



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 587 A & B Advanced Field Study and Seminar

Fall 2021

Advanced Studies in Education and Psychology

Education Specialist Preliminary Program

Course Information

Instructor: Mardell Nash	Email: Mardell.nash@csulb.edu
Virtual Office Hours Days/Times: By appointment weekly	
Seminar Class Day/Times: Wednesdays 7pm – 9:45pm. Check posted schedule	

Catalog Course Description

Prerequisites: Full Admission to the Preliminary Education Specialist Credential in Mild/Moderate and Moderate/Severe Disabilities.

Advanced field study in a public or private school or community-based site serving individuals with mild/moderate or moderate/severe disabilities. Candidates will demonstrate competencies in their own classroom or with a master teacher, under the supervision of a university supervisor.

Credit/No Credit grading only.

Course Learning Outcomes (CLO) and Program Student Learning Outcomes (SLO)

This course is designed as a culminating experience for candidates to demonstrate and apply Program Learning Outcomes that have been addressed throughout Program coursework. Student Learning Outcomes that are addressed in Advanced Field Studies are:

Description of Student Learning Outcomes:

SLO #1	Candidates will describe the legal, ethical, and historical foundations of special education in a multicultural society (CTC Program Standard 2)
SLO #2	Candidates will assess student current level of performance using multiple measures (CTC program standard 5)

SLO #3	Candidates will plan individualized education programs in alignment with individual student needs/competencies and California Content Standards, including those for English Learners (Program Standard 8)
SLO #4	Candidates will design instruction for students that is aligned with IEP goals, based on student data, and best practices in special education (CTC M/M Standard 3 & M/S standard 3)
SLO #5	Candidates will effectively collaborate and consult with teachers, families, and other school professionals to provide cohesive delivery of services (CTC Program Standard 4)
SLO #6	Candidates will determine effective behavioral, emotional, and environmental supports for student learning (CTC M/M Standard 4 & M/S Standard 4)
SLO #7	Candidates will effectively plan for transition of students into, though, and beyond school (CTC Program standards 7)

This course is designed as a culminating experience for candidates to demonstrate and apply Teacher Performance Expectations that have been addressed throughout Program coursework. TPEs that are addressed in Advanced Field Studies are:

Teacher Performance Expectations (TPEs)

TPE 1-12 <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

The Teaching Performance Expectations are used as a guide for supervision and support throughout the Advanced Field Studies experience. Candidates are instructed to enroll in the TPE of the Week (<http://www.caltpe.com>) where they will receive daily reminders via email on how to implement the TPEs in their student teaching/intern experience.

Mode of Delivery and Technical Requirements

Due to the COVID-19 pandemic, Supervision of candidates will be conducted through Alternative Modes of instruction, using both synchronous online and asynchronous support and teaching. Candidates will access course materials and activities through BeachBoard. All candidates must have access to a computer or other device with Internet functionality to access BeachBoard, online platforms, participate in class activities, and complete assignments. Candidates must also have access to Internet sufficient to interact in synchronous meetings.

To access this course on BeachBoard and Zoom, candidates will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Candidates are expected to access and engage through BeachBoard multiple times each week.

Course Seminar Schedule

Synchronous Seminars Meetings are held on Wednesdays at 7pm. Information about the seminar format, candidate

groups, and topics will be provided at the Mandatory Fieldwork Orientation Seminar, which is the first Seminar meeting of the semester. Candidates will attend all Seminars marked as “required” and will participate in a combination of asynchronous and synchronous Seminars, as well as small collaborative breakout Seminars hosted by University Supervisors.

Course Evaluation Components and Grading

Candidates will add work to their Education Specialist Credential Portfolio from work in Fieldwork based on their student teaching experiences.

All course requirements should be completed in a timely fashion, ensuring that Supervisors are able to evaluate a Candidates progress towards the required expectations. Failure to provide material by the Supervisor’s prescribed due dates may result in a “No-Credit” for semester requirements. Supervisors will not receive any new material for review following the last day of semester course instruction (prior to Finals Week).

Fieldwork Attendance

Due to the COVID-19 pandemic, Final Fieldwork Student Teaching will be delivered through a flexible variety of modes which will include a combination of 1. In-person teaching with practice and reflection 2. On-line (virtual) teaching with practice and reflection 3. Observations of Master Teacher teaching with reflection 4. Modules or simulations of teaching competencies with practice and reflection.

Candidates will report in-person or virtually for the school site required reporting hours (vary per district) for a 4-day week. The 5th day of the week is reserved for University Supervisor directed additional fieldwork experiences, designed to ensure the candidate has depth and breadth of clinical experiences.

Attendance policies, listed below in syllabus, must be followed. Excessive absences from the fieldwork may result in “No-Credit” for the course section.

Field Visits by University Supervisor and Formative Evaluations (Midpoint)

The University supervisor will observe the candidate a minimum of 6 (for A or B only) or 12 (for A&B concurrently) times during the semester. Observations with feedback and discussions will be conducted at mutually determined times. Candidates are expected to be prepared for the field visits and to inform the supervisor in advance if there is a reason to cancel a field visit. With assistance from the university supervisor, candidates will set goals for each field visit. The Fieldwork Observation and Reflection form will summarize what was observed/discussed during visit, plan for next visit, and the supervisor documents clear expectations for course completion. Candidate will receive a copy of this form through S4@TheBeach. Formative and Summative Evaluations will be conducted, and candidates will receive a copy of these.

Traditional student teachers will be assigned a Master Teacher with whom they will work for the semester and who will collaborate with the candidate and university supervisor to evaluate the candidate’s performance. Interns will identify site-based supervisors (e.g., principal, school psychologist, lead teacher) who will work with the University supervisor in evaluating their field-based competencies. Candidates will assist in scheduling meetings for the university supervisor to meet with their master teacher/field supervisor, and others at their field site as needed, to demonstrate their student teaching competencies and meet related requirements.

S4@TheBeach Final Fieldwork Observation and Journal Form:

Candidates will log into S4@The Beach weekly to record the type of clinical or alternative interactions represented throughout each week. Candidates will submit the Final Fieldwork Observation and Journal Form by *Sunday evening* each week (for A/B candidates) or by Sunday evenings bi-monthly (for B *only* candidates). Candidates will complete Final Fieldwork Observation and Journal Forms for weeks #1-7 for those enrolled in (A/B), and weeks #8-14 for those enrolled in (B and/or A/B). Supervisors will respond to reflection forms by Wednesday. The cooperating teacher (Master Teacher or Mentor) will receive a copy of the form to review. These journal entries for each day should explain

how you are continuing to support your students and work with your cooperating teacher, collaborate with other professionals, help plan lessons and assessments, communicate and connect with your students, and plan for IEPs. Reflect upon the Teacher Performance Expectations (TPEs) and Competency Checklist and connect your journal reflection to these. Be sure that you address all TPEs and Competency areas over the arc of the semester.

Intern Student Teachers will also complete the Intern Log on S4@The Beach.

Candidates will adhere to the assigned district's required hours of daily instruction and will be available to collaborate with school personnel and participate in school directed meetings. Candidates completing traditional student teaching may elect, with approval from their supervisor and master teacher, to student teach the required hours per district contract for 4 days, across a 5-day option. Supervisors still reserve the option of assigning additional virtual clinical fieldwork experiences to be completed on the 5th day of each week.

Seminar Meetings

An Orientation Seminar is held the first week of the semester and is required for all. Additionally, there will be required Seminar meetings that all candidates must attend. Check with your Supervisor and/or the published Seminar Schedule to determine these required Seminars. Seminar content is collaborative in nature, and therefore not eligible for make-up with a direct replacement activity for credit. Excused absences must meet the above university requirements.

Portfolio and Clinical Fieldwork Experience Log

Guidelines: <https://www.csulb.edu/college-of-education/special-education-credential-program-escp/documents-and-forms>

Candidates must continue to demonstrate breadth and depth of field experiences within their fieldwork log. They must also continue to add artifacts with accompanying reflective narratives to their program portfolio. Supervisors will set a goal with students to demonstrate satisfactory progress on their Clinical Fieldwork Log and Portfolio; university supervisors will determine when the portfolio and clinical fieldwork log have met requirements and are complete. Additional observations, decided by your supervisor, may be required to help meet Competencies. For "A" candidates, 50% of the portfolio and fieldwork log must be completed for course credit. For "B or A&B" candidates, 100% of the portfolio and fieldwork log must be completed. Clinical fieldwork may also be logged in the S4@TheBeach, and this can be used as part of the total Clinical Fieldwork Log

Summative Competency Checklist Assessment

Candidates will be evaluated on their competencies by a variety of methods which include: journals, observations, interviews, Beachboard submissions and portfolio artifacts. This combination of evidence will be used to evaluate the required competencies, as listed on the Competency Checklist. Candidates must have a score of "3" or better on all competencies for credit for "A&B" or "B" and must have scores of "3" or better on 60% of the competencies for credit for "A". Candidates will be informed of their progress through the Observation Notes from the supervisor and Master Teacher, the Midpoint Formative Evaluation, and through the Master Teacher/Site Provider Formative Evaluation and Supervisor Summative Evaluation.

Candidates should be regularly tracking their progress towards these competencies, beginning with their self-evaluation (see below). Candidates are expected to set goals for meetings with their Supervisor and Master Teacher/Site Provider. Candidates should ensure that their journals, portfolio, and field experiences reflect these competencies.

Self-Evaluation and Goal Setting

Candidates will evaluate their own performance on the student teaching competencies during the semester. They will identify and summarize their areas of strength and need and develop goals for the semester that will assist them in meeting their student teaching competencies. Candidates are encouraged to set additional goals to facilitate their professional growth as well. Candidates will complete the attached Self-Evaluation and Goal Setting Summary sheet at the beginning of the semester and submit it to their University Supervisor.

Candidates will assume full responsibility for ensuring that their university supervisor has adequate opportunities to evaluate their student teaching competencies. In addition to direct observation of the student at their field site, mastery of competencies may be demonstrated through journal entries, short written assignments, and the candidate’s program portfolio that includes assignments completed in coursework, interviews with the candidate’s field supervisor, administrator, peers, and students.

Candidates will receive regular feedback from their university supervisor about the progress they have made and areas in which they need to work. They will also receive a summative evaluation of their field competencies at the end of the supervised field experience.

Individualized Development Plan (IDP) - Transition Plan

Candidates enrolled in “A/B” or “B” must complete an IDP Transition Plan. The plan will be signed by the university supervisor. A copy of the plan will need to be shared with the university supervisor, but, the original plan will be kept by the candidate. This form is critical for the Education Specialist Clear Credential.

Grading Policy

Credit/No Credit Grading Only

Students will be provided a copy of the EDSP 587/588 Credit Worksheet documenting course requirements and student completion of requirements.

Evaluation Components

All evaluative components must be met with passing criteria for Credit (Cr).

Evaluation Component	Cr/Nc
Seminar attendance and participation	
Portfolio completed with coursework and fieldwork artifacts	
Self-Evaluations and Goal Setting	
Individualized Development Plan – Transition Plan	
Formative Midpoint Evaluation and Meeting	
Summative Competency Checklist Assessment ratings of 3 or 4 in all areas	
Fieldwork Experience Log	
S4@TheBeach Final Fieldwork Observation and Journal Form	
Summative Evaluation Form	
Professional Disposition Qualities Assessment	
Fieldwork Attendance	
Credit / No Credit	

Course Policies

Communication Policy

Candidates are encouraged to contact the University Supervisor with any questions they may have. The Supervisor is available by online appointment and through email.

Dispositions for Program Participation

Candidates will demonstrate professional commitment and responsibility, effective intra- and interpersonal skills, and positive attitudes toward learners (students in Education Specialist Program please refer to PDQ survey).

Plagiarism/Academic Integrity Policy

The instructor expects all students to provide original thoughts, ideas, and work in all written assignments. Correct citations (APA format) must be provided when summarizing or quoting another's work. While it is not expected to be a problem in this course, please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and academic integrity. Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Reference Page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism.

Pursuant to Policy Statement 08-02, instructor will take action appropriate for the situation, including the possibility of investigation and action by the Office of Student Conduct and Ethical Development. Students should read the section on cheating and plagiarism: [cheating and plagiarism in the CSULB catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html).

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy.

Attendance Policy

Fieldwork attendance and Seminar attendance is expected for all candidates. Candidates are expected to follow fieldwork site policy and practice for reporting late arrival and or absences. Candidates will contact the Master Teacher at the earliest time possible to report late arrival or absence. Candidates are expected to be able to provide Master Teacher/Substitutes with lesson plans and any other agreed upon work and materials in a timely fashion. Candidates will also report all absences/late arrivals to their University Supervisors. Supervisors will collaborate with Master Teachers/Site Providers to determine any adjustments in the proposed semester schedule to accommodate. Candidates are to be available for student teaching during the date range provided each semester in both site Conformation email and also provided during the Orientation Seminar.

Excused Absences

Candidates must provide documentation for any excused absence, which include 1.Illness or injury to the student; 2.Death, injury or serious illness of an immediate family member or the like; 3.Religious reasons; 4.Jury duty or government obligation; 5. University sanctioned activities

Please refer to and get familiar with the [CSULB Attendance Policy - http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html).

Education Specialist Website

Candidates should visit the Education Specialist Website on a regular basis. Department announcements and deadlines are posted. "Policies" are updated regularly, and candidates are responsible for these. "Fieldwork Forms" can be found under Post-bac Program Information.

Forms: <https://www.csulb.edu/college-of-education/special-education-credential-program-escp/documents-and-forms>

**Program Policies: <https://www.csulb.edu/college-of-education/special-education-credential-program-escp/program-policies>

**Candidates are responsible for following these posted Program Policies.

Additional Information

Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Student Health Services

The mission of Student Health Services is to support academic excellence by promoting physical and mental well-being. Candidates are encouraged to view the different health resources and programs that are listed from the home page of the SHS website. <http://web.csulb.edu/divisions/students/shs/>

Bob Murphy ACCESS Center (BMAC) assists students with disabilities as they secure their university degree. Formerly this was known as Disabled Student Services. This support program is within the Division of Student Services and is in SSC, room 100 and can be reached at 562-985-5401. They are opened 8AM-5PM weekday hours. Please see the website for specific information on DHH and Autism Services, the Stephen Benson Learning Disability Program, as well as information on support animals and advisement support.

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Inform me of Any Accommodations Needed

Candidates are encouraged to reach out to BMAC as soon as possible. Additionally, please notify me of any known accommodations or supports that will assist in your academic success this semester.

<http://web.csulb.edu/divisions/students/dss/>

DREAMERS Success Center

The Dream Success Center was established with the intent to provide services, resources, and support to undocumented students on the CSULB campus. Come visit us in Peterson Hall 2, Student Success Center (SSC-290) beginning 01/16/2019 or you can explore this web page to learn more about how we can assist you. www.csulb.edu/dream.

OMBUS Student Resources

The Office of University Ombuds is an independent, neutral resource for informal problem-solving. The Office serves all members of the campus community – including students and alumni/ae. Please see their extensive Student Resources list <http://web.csulb.edu/president/ombuds/resources/>

CED Scholarships and Financial Aid

The CSULB Center for Scholarship Information (CSI) offers a one-stop shop for information on all CED, General Campus and External Scholarships. CSI also provides access to the BeachScholarships system, which offers a single online application for all CED and General Campus Scholarships during the application cycle from November 1 through February 15.

Student Emergency Intervention and Wellness Program

The CSULB Student Emergency Intervention and Wellness Program is a comprehensive initiative that identifies and immediately serves CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis. To access these resources please contact 562-985-2038 or visit http://web.csulb.edu/divisions/students/studentdean/emergency_grant/

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments, and deadlines, if situations arise that necessitate doing so.