Skills.** Develop children's foundational skills according to the standards and expectations specified for children's age and grade incorporating the accommodations and modifications needed to address children's identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children's skills in transitional kindergarten and kindergarten in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.
7.6		**Meaning Making**. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of

		reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.
7.7		**Language Development.** Promote children's language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Promote children's language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children's language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
7.8		**Effective Expression**. Develop children's effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children's use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children's fluency in handwriting or use of graphic symbols.
7.9		**Content Knowledge**. Promote children's content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children's interests. Promote digital literacy and the use of educational technology safely and responsibly.
7.10		Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening and diagnostic assessments to determine children's literacy profiles; identify potential reading and writing difficulties, including children's risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children's currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students. Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.
7.11		Provide instruction in English language development (ELD) for children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Infant/Toddler Learning and Development Foundations,

		Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to children's currently identified disabilities. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.
7.12		Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.
7.13		Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
7.14		Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.

	Final
Areas of strength:	
Areas for professional development:	
Evaluation completed by:	**Signature & Date**
	Printed Name & Position
Candidate:	I have reviewed this evaluation with my University Supervisor or Cooperating Teacher (circle one). ☐ I accept this evaluation or ☐ I wish to submit an addendum. **Signature & Date**

Linking Key:

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