



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION
Advanced Studies in Education and Counseling Department

COURSE INFORMATION

EDSP 586 Education Specialist Intern Credential Supervision

Fall 2021

Tuesday 7-9:45 p.m

INSTRUCTOR INFORMATION

- o Instructor: Mardell Nash, M.A.
- o Office Location: Online
- o Office Hours: Tues: 5PM - 7PM
- o Phone: 562-883-0615
- o Email: Mardell.Nash@csulb.edu
- o Alternate Email: Delmarbark@aol.com (current students only)

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a teaching and learning 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.

COURSE DESCRIPTION

Prerequisites: Full admittance to Education Specialist Intern Program (ESIP). Candidates will be assigned a fieldwork supervisor who will provide support and supervision through classroom visits, online, and other means as needed. Specific emphasis on teaching English learners with disabilities. Credit/No Credit only.

STUDENT-BASED LEARNING OUTCOMES

The student learning outcomes for this course are based on the CA Standards for the Teaching Profession (CSTPs) and the Teacher Performance Expectations (TPEs), with a focus on TPEs 4 and 7.

Candidates will

1. Adapt, modify, accommodate, and supplement instruction for students with disabilities (TPE 1).
2. Develop and implement IEP instructional goals (aligned with CCSS) using appropriate instructional materials, supports and classroom procedures (TPE 4).
3. Clearly communicate instructional objectives ensuring active and equitable participation of all students (TPE 5)
4. Apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners (TPE 7).
5. Establish clear long-term and short-term goals for student learning based on CCSS (TPE 9).
6. Use a variety of effective strategies including methods for promoting positive behavioral and social skills (TPE 11)

7. Maintain required CTC records for support and supervision.

RECOMMENDED TEXTS

Echevarria, J., Vogt, M.E. & Short, D. (2010). *Making Content Comprehensible for Elementary English Learners: The SIOP® Model*. Boston: Allyn & Bacon.

Janney, R., & Snell, M. E. (2008). *Behavioral Support* (2nd Ed.). Baltimore, MD: Brookes Publishing Co.

The supervisor may require additional readings/articles. These will be made available on BeachBoard.

COURSE POLICIES AND REQUIREMENTS

- A. All assignments must be typed in *12 point font and double-spaced, with 1 inch margins, stapled, proofread and edited* for spelling and grammatical errors (points will be deducted for such errors). Students are expected to utilize APA (6th Edition) on all written products.
- B. Students are expected to initiate contact with the instructor about any questions they may have about the course, either through e-mail contact, office hours, or scheduling an additional appointment.
- C. It is expected that students will engage in respectful and professional interactions and communication in person or in writing and with all participants, including fellow students, the instructor, guest speakers, and all students, family members, teachers, and other personnel with whom students might interact in the context of this course. This includes using respectful people-first language in describing, referring to, and interacting with all individuals, as well as maintaining the confidentiality of students and families at all times by withholding identifying information in both oral and written references. Use of cell phone and laptop used for purposes other than course topics/activities during class is not permitted.
- D. Late assignments may be submitted for up to seven days after the original assignment due date. One point will be deducted per day after the assignment due date.
- E. Attendance and participation are expected. Students who have more than 2 unexcused absences may not receive credit for the course.
- F. Students must familiarize themselves with the University definition and policy on plagiarism and adhere to professional standards of academic honesty and integrity in all work. Whenever drawing upon the work or ideas of another person, that work must be properly cited whether it be quoted or paraphrased.
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html
- G. University policy on withdrawal applies
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html

- H. Note on reasonable accommodations for CSULB students with disabilities: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he or she should seek the assistance of the Director of [Disabled Student Services](#) on campus.

COURSE ASSIGNMENTS

1. Maintain Support & Supervision Log
 - a. This will record support, mentoring, and supervision from University and district personnel.
 - b. Total should be 144 hours (general) each semester + 45 hours specifically for working with EL students (unless previous EL authorization is provided)
2. SIOP Lesson Planning (SLO 1, 3, 4)
 - a. Lesson plans will be prepared in at least two content areas following the SIOP model of instruction for EL students
3. Aligning lessons to IEP goals (SLO 2 & 5)
 - a. Lesson plans will include at least two IEP goals and related objectives and will demonstrate how students will have opportunities to address those goals in each lesson.
4. Positive behavior support (SLO 6)
 - a. Candidates will demonstrate knowledge of positive behavior support strategies through in-class activities and assignments as well as practice as observed by the university supervisor
5. Participate in online discussion groups (BB) related to selected topics.
6. Complete and submit Intern program-related documents as requested by instructor.

GRADING/COURSE CREDIT

Grading for this 1 unit course is Credit/No Credit only. Completion of all course requirements is required in order to receive credit for the course.

This course will be taken each semester that the candidate is teaching with an intern credential. The course is to be repeated until the candidate enters full-time supervised fieldwork courses (EDSP 587 A/B or EDSP 588A/B).

SCHEDULE OF CONTENT AND ASSIGNMENTS – EDSP 586 – SPRING 2017

Meeting 1 August 24

Topic: Expectations and Requirements for the semester

Meeting 2 September 7

Topic: SIOP model – ELL strategies

Meeting 3 September 28

Topic: IEP writing and Common Core Standards

Meeting October

12 Behavior

Meeting 5 November 9

Inclusive practices

Final Meeting November 30

Wrapping things up – Closing Discussions