

# Advanced Fieldwork in Extensive Support Needs Section 02

EDSE 154

Spring 26 Unit(s) 01/29/2026 to 05/13/2024

## Contact Information

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Classroom:	SH 230	

## Course Information

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Session Dates:

Jan 29 on campus	Feb 12 (Zoom session)	Feb 26 On campus	Mar 12 (Zoom session)
Mar 26 On campus	Apr 9 (Zoom session)	Apr 23 On campus	May 7 On campus

## Course Description and Requisites

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Supervised teaching of students with extensive support needs in special and general education settings. Includes campus seminar.

**Prerequisite(s):** Department consent.

## Course Format

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This is a clinical practice fieldwork course in which students will be teaching in classrooms 5 days a week. Students will be supervised in the fieldwork setting and observed teaching lessons in a variety of formats. Students also attend accompanying seminar sessions held on the dates listed above.

## Classroom Protocol

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Students are expected to arrive on time and stay for the entire seminar session, keep cell phones put away, and participate fully in seminar discussions. Zoom sessions are considered the same as in-person class sessions and students should make every effort to follow the same class protocols as they would when attending class on campus. Candidates are respectfully requested to refrain from engaging in other tasks which can detract from their learning and the learning of others during Zoom class time.

## Program Information

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### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center antiracist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black,

Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### **LCOE Department of Special Education Program Learning Outcomes**

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs\(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educatorprep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educatorprep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## **Course Goals**

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Students must spend a minimum of 400 hours in field experience and complete Cycle 2 of the California Teaching Performance Assessment as a part of this course.

## **Course Learning Outcomes (CLOs)**

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Upon successful completion of this course candidates will:

1. Demonstrate the ability to implement the adopted instructional program in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.
2. Demonstrate knowledge of students' educational backgrounds including learning preferences, experiences, and family structures in planning instruction and supporting individual student learning.
3. Apply evidence-based teaching and assessment practices with students having a range of diverse learning needs
4. Demonstrate professionalism in all aspects of teaching, interacting with colleagues, and engaging with families including respecting confidentiality of student information and abiding by state laws as a mandated reporter

## California Commission on Teacher Credentialing

In compliance with the California Teacher Credentialing Commission students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and Teaching Performance Expectations:

### Program Standard 3 - Clinical Practice

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to the preliminary candidates in general education and special education settings prior to final student teaching.

### Teaching Performance Expectations (TPEs)

U 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.6, 3.3, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.2, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11

ESN 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 3.1, 3.2, 3.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.3

## Course Materials

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There is no required textbook for this course.

## Course Requirements and Assignments

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Teacher candidates will complete the following assignments as part of this fieldwork course. The course is graded credit / no credit.

- 1) **Submit Attendance logs for Student Teaching hours WEEKLY. Interns will submit their Intern Support Hours Log to the Intern CANVAS shell WEEKLY (50 pts)**  
Candidates are responsible for attending the fieldwork placement every day for the full length of the placement. Student teachers and teacher residents must notify the mentor teacher and the University Supervisor as soon as possible in the event of an absence due to illness or other emergency. Intern candidates should follow district protocols for reporting an absence. Candidates are also responsible for attending each of the seminars. A missed seminar must be made up.
- 2) **Attend all fieldwork seminars**  
Attendance is mandatory. **A missed seminar must be made up.** A missed seminar must be made up. Missing more than one seminar puts you at risk for non-credit in the course.
- 3) **Candidate Self Assessment (completed twice 20 pts each)**  
Candidates assess themselves on the course-related TPEs at the beginning of the semester and at the midpoint of the semester. Candidates discuss their self-assessment in the lesson observation debrief and set goals for their next set of lessons.

4) **Mid-Semester Check-in (20 pts)**

The University Supervisor and Mentor Teacher (if applicable) will review the Mid-Semester Check-In to identify areas of strength and areas of concern (if any). The University Supervisor will share the results of the Mid-Semester Check-In with the candidate. Alternatively, the mid-semester check-in may be held as a triad meeting with the University Supervisor, Mentor Teacher, and Candidate discussing together. If areas of concern are identified, a growth plan will be written to ensure the candidate is on track to successfully complete the course.

The University Supervisor will conduct the Mid-Semester Check-In with the Intern. If areas of concern are identified, a growth plan will be written to ensure the candidate is on track to successfully complete the course.

**Lesson Plan Cycles (20 pts each)**

Teacher candidates will complete 5 Lesson Plan Cycles consisting of Pre-Observation Planning, Lesson Implementation, Debrief with Supervisor and Mentor Teacher (if applicable), and Reflection. Teacher candidates are responsible for video recording each lesson observation. Videos will be used for discussion and reflection at the debrief session and for sharing in the supervision seminar. Formal lesson observations will be scheduled throughout the semester with the supervisor.

5) **Lesson Cycle One- This cycle has two lessons!**

Drawing on their understanding of the California Dyslexia Guidelines, teacher candidates will plan, implement, and reflect on TWO explicit instruction lessons grounded in the principles of UDL that *draw on student assets* and incorporate evidence-based strategies to develop student skills in

(a) phonological awareness, and

(b) phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondence.

Both lessons should include **AT LEAST ONE INFORMAL ASSESSMENT** that monitors students' progress on these skills. *Candidates indicate whether the lesson is addressing Tier 1, 2, or 3 instruction and must also include a statement of how each lesson plan addresses the California Dyslexia Guidelines.* [Use this lesson plan template for Cycles One and Two](#)

*Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; items U7.2 U7.5*

6) **Lesson Cycle Two**

Drawing on their understanding of the California Dyslexia Guidelines teacher candidates will plan, implement, and reflect on an explicit instruction lesson *that draws from student assets* and incorporates evidence-based strategies to develop their students' skills in the areas of decoding & encoding, including morphological awareness and spelling and syllable patterns, to develop fluency in reading, including reading across disciplines as appropriate.

The lesson should include **AT LEAST ONE INFORMAL ASSESSMENT** that monitors students' progress on these skills. *Candidates must also include a statement of how the lesson plan addresses the California Dyslexia Guidelines.* [Use this lesson plan template for Cycles One and Two](#)

*Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [item U7.5](#)*

7) **Lesson Cycle Three**

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets and* incorporates evidence-based strategies to develop their students' skills in the areas of meaning-making across disciplines, including drawing evidence from texts, attending to vocabulary knowledge and using grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Teacher candidates create environments that foster students' oral and written language development, including discipline-specific academic language. The lesson should include **AT LEAST ONE INFORMAL ASSESSMENT** that monitors students' progress on these skills. [Use the lesson plan template for Meaning Making.](#)

*Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.6, U7.7](#)*

8) **Lesson Cycle Four**

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets and* incorporates evidence-based strategies to develop their students' skills in the areas of oral and written language development, including academic conversations and writing for varied purposes and audiences. This lesson cycle should provide opportunities for teacher and peer feedback on student writing. [Use the lesson plan template for collaborative discussions.](#)

*Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.8](#)*

9) **Lesson Cycle Five**

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets and* incorporates evidence-based strategies to develop their students' skills in oral and written presentations, including the use of visual and performing arts, as well as multimedia and assistive technology as appropriate to support students' spelling, handwriting, and language conventions as appropriate. Candidates may use the [meaning making](#) or [collaborative discussions](#) lesson plan template.

*Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.8](#)*

10) **Lesson presentation (10 pts)**

Each teacher candidate will share a video clip (3-5 minutes in length) of one of their lessons during the fieldwork seminar. Candidates will analyze their teaching and invite feedback from the group.

11) **IEP assignment (20 pts each)**

Teacher candidates will participate in two IEP meetings over the course of the semester and submit a summary reflection of how they addressed each of the following items and their learnings from the IEP

**IEP Meeting One-** Candidates will observe this IEP and take note of how the Ed Specialist and related professionals focus on student strengths and interests and ensure meaningful parent and student input as they collaboratively develop goals to address the student's needs. Candidates will observe how data-based decisions are made and discussed in the IEP and how students are referred for more intensive intervention where appropriate.

**IEP Meeting Two -** Candidates will complete one written IEP document, which includes present levels of performance and draft IEP goals. Student teachers and teacher residents will do this under the guidance of the mentor teacher outside of the IEP system (i.e., may create a word document). Intern teachers will do this as part of their job assignment. Teacher candidates should administer 2-3 subtests of a formal assessment (e.g., WJ, WIAT) OR 23 informal assessments (e.g., classroom assessments, criterion checklists, district benchmark assessments) with the student and gather classroom observational data in order to prepare the present levels of performance. Candidates work with the mentor teacher, school psychologist, or other members of the IEP team to understand how to initiate referrals for more intensive intervention, where appropriate. Traditional student teachers and teacher residents must work under the mentor teacher's guidance to complete the information in advance of the scheduled meeting. Time permitting and with parent permission, the University Supervisor may observe the candidate in the IEP meeting.. (Note: Student teachers and teacher residents are not permitted to log into the teacher's account on the IEP management system.)

Candidates will submit their present levels and IEP goals shared in IEP meeting two and a summary reflection of their experiences in the two IEP meetings.

**12) Teaching Performance Assessment (20 pts each)**

Teacher candidates will complete the California Teaching Performance Assessment Cycle 2 now called Literacy Performance Assessment.. This assignment is required to earn credit for this course. Candidates will submit their performance assessment to Pearson and also upload a copy into CANVAS. Interim deadlines will be posted in CANVAS for the various components of the TPA.

Note: Candidates will not receive feedback on this assignment but will earn points for submitting the complete packet.

**13) Final Fieldwork Evaluation (50 pts each)**

Each teacher candidate will submit a Final Fieldwork Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns). Interns are responsible for giving the evaluation form to the principal within the first two weeks of the semester.

**14) Disposition Evaluations**

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents only).

**15) Candidate Transition Plan (20 pts)**

Each candidate will submit a transition plan that will be used in their Induction Program during the first year of teaching on the Preliminary Credential.

## Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLO	TPEs
Lesson Plan Cycles	CLO 1, 2, 3	U 1.4, 1.5, 1.6, 1.7, 1.8, 3.3, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11  ESN 1.7, 1.9, 3.1, 3.2, 3.3, 4.4, 4.5, 5.1
Lesson Analysis Presentations	CLO 1, 2, 3	U 2.1, 2.6  MM 3.2, 3.3
IEP Assignment	CLO 1, 2, 3	U 6.4, 6.6  ESN 1.5, 1.6, 5.4
Disposition Evaluation	CLO 4	U 6.2, 6.5
Teaching Performance Assessment	CLO 1, 2, 3	U 3.3, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11  ESN 1.9, 2.1, 2.5, 2.11, 2.13, 3.2, 3.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4

## Final Examination or Evaluation

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This is a supervision course. There is no final examination.

## Grading Information

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This course is credit / no credit. All assignments must be completed satisfactorily (80%) to earn credit in the course. In addition candidates must earn at least 100 points on the Final Fieldwork Evaluation from the University Supervisor and the Mentor Teacher, and a satisfactory Disposition Evaluation from the University Supervisor and the Mentor Teacher, and must attend all seminars to receive credit in this course.

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Seminar	Date	Mode	Topics	Assignments Due
1	Jan 29	In Person	<b>Discussion Topics - TPE 1, 2, 3 &amp; 7</b> <ul style="list-style-type: none"> <li>Course Introduction</li> <li>Class Expectations</li> <li>Review of Assignments</li> <li>Review of Lesson Plan Template</li> <li>Getting started in your placement</li> <li>Candidate Self Assessment</li> </ul>	<a href="#">Phonological Awareness and Phonics Instruction Rubric</a>  <b>Self Assessment One</b>
2	Feb 12	Zoom	<b>Discussion Topics TPE 1, 2, 3 &amp; 7</b> <ul style="list-style-type: none"> <li>Review of Foundational Skills - How does this apply to your students and grade level?</li> <li>ELA/ELD Framework</li> <li>Additional Themes</li> <li>Review of Lesson Plan Template - What goes where</li> </ul>	<ul style="list-style-type: none"> <li>ST submit Attendance Log</li> <li>Intern submits Support Hours to Intern CANVAS shell</li> <li>Lesson Presentations</li> </ul> <p>Complete Lesson Cycle One due 2/13</p> <p><a href="https://www.colorincolorado.org/blog/californias-elaeld-framework-bringing-it-all-together">https://www.colorincolorado.org/blog/californias-elaeld-framework-bringing-it-all-together</a></p> <p><a href="https://www.youtube.com/watch?v=beC3N3_CKSQ">https://www.youtube.com/watch?v=beC3N3_CKSQ</a></p>
3	Feb 26	In Person	<b>Discussion Topics TPE 1, 2, 3 &amp; 7</b> <ul style="list-style-type: none"> <li>Contextual information – What do you know about your students and your classroom?</li> <li>Developing lesson based on assessment data               <ul style="list-style-type: none"> <li>Provide Actionable Feedback to students - intro</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ST submit Attendance Log</li> <li>Intern submits Support Hours to Intern CANVAS shell</li> <li>Lesson Presentations</li> </ul>

			<ul style="list-style-type: none"> <li>• Overview of TPA Cycle 2</li> <li>• TPA Registration &amp; support</li> </ul>	
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4	Mar 12	Zoom	<b>Discussion Topics - TPE 4</b> <ul style="list-style-type: none"> <li>• Planning a Learning Segment</li> <li>• Higher Order Thinking skills</li> <li>• Schedule Mid-Semester Check In between Oct 9 - Oct 23 - review goals</li> <li>• Self assessment on TPE 4, 5, 6</li> </ul> Lesson Analysis Presentations	<ul style="list-style-type: none"> <li>• ST submit Attendance Log</li> <li>• Intern submits Support Hours to Intern CANVAS shell</li> <li>• Lesson Presentations</li> </ul> Complete Lesson Cycle two due 3/13  <b>Self Assessment Two</b>  <b>Mid-Semester Check-in</b>
5	Mar 26	In Person  Solo Week #1	<b>Discussion Topics - TPE 5</b> <ul style="list-style-type: none"> <li>• Informal assessments &amp; Student self-assessments</li> <li>• Provide Actionable Feedback to students</li> <li>• Use of rubrics / creation of rubrics</li> <li>• Review ELD strategies for additional literacy themes</li> </ul>	<ul style="list-style-type: none"> <li>• ST submit Attendance Log</li> <li>• Intern submits Support Hours to Intern CANVAS shell</li> <li>• Lesson Presentations</li> </ul> Complete Lesson Cycle three due 3/27  <ul style="list-style-type: none"> <li>• <b>Submit</b> TPA Part A – Contextual Information</li> </ul>

6	Apr 9	Zoom	<b>Discussion Topics - TPE 5</b> <ul style="list-style-type: none"> <li>• Summative Assessments (end of learning segment) with rubric</li> <li>• Progress monitoring -Data driven instruction</li> <li>• Making Instructional decisions / next steps for learning</li> <li>• Review of Self Assessment</li> <li>• Developing your Commentary</li> </ul>	<ul style="list-style-type: none"> <li>• ST submit Attendance Log</li> <li>• Intern submits Support Hours to Intern CANVAS shell</li> <li>• Lesson Presentations</li> </ul> Complete Lesson Cycle 4 Due 4/10  <b>Submit:</b> <ul style="list-style-type: none"> <li>• TPA Part B – Learning Segment Plan</li> <li>• TPA Part C – Assessment Descriptions</li> <li>• TPA Part D – Sample Summative Assessment with Rubric</li> </ul>
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7	Apr 23	In Person  Solo Week #2 Due 5/1	<b>Discussion Topics TPE 6</b> <ul style="list-style-type: none"> <li>Progress on Goals</li> <li>Maximizing use of instructional support personnel</li> <li>Professional growth</li> <li>Individual Transition Plans for Clear Program</li> </ul>	<ul style="list-style-type: none"> <li>ST submit Attendance Log</li> <li>Intern submits Support Hours to Intern CANVAS shell</li> <li>Lesson Presentations</li> </ul> <b>Submit IEP Assignment</b> <b>Submit</b> <ul style="list-style-type: none"> <li>TPA Part E - Video clips</li> <li>TPA Part F - Commentary</li> <li>TPA Part G Summative Assessment Response</li> <li>TPA Part H – Summative Assessment Actionable Feedback</li> <li>TPA Part I – Reflection &amp; analysis of summative assessment</li> <li>TPA Part J – Reteach or Extension Narrative</li> <li>Part K - Video Clip</li> <li>TPA Part L – Commentary</li> </ul> Lesson Cycle 5 Due 5/1  Submit no later than May 14 to Pearson
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8	May 7	In Person	<b>Discussion Topics TPE 6</b> <ul style="list-style-type: none"> <li>Recognizing their own communication style</li> <li>How might you need to adjust your communication style as you work with other adults in the classroom?</li> </ul> TPA due Dec 4 in Pearson	<ul style="list-style-type: none"> <li>ST submit Attendance Log</li> <li>Intern submits Support Hours to Intern CANVAS shell</li> <li>Lesson Presentations</li> </ul> Fieldwork Evaluations Due Disposition Evaluations Due Candidate Transition Plan Due
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*Course Schedule Subject to Change with Due Notice*

*Please check CANVAS and SJSU email regularly to stay up to date on course information.*

### **Lesson Observation Schedule:**

- Complete Lesson Cycle 1 by week 3
  - Pre-Observation Conference
  - Lesson Plan Implementation
  - Post Observation Debrief
- Complete Lesson Cycle 2 by week 6
  - Pre-Observation Conference
  - Lesson Plan Implementation
  - Post Observation Debrief
- Complete Lesson Cycle 3 by week 9
  - Pre-Observation Conference
  - Lesson Plan Implementation
  - Post Observation Debrief
- Complete Lesson Cycle 4 by week 12
  - Pre-Observation Conference
  - Lesson Plan Implementation
  - Post Observation Debrief
- Complete Lesson Cycle 5 by week 15
  - Pre-Observation Conference
  - Lesson Plan Implementation
  - Post Observation Debrief

IEP Observation Scheduled for \_\_\_\_\_

### **TPA Components Completed**

- Part A – Contextual Information
- Part B – Learning Segment Plan
- Part C – Assessment Descriptions
- Part D – Blank Copy Informal Assessment
- Part E – Blank Copy Student Self-Assessment & Rubric
- Part F – Blank Copy Formal Assessment & Rubric
- Part G – 4 Annotated Video Clips
- Part H – Analysis of Informal & Student Self-Assessment
- Part I – Formal Assessment Responses from 3 Students
- Part J – Analysis of Assessment Results
- Part K – Next Steps for Learning (Re-teach or Extend)
- Part L – Annotated Video Clip of Re-teach or Extend

Date of Observation: \_\_\_\_\_

Name of Observer: \_\_\_\_\_

Name of Candidate: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

Signature of Candidate: \_\_\_\_\_

**ADVANCED FIELDWORK OBSERVATION & DEBRIEF ESN**

**Pre-Lesson Planning Conference**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ (Pre-observation discussion 48 hours prior to lesson)

**Rating Scale:**

NI= Needs Improvement (debrief should include specific plan for how to improve this skill)

EM = Emerging (candidate is beginning to show this skill; may be inconsistent or only partially)

S = Satisfactory (candidate is demonstrating this skill)

EX = Exceptional (candidate is demonstrating this skill at a high level)

NOO = No Opportunity to Observe this skill

TEACHING PERFORMANCE EXPECTATIONS for Planning Instruction	Rating					Evidence to support (observation, discussion, review of materials, TPA Submission, etc.)
	1 NI	2 E M	3 S	4 EX	No Opp	
U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.						TPA

<b>U1.5</b> Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.						
<b>U1.6</b> Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.						
<b>U1.7</b> Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning						
<b>U1.8</b> Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.						TPA
<b>U2.1</b> Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.						
<b>U2.6</b> Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.						
<b>U3.3</b> Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. <i>(See Subject- Specific Pedagogical Skills in Section 2 for reference)</i>						TPA
<b>U3.6</b> Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.						TPA
<b>U4.1</b> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.						

<b>U4.2</b> Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.						
<b>U4.3</b> Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.						TPA
<b>U5.1</b> Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.						TPA
<b>U5.2</b> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.						TPA
<b>U5.3</b> Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.						TPA
<b>U5.4</b> Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.						
<b>U5.5</b> Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.						TPA
<b>U5.8</b> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.						TPA
<b>U6.2</b> Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.						
<b>U6.4</b> Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.						
<b>U6.5</b> Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the						TPA

privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.						
<b>U 7.2</b> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California’s Multi- Tiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).						
<b>U7.5 Foundational Skills.</b> Develop students’ skills in the following: phonological awareness, including phonemic awareness, phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences, decoding and encoding, including morphological awareness and Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.						
<b>U7.6 Meaning Making.</b> Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.						
<b>U7.7 Language Development.</b> Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language.						
<b>U7.8 Effective Expression.</b> Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied						



purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.						
<b>U 7.10</b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.						

<b>Rating Scale:</b> <b>NI= Needs Improvement (debrief should include specific plan for how to improve this skill)</b> <b>EM = Emerging (candidate is beginning to show this skill; may be inconsistent or only partially)</b> <b>S = Satisfactory (candidate is demonstrating this skill)</b> <b>EX = Exceptional (candidate is demonstrating this skill at a high level)</b> <b>NOO = No Opportunity to Observe this skill</b>						
<b>TEACHING PERFORMANCE EXPECTATIONS for Delivering Instruction</b>	<b>Rating</b>					<b>Evidence to support (observation, discussion, review of materials, TPA Submission, etc.)</b>
	<b>1 NI</b>	<b>2 E M</b>	<b>3 S</b>	<b>4 EX</b>	<b>No Op p</b>	
<b>EX1.5</b> In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.						
<b>EX1.6</b> Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.						
<b>EX1.7</b> Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)						
<b>EX1.9</b> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)						TPA

<b>EX2.1</b> Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.						TPA
<b>EX2.2</b> Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.						
<b>EX2.4</b> Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.						
<b>EX2.5</b> Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)						TPA
<b>EX2.6</b> Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)						
<b>EX2.7</b> Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.						
<b>EX2.8</b> Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (U2.1/ 2.6)						

<b>EX2.9</b> Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)						
<b>EX2.10</b> Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)						
<b>EX2.11</b> Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.						TPA
<b>EX2.13</b> Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)						TPA
<b>EX2.14</b> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.						
<b>EX3.1</b> Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)						
<b>EX3.2</b> Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.						TPA
<b>EX3.3</b> Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)						TPA
<b>EX4.4</b> Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)						TPA

<b>EX4.5</b> Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)						
<b>EX5.1</b> Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.						TPA
<b>EX5.2</b> Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)						TPA
<b>EX5.3</b> Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.						TPA
<b>EX5.4</b> Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.						
<b>EX6.1</b> Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.						TPA
<b>EX6.2</b> Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)						TPA
<b>MM7.1</b> Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3						

intensive intervention; and frequently monitor students' progress in literacy development						
<b>MM7.3</b> Provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.						

Complete the summary reflection questions from the lesson plan template:

- How did your debrief conversation help you focus on your strengths and challenges?
- What steps will you take to implement your goal for subsequent lessons?
- How successful were you in implementing your focus questions? How did they help you to learn more about yourself? Your students? Your planning?
- What questions are surfacing for you as a result of your reflection and debrief?

My goal for the next lesson observation

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## Coaching Cycle Stages

### 1. Pre-Observation Conference

- a. Prior to teaching your lesson, select a Teacher Performance Expectation ([TPE](#)) that you would like to focus on or identify a goal that you have for your teaching.
- b. Consult with your Mentor Teacher about your lesson
- c. Complete your [Lesson Plan](#). Consider: How does your plan address your TPE or goal?
- d. Share your Lesson Plan with your Mentor Teacher and University Supervisor for feedback, at least 48 hours before your lesson.
- e. Meet with your University Supervisor to discuss their feedback

### 2. Observation

- a. Implement your lesson plan and adjust based on student needs. Your University Supervisor will observe you. Your Mentor Teacher may co-observe during this time.

### 3. Post-Observation Conference, Reflection, and Goal Setting

- a. After the lesson, complete the “Initial Reflection” section under [Reflection](#).
- b. Schedule a time to debrief the observation with your Supervisor. This conversation can happen immediately after the conversation and should occur no later than 48 hours after the lesson. You both will discuss strengths and areas of growth for the lesson and engage in a goal setting conversation for next time.
- c. After the conversation with your Supervisor, complete the “Summary Reflection” section of the [Reflection](#).

### Lesson Plan for Explicit Direct Instruction

<b>Date:</b>	<b>Content Area:</b>	<b>Grade Level:</b>
<b>Students/Class:</b>	<b>Focus Student (Description of Strengths and Needs):</b>  <b>Recent Assessment data that informs this lesson</b>	
<b>Guiding Question(s) for this Lesson:</b>		
Describe how this lesson addresses the <a href="#">California Dyslexia Guidelines</a>		
<b>Content Objective:</b>	<b>Addresses CCSS:</b>	
<b>Language Objective:</b>	<b>Addresses ELD Standard:</b>	
<b>IEP Goal(s) Addressed in Lesson for Focus Student:</b>		
<b>Materials Needed for this Lesson:</b>		

### **Building Background**

(Link to Experience, Link to Prior Learning, Teach Vocabulary)

### **Delivery of Instruction**

#### **Direct Instruction / Model / I Do**

*Include scaffolds provided and learning strategies used.*

#### **Work Together / We Do**

*Include scaffolds provided and learning strategies used.*

#### **Independent Practice / You Do**

*Include scaffolds provided and learning strategies used.*



<b><u>Check for Understanding</u></b>	
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<b><u>Reflection (complete after the lesson)</u></b>	
<b>Initial Reflection</b> Answer these questions <i>prior</i> to debriefing with your supervisor.	<ul style="list-style-type: none"><li>• What did my students learn? How well did I teach this lesson? Were my differentiation strategies appropriate? Did I scaffold where needed? How did I support student engagement</li><li>• What evidence do I have that students in general and my focus student in particular learned what I intended them to learn in this lesson?</li><li>• <b>What actionable feedback did I provide to my students?</b></li><li>• What challenges came up for me in this lesson? How did I manage them?</li><li>• What data did I gather on my focus student's IEP goal from this lesson?</li></ul>
<b>Summary Reflection</b> Based on your observation and debrief conversation with your supervisor and/or mentor answer the questions.	<ul style="list-style-type: none"><li>• How did your debrief conversation help you focus on your strengths and challenges?</li><li>• What steps will you take to implement your goal for subsequent lessons?</li><li>• How successful were you in implementing your focus questions? How did they help you to learn more about yourself? Your students? Your planning?</li><li>• What questions are surfacing for you as a result of your reflection and debrief?</li></ul>

## Coaching Cycle Stages

### 1. Pre-Observation Conference

- a. Prior to teaching your lesson, select a Teacher Performance Expectation ([TPE](#)) that you would like to focus on or identify a goal that you have for your teaching.
- b. Consult with your Mentor Teacher about your lesson
- c. Complete your [Lesson Plan](#). Consider: How does your plan address your TPE or goal?
- d. Share your Lesson Plan with your Mentor Teacher and University Supervisor for feedback, at least 48 hours before your lesson.
- e. Meet with your University Supervisor to discuss their feedback

### 2. Observation

- a. Implement your lesson plan and adjust based on student needs. Your University Supervisor will observe you. Your Mentor Teacher may co-observe during this time.

### 3. Post-Observation Conference, Reflection, and Goal Setting

- a. After the lesson, complete the “Initial Reflection” section under [Reflection](#).
- b. Schedule a time to debrief the observation with your Supervisor. This conversation can happen immediately after the conversation and should occur no later than 48 hours after the lesson. You both will discuss strengths and areas of growth for the lesson and engage in a goal setting conversation for next time.
- c. After the conversation with your Supervisor, complete the “Summary Reflection” section of the [Reflection](#).

## Lesson Plan for Meaning Making

<b>Date:</b>	<b>Content Area:</b>	<b>Grade Level:</b>
<b>Students/Class:</b>	<b>Focus Student (Description of Strengths and Needs):</b>	
<b>Guiding Question for this Lesson:</b>		
<b>Content Objective:</b>		<b>Addresses CCSS:</b>
<b>Language Objective:</b>		<b>Addresses ELD Standard:</b>
<b>IEP Goal(s) Addressed in Lesson for Focus Student:</b>		
<b>Materials Needed for this Lesson:</b>		

<p style="text-align: center;"><b><u>Building Background</u></b>          (Link to Experience, Link to Prior Learning, Teach Vocabulary)</p>	
<b>Vocabulary to be addressed</b>	

<p style="text-align: center;"><b><u>Delivery of Instruction</u></b></p> <p>Students read, listen, speak, and write with comprehension and effective expression. Teacher candidates create environments that foster students' oral and written language development, including discipline-specific academic language.</p>	
<p><b><u>Direct Instruction / Model / I Do</u></b>  <i>Include scaffolds provided and learning strategies used.</i></p> <p><b>Before Reading Strategies:</b>  <i>help students make meaning of the text before reading. (e.g., making predictions, generating questions about the story and/or pictures, close viewing activities to draw information from the text)</i></p>	
<p><b><u>Work Together / We Do</u></b>  <i>Include scaffolds provided and learning strategies used.</i></p>	

<p><b>During Reading Strategies:</b>  <i>help students make meaning of the text while reading it (e.g., questioning, experiential, multisensory, and hands-on activities)</i></p>	
<p><b><u>Independent Practice / You Do</u></b>  <i>Include scaffolds provided and learning strategies used.</i></p> <p><b>After Reading Strategies:</b>  <i>help students make meaning of the text after reading (e.g., listening, speaking or communicating symbolically, to ask and answer questions about the story, engaging in reading and writing about the story across disciplines, engaging in reflection and story analysis, re-telling and/or re-enacting the story)</i></p>	
<p><b><u>Check for Understanding</u></b></p>	

<b><u>Reflection (complete after the lesson)</u></b>	
<b>Initial Reflection</b> Answer these questions <i>prior</i> to debriefing with your supervisor.	<ul style="list-style-type: none"> <li>• What did my students learn? How well did I teach this lesson? Were my differentiation strategies appropriate? Did I scaffold where needed? How did I support student engagement</li> <li>• What evidence do I have that students in general and my focus student in particular learned what I intended them to learn in this lesson?</li> <li>• What challenges came up for me in this lesson? How did I manage them?</li> <li>• What data did I gather on my focus student's IEP goal from this lesson?</li> </ul>
<b>Summary Reflection</b> Based on your observation and debrief conversation with your supervisor and/or mentor answer the questions.	<ul style="list-style-type: none"> <li>• How did your debrief conversation help you focus on your strengths and challenges?</li> <li>• What steps will you take to implement your goal for subsequent lessons?</li> <li>• How successful were you in implementing your focus questions? How did they help you to learn more about yourself? Your students? Your planning?</li> <li>• What questions are surfacing for you as a result of your reflection and debrief?</li> </ul>



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## Coaching Cycle Stages

### 1. Pre-Observation Conference

- Prior to teaching your lesson, select a Teacher Performance Expectation ([TPE](#)) that you would like to focus on or identify a goal that you have for your teaching.
- Consult with your Mentor Teacher about your lesson
- Complete your [Lesson Plan](#). Consider: How does your plan address your TPE or goal?
- Share your Lesson Plan with your Mentor Teacher and University Supervisor for feedback, at least 48 hours before your lesson.
- Meet with your University Supervisor to discuss their feedback

## 2. Observation

- a. Implement your lesson plan and adjust based on student needs. Your University Supervisor will observe you. Your Mentor Teacher may co-observe during this time.

## 3. Post-Observation Conference, Reflection, and Goal Setting

- a. After the lesson, complete the “Initial Reflection” section under [Reflection](#).
- b. Schedule a time to debrief the observation with your Supervisor. This conversation can happen immediately after the conversation and should occur no later than 48 hours after the lesson. You both will discuss strengths and areas of growth for the lesson and engage in a goal setting conversation for next time.
- c. After the conversation with your Supervisor, complete the “Summary Reflection” section of the [Reflection](#).

### Lesson Plan Template - Collaborative Discussion and Presentation

<b>Date:</b>	<b>Content Area:</b>	<b>Grade Level:</b>
<b>Students/Class:</b>	<b>Focus Student (Description of Strengths and Needs):</b>	
<b>Guiding Question for this Lesson:</b>		
<b>Content Objective:</b>		<b>Addresses CCSS:</b>

<b>Language Objective:</b>	<b>Addresses ELD Standard:</b>
<b>IEP Goal(s) Addressed in Lesson for Focus Student:</b>	
<b>Materials Needed for this Lesson:</b>	

<p style="text-align: center;"><b><u>Building Background</u></b> (Link to Experience, Link to Prior Learning, Teach Vocabulary)</p>
<p>Provide specific information about what the teacher will say and do to promote vocabulary knowledge and use while attending to grammatical structures. Vocabulary activities must include opportunities for children to listen, speak (or communicate symbolically), read, and write. Describe how you will attend to children's comprehension of vocabulary and their use of effective expression.</p> <p><u>Describe</u> how you will leverage children's existing linguistic repertoires, including home languages and dialects, and accept and encourage trans languaging.</p>



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Delivery of Instruction	
<p><b>Reading the Informational Text:</b></p> <p>Provide specific information about what the teacher will say and do to help students make meaning of the informational text as it is read aloud (e.g., before, during, and after reading strategies to support comprehension)</p>	
<p><b>Engaging in Collaborative Discussions:</b></p> <p>Provide specific information about what the teacher will say and do to engage students in collaborative discussions about the topic. The collaborative discussion should provide opportunities for each student to engage in multiple conversational turns with peers, including both listening and speaking (or communicating symbolically) opportunities. Candidates should provide scaffolds where necessary (e.g., sentence frames, anchor chart with key</p>	

<p>vocabulary, etc.) to ensure the use of discipline-specific academic language related to the non-fiction text.</p>	
<p><b>Preparing and presenting information on the topic:</b></p> <p>Provide specific information about how students will work with a partner to prepare a presentation about the topic, using both written and oral (or symbolic) communication that adheres to beginning language conventions. Presentations may include posters, powerpoints, or google slides, etc. Both partners should participate in the written and speaking (or communicating symbolically) aspects of the presentation.</p>	
<p><b><u>Check for Understanding</u></b></p>	

<p><b><u>Reflection (complete after the lesson)</u></b></p>
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<p><b>Initial Reflection</b></p> <p>Answer these questions <i>prior</i> to debriefing with your supervisor.</p>	<ul style="list-style-type: none"> <li>• What did my students learn? How well did I teach this lesson? Were my differentiation strategies appropriate? Did I scaffold where needed? How did I support student engagement</li> <li>• What evidence do I have that students in general and my focus student in particular learned what I intended them to learn in this lesson?</li> <li>• What challenges came up for me in this lesson? How did I manage them?</li> <li>• What data did I gather on my focus student's IEP goal from this lesson?</li> </ul>
<p><b>Summary Reflection</b></p> <p>Based on your observation and debrief conversation with your supervisor and/or mentor answer the questions.</p>	<ul style="list-style-type: none"> <li>• How did your debrief conversation help you focus on your strengths and challenges?</li> <li>• What steps will you take to implement your goal for subsequent lessons?</li> <li>• How successful were you in implementing your focus questions? How did they help you to learn more about yourself? Your students? Your planning?</li> <li>• What questions are surfacing for you as a result of your reflection and debrief?</li> </ul>