

ECSE

2024-
2025

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

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

College of Education – Teaching Credentials
Updated: August 2024



SACRAMENTO STATE
Redefine the Possible

Greetings!

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

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

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

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

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

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

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

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

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

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

Best wishes,

The Faculty and Staff of the Teaching Credentials Branch

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

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Glossary of Terms

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

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

Clear Credential – See Professional Clear Credential for more information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching Credentials Branch Office – Eureka Hall 401, (916) 278-6639

SSC Office – Eureka Hall 437, (916) 278-6403

Credential Analysts’ Office – Eureka Hall 414, (916) 278-4567

The academic year hours for the offices listed above are:

Monday – Friday, 8 a.m. – 12 p.m. & 1 p.m. – 5 p.m. (*check website for summer hours*)

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

Teaching Credentials Department Chair: **Dr. Jenna Porter**, jmporter@csus.edu, (916) 278-6639

GENERAL ACADEMIC AND PROGRAM SERVICES:

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

CONTACTS for Program Specific Services:

- **Linda Lugea, Branch Administrative Analyst**
llugea@csus.edu, Eureka Hall 401, (916) 278-5399
- **Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator**
m.dawal@csus.edu, Eureka Hall 401, (916) 278-4081
- **Elizabeth Christian, Lead Credential Analyst**
echristian@csus.edu, Eureka Hall 414, (916) 278-5553
- **Ashley Ciraulo-Stuart, SCC Programs Advisor**
aciraulo@csus.edu, Eureka Hall 437, (916) 278-6403
- **Karina Figueroa-Ramirez, COE, Educational Equity Coordinator**
figueroaramirez@csus.edu, Eureka 437, (916) 278-4324
- **Leslie Banes, Bilingual Coordinator**
l.banes@csus.edu, Eureka 304

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

Important Resources and Updates

Resources

1. Link to the Sac State Teaching Credentials [Current Students website](#)
2. Link to the [TCRED Policies Handbook](#)
3. Link the [Internship Guidelines](#) (revised August 2024)
 1. [Letter to Employers of Education Specialist Interns](#) (updated May 2023) – by CTC

Updates August 2024

1. Students **no longer have to do extra to meet the Basic Skills requirement**. This is now met by simply having their bachelor's degree.
2. The Teaching Credentials department are **no longer tracking TB!** That is part of the district clearance, so students **MUST** be cleared from the district **AND** state (Certificate of Clearance).
3. Students will be **enrolled in a credential Canvas course** early August and will be able to upload and track their own progress toward program requirements. This includes uploading documentation of their district clearance so we have evidence of that!
4. The Education Specialist **Teaching Performance Assessment (TPA)** requirement will require ECSE Preliminary credential candidates to pass a TPA beginning Fall 2025. Thus, candidates who begin the program prior to 2025 are **NOT** required to take the TPA (Cal TPA for ECSE candidates at Sac State).
5. ECSE Preliminary candidates who began their program Fall 2023 and Fall 2024 are required to take and pass the **Reading Instruction Competence Assessment (RICA)** to be awarded the full ECSE Preliminary credential birth to kindergarten (this includes teaching TK and kindergarten students with disabilities). When candidates complete all other ECSE program requirements but do **NOT** take and/or pass the RICA, they will be awarded the ECSE credential birth to preschool (this does **NOT** include TK and kindergarten students with disabilities).
 1. Sac State's ECSE program has been accepted in Spring 2025 to participate in the **pilot study of the Cal TPA Literacy Teaching Performance Assessment (LPA)**. Candidates enrolled in EDSP 234 will be required to complete this as one of their assignments (those not enrolled in EDSP 234 can opt to participate or wait to take the LPA in their final semester when it is required by CTC). Candidates who receive a passing score in the pilot will have met the RICA requirement and do not have to take and pass the RICA.
 2. The **RICA requirement** will no longer be required for candidates starting their credential program after July 2025. Instead, the new Literacy Performance Assessment (LPA) will be required for candidates starting after July 1, 2025.

ECSE Important Dates & Events

Orientations

Fall 2024: Instruction August 26 – December 6, 2024 (Finals week: December 9-13)

Fall Fieldwork Orientation.

All teacher candidates are required to attend a mandatory fall field work orientation. New candidates attend on campus **Friday, August 2, 9am-3:00pm.** Returning candidates attend in Zoom on **Wednesday, August 21, 4:30-6pm.**

Field Experience Placement.

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

New Candidate Teaching Credentials Joint Orientation

New candidates beginning Fall 2024 are required to attend a mandatory Joint Orientation on the Friday before classes begin: **August 23, 2024; 8-8:45a BIPOC breakfast, 9a-5p Orientation.**

Annual ECSE Fall Kickoff.

All candidates, alumni, and faculty are invited to attend the annual social event to build relationships, engage in early childhood play-based activities, and learn from one another. The event is held every year the Saturday before Sac State Fall classes begin. **This year it is August 24, 2024; 10a-2p.**

Communication Technology Education Center (CTEC) Tour

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

Fall Holidays, Campus Closed (no classes):

- Labor Day: September 2
- Veterans Day: November 11
- Thanksgiving: November 28-29
- Campus closed: Dec 25-Jan 1

Spring 2025: Instruction January 21 – May 9, 2025 (finals week: May 12-16)

Spring Fieldwork Orientations: December before the winter break

Teacher candidates, Cooperating Teachers/Mentors, and Supervisors are required to attend a mandatory virtual field work orientation.

1-year pathway candidates (SMTR): **Monday, December 11, 2024; 5-6:30p**

2-year pathway candidates in their **first** year: **Tuesday December 12, 2024; 4-5:30p.**

2-year pathway candidates in their **second** year: **Monday December 11, 2024; 4-5:30p.**

Fieldwork Placement – Winter Break

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

Annual ECSE Spring Stroll social event

All ECSE candidates, alumni, and faculty are invited to attend the annual spring social event to build relationships, engage in early childhood play-based activities, and learn from one another. The event is held every year the **Saturday before Spring classes begin or right after they begin** at Sacramento State. This year, the Spring Stroll is **Saturday January 25, 2025; 10a-1pm.**

Fieldwork Placement- Spring Semester.

You are in your placement based on the number of days indicated in your fieldwork syllabus.

Education & Social Impact Career Fair.

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

Individualized Education Program (IEP) Simulation SATURDAY Event

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

CSUS College of Education Multicultural Conference.

2025 TBD. Candidates are required to attend the conference.

ECSE Virtual Graduation

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

Sacramento State College of Education Commencement

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

Spring Holidays, Campus Closed (no classes):

- Spring break: March 31- April 4, 2025
- Cesar Chavez Day: March 31, 2025
- Commencement: May 16-18, 2025

Coursework: Academic Calendar

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

<https://catalog.csus.edu/academic-calendar/>

Schedule of Classes

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

Fieldwork Experiences

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

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

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

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

Teaching Credentials Fieldwork requirements for all candidates

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

Related to placements:

- Candidates cannot start in their placements until they have been cleared by the district
- Candidates must check their CSUS emails daily

Program pathways and options

While candidates are accepted into a cohort that follows a prescribed sequence of classes each semester, they may decide to take classes at a slower pace. Additionally, teacher candidates may decide to apply to be an intern

and seek a full-time teaching position in their local school district (see “Internship” below for more info). In collaboration with your advisor (Cindy Collado), candidates can map out these options and potential alternate plans.

Fall Semester of Candidates’ First Year

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

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

Fieldwork expectation for the following candidates: **SMTR 1-year Pathway Residents**

- Weeks 1-8 (3 days per week following the Prek/TK/K Mentor across their workday; arrive 30 minutes before students arrive and end 30 minutes after they leave). Weeks 9 – 15 (4 days per week with the Prek/TK/K mentor). Some weeks may need to spend more days with Preschool/Kindergarten Mentor, depending on expectations for course projects/assignments as well as potential important opportunities like observations, trainings or meetings you’d like to attend to extend your learning/experience.
- PreK/K fieldwork: Roughly 7 hours per day for 3 days a week (Weeks 1-8) and for 4 days a week (Week 9-15)
- I/T fieldwork: 1 – 2 visits with your Infant/Toddler mentor during the semester (in place of a fieldwork day).
- Enroll in EDSP 475; see course info below
- Total hours for the semester: 364 hours

Fieldwork expectation for the following candidates: **2-year pathway candidates who are not working as paraprofessionals or emergency permit teachers**

- Choice of infant/toddler, preschool, or kindergarten placement with an ECSE Cooperating Teacher (CT) where students with IFSPs or IEPs are provided supports and services (if not with preschool or kindergarten then students find or are assigned a classroom/program to complete EDSP 212 projects). If not Infant/Toddler then assigned an Infant/Toddler Cooperating Teacher (CT) they can visit 2-4 times in the semester
- 3 days a week following the CT across their work day: roughly 7 hours per day for roughly 21 hours/week across 15 weeks; more if need for assignments
- Total hours for the semester: roughly 315 hours

Fieldwork expectation for the following candidates: **2-year pathway candidates who are working as paraprofessionals or emergency permit teachers**

- Complete your fieldwork in your place of employment
- Visit or meet with your Infant/Toddler CT 1 – 2 times this semester
- If you’ve been approved as an intern, see ECSE Intern Teaching below (enrolled in EDSP 478)

Fieldwork expectation for the following candidates: **2-year pathway candidates who are working as Intern Credential teachers**

- See ECSE Intern Teaching (enrolled in the fieldwork course: EDSP 478) below
- Visit or meet with your Infant/Toddler CT 1 – 2 times this semester

Fieldwork expectation for the following candidates: **ECSE-Added Authorization pathway candidates who are working as Emergency Permit teachers**

- Enroll in EDSP 475; see course info below

ECSE Early Field Experience I (EDSP 474)

Offered in the second semester (spring); requires attendance at fieldwork site 3 days a week (roughly 7 hours a day) for a total of roughly 315 hours across the 15-week semester. Candidates in the early childhood special education (ECSE) program complete early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this first early field experience, candidates focus primarily on observing evidence-based environments, instruction, and interventions as well as practicing skills including collaborating with a young child's family and team, engaging in data-based decision making, and creating and implementing intervention plans.

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

ECSE Early Field Experience II (EDSP 475)

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

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

ECSE Student Teaching: Infants/Toddlers (EDSP 476)

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

- Infant and toddler program with an ECSE mentor serving families and their young children ages birth-3 with IFSPs
- Total hours for the semester: 200 hours (this can be achieved in many ways with at least 3 to 4 days per week as arranged with the CT)
- 6 university supervisor observations

- 2 weeks ‘solo’ teaching at the end of the experience
- Fieldwork Evaluation Rubric passing score: average score of ‘4’

ECSE Student Teaching: Preschool/Kindergarten (EDSP 477)

Taken in the candidate’s final (Spring) semester of the program while completing their edTPA. One of two culminating experiences, candidates complete the student teaching experience with a cooperating teacher in their public school setting with preschoolers or kindergarteners with disabilities. Completed concurrently with integrated coursework and focuses on candidates gradually taking the lead on planning, implementing, and assessing instruction of all students in a school-based program while providing tiered levels of support and embedded instruction to target the needs of students with disabilities.

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

ECSE Intern Teaching (EDSP 478)

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

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

Under special circumstances and *after approval by special education program faculty and the teaching branch chair*, candidates who have not yet completed the teacher preparation program may be hired by an employer to work as the teacher-of-record, assuming all of the duties of a full-time certificated teacher while also completing remaining credential program requirements. The ability to recommend a candidate for an intern credential is granted to Sacramento State by the California Commission on Teacher Credentialing (CCTC). In order to obtain CTC approval to recommend candidates for intern credentials, our programs must submit detailed documents and execute specific legal agreements between Sacramento State and the employer. We are currently approved by the CTC to recommend candidates in our programs for intern credentials. For more information about the Intern Program offered through CCTC visit this website: [www.ctc.ca.gov/credentials/leaflets/university-internship-credentials-\(cl-402a\)](http://www.ctc.ca.gov/credentials/leaflets/university-internship-credentials-(cl-402a)) and for more information about the requirements and process for applying to be an intern through Sac State, see the *Intern Teacher Guidelines for Education Specialist* on the Teaching Credentials-Forms website: www.csus.edu/college/education/teaching-credentials/_internal/_documents/f24-intern-guidelines.pdf.

Intern Candidate Considerations. This is a decision that should not be made lightly. ECSE teacher candidates considering applying to be an intern through Sac State and applying for a teaching position in their local school district must consider their current goals, skills, and knowledge. Being an intern teacher candidate means you are the main education specialist responsible for providing services to young children/students with disabilities in this position; therefore, you do not work directly under an education specialist (CT/Mentor). You will be expected to teach full-time and will be provided with a University Supervisor who will visit you once a week for an hour or biweekly for two hours. Your district is also expected to provide supervision support. In making the decision to pursue this pathway, teacher candidates must consider if they are ready with the necessary skills, knowledge, and confidence to be the primary service provider with intermittent coaching. If teacher candidates believe they are not ready and need the consistent support of a CT/Mentor to model teaching practices and time to practice the competencies before taking the lead, then the Student Teaching option would be more suitable.

Intern Application Process. For our programs, there is a process of approval by all special education faculty and the teaching branch chair that must take place **PRIOR to candidates accepting intern positions**. Candidates interested in this possibility should first schedule an Advisement Meeting with their faculty advisor and/or program coordinator to seek advice and guidance on the process. More information specifically for Special Education candidates about the intern credential **process can be found on the Teaching Credentials webpage:** www.csus.edu/college/education/teaching-credentials/current-students.html (See also Appendix B). For intern candidates, supervision is primarily by a university supervisor, although supervision is also coordinated with the site or program administrator. See this letter to districts from CTC about internships: [Letter to Employers of Education Specialist Interns](#) (updated May 2023).

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

ECSE Fieldwork Experience Guidelines

Purpose of Fieldwork Experiences

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

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

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

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

Possible Field Placement Sites

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

Directed Field Experience/Internship Activities

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

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

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

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

Triad Team

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

The triad team consists of:

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

General Roles & Responsibilities of the Teacher Candidates in the Field

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

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

General expectations of teacher candidates completing fieldwork:

- ❖ During your scheduled time in your classroom, you will engage in many activities, including some that will occur as part of school-wide activities, which will help you become familiar with the fundamental aspects of your classroom/school and your CT/Mentor's philosophy and approach to teaching. You should be consistently seeking to become more knowledgeable about:
 - The grade-level curriculum, standards and benchmarks
 - The developmental needs and interests of the children in your classroom
 - The CT/Mentor's/school's philosophy about, and approaches to, student engagement and classroom management.
 - The school community, resources, and programs available at the school
- ❖ Teacher candidates (TCs) should observe the routine procedures and teaching of their CT/Mentors. CT/Mentors should feel comfortable suggesting to their teacher candidate a focus for the observations (i.e., what to look for and why), and debrief with the TCs about the observations. In addition, the TCs will receive guidance in their courses about specific aspects of classroom routines and dynamics that they should be observing. The TC should share these protocols with the CT/Mentor and debrief them.
- ❖ Teacher candidates should observe their CT/Mentor's model lessons and strategies in specific content areas before they (TCs) assume responsibility for teaching lessons in those content areas. In addition, when applicable co-teaching is highly encouraged especially as the teacher candidate is learning the curriculum. See Appendix A for a brief overview of co-teaching in the Glossary.
- ❖ **Attendance.** Arrive on time. You are to arrive at least 30 minutes before students start (even if your CT/Mentor does not) and stay at least 30 minutes after students leave. In order to meet with your CT/Mentor, you may have to arrive earlier. This will be negotiated between you and your CT/Mentor. Please plan a weekly meeting time with your CT/Mentor for focused collaboration and communication time. (These times will vary by site).
- ❖ **Appropriate dress.** Remember to dress appropriately and act professionally from the moment you arrive on campus to the moment you leave the school grounds. Facial jewelry and piercings, other than

ear piercings, are to be avoided. Tattoos with images or language inappropriate for children should be covered – if you are unsure, the best approach will be to cover your tattoo(s). Please check your sweaters and tops for appropriate tightness and how much skin is revealed! No midriiffs, low pants or flip-flops are allowed. Remember that you are on an “interview” anytime you are at the school site – colleagues, administrators, parents and students will be taking notes! If you have questions regarding dress, please discuss them with your CT/Mentor. ^[11]_[SEP]

- ❖ **Absences.** Please establish a communication plan with your CT/Mentor. S/he may have preferences in terms of mode of communication and timeframes (text message vs. call, not before a certain hour, not after a certain hour, etc.). It is in your best interests to identify these preferences early on and then implement them. In addition, confirm with your CT/Mentor whether the school should also be part of this communication plan (e.g., call the front office if you are going to be late, absent, etc.). If an emergency or illness occurs and you must be absent during a placement day please follow the details of your communication plan. If you have specific responsibilities for that day (tutoring, small group work, teaching a lesson, etc.), you are expected to have complete plans ready that your CT/Mentor can follow. In addition, please inform any CSUS professors whose classes you will miss (follow the guidelines in their syllabi). Please be advised that candidates will be required to make up any field experience or student teaching days missed due to absence. Excessive absences that cannot be made up (more than 15% of required days) and/or frequent schedule irregularities (tardiness or leaving early) can be cause for extending your placement or requiring an additional semester of field experience. During minimum days, students are required to commit a full day if that day is normally a full field experience day. Staff development and work days are also considered part of your assignment in the field if they fall within the required schedule. **You are required to attend your Sac State classes even when your school is observing a holiday or on break (this includes spring break). AND you are required to continue at your fieldwork site even when Sac State is on holiday (unless it’s also a holiday in your district).**
- ❖ **Placement.** When in your placement you are teaching, observing, or assisting the teacher and the students. Please plan, prepare and complete coursework at home or outside of your placement days and times. Be professional, prompt, reliable, and responsible. Cell phones can be used before and after school unless there is an emergency. Cell phones should not be “checked” and calls or texts should not be made any time while you are in your classroom or on your school site. **Remember that you are on an “interview” any time you are at a school site.**
- ❖ **The Platinum Rule – Treat others as they would like to be treated (this takes to the next level the Golden Rule of treat others as you would like to be treated – the Platinum Rule is more culturally responsive as we recognize everyone has different ways they’d like to be treated).** This includes being discreet in your talk and refraining from judging others quickly and harshly. An open, accepting attitude towards others is critically important if we are to support each other and become a community of learners. This includes getting to know everyone rather than sitting and talking with just a few. Use appropriate language, developmental as well as professional (with instructors, fellow teacher candidates, children, school faculty, staff, and parents). Remember you are a guest at the school; do not critique routines, plans, or any other aspect of the school. It is appropriate to ask questions concerning any of these in order to better understand reasons and rationales, but be respectful when you do this.
- ❖ **Tips for professional observation.** Notice everything, defer judgment, make connections between coursework and the classroom, generate questions and decide where the resources are and who you can ask, identify the ah-has, and take notes so that you have them to refer to. As often as you can, connect what you observe to concepts, theories, and frameworks presented in your university coursework. Much of teaching involves putting theory into practice or using reflection on practice to bolster theories; when you think at this metacognitive level, you make great strides as a reflective, purposeful teacher.

- ❖ **Serious concerns.** If you have a concern, it is best first to go to the person most directly involved in that concern. If you do not feel comfortable with this route, do talk to your CSUS liaison.
- ❖ **Meeting with CT/Mentors.** Teacher Candidates (TCs) should meet with their CT/Mentors once a week for regular planning and discussion of lessons as well as to discuss the TC’s progress. The meeting time should be consistent from week to week, to the extent that this is possible. It should take place as a “sit down” meeting, as opposed to conversations held during varied times of the day or “on the fly.” All planning of lessons should be done jointly with the CT/Mentor who can offer their ideas and materials, as well as ensure that TCs address the required standards. The success of TCs is promoted when the CT/Mentor provides guidance and support for TCs in their planning, and also encourages/allows TCs to “tweak” the lesson to incorporate their own ideas, emerging style of teaching, and requirements from CSUS courses.
- ❖ **Before/After School Duties.** Attend staff meetings, grade level meetings as your schedule permits. If possible, attend school-wide events, e.g., PTA meetings, parent/teacher conferences, SST meetings. (These opportunities may be limited due to conflicts with course times.) Attending Back-To-School Night is a requirement in the fall unless you are taking pre- or co-requisites and attending Open House is a requirement in the spring unless you are taking pre- or co-requisites or Open House is after the CSUS semester ends.
- ❖ **Lesson or Home Visit Plans.** It is a requirement that teacher candidates write lesson/instructional plans in advance for lessons that they implement in the classroom, whether teaching small groups or the whole class, or when doing early intervention home visits. All lesson/instructional plans need to be written primarily by you although they can be developed by your class team, and we encourage you to collaborate to develop these plans. (Please, no teacher manual copies; even if you are using lessons from the manual, they need to be processed and reframed by your own thinking and decisions. As you will discover, teacher manuals are missing critical elements!) The thoughtful writing of lesson plans is the single most effective tool you have to ensure that you are prepared for, successful with, and confident about your own teaching. Teacher candidates will be given a lesson/instructional plan template that they will use for their instruction. Teacher candidates should keep their lessons/instructional plans in an orderly manner so that they can be referenced easily if needed.
- ❖ **Submitting lesson or home visit plans to your Cooperating Teacher/Mentor.** Arrive prepared for all tasks and lessons. **Remember that lesson or home visit plans are required before teaching all lessons.** Plan lessons in advance and have the CT/Mentor provide feedback on these plans prior to the teacher candidate teaching the lesson. Teacher candidates will not be allowed to teach any lesson unless the lessons have been reviewed/approved. The timeframe for submitting the lessons prior to instruction will be worked out between the CT/Mentor and the teacher candidate but out of respect for the CT/Mentor’s time and to ensure that student learning is maximized, plans should be available to CT/Mentor at least one day before the lesson is taught. These plans are an important means of evaluating candidate’s ability to conceptualize and include appropriate content and strategies. Also, be prepared to grade/provide feedback for all assignments, tests, projects that you assign as part of your lesson.

Fieldwork eBinder (Candidate & Supervisor Responsibility)

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

1. **eBinder general folder**

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

2. **FOLDER: [Semester title – e.g., Fall 2024]**

- a. **DOCUMENT: Journal - Reflection.** Completed by the **candidate**. You will keep a weekly reflective journal of your experiences using the template format: a T-chart whereby you record your experiences in the left column and your wonderings, questions, or ideas about each of these experiences in the right column. You can choose to type in the google doc journal (you can type or use voice to text) or write in a notebook and scan the pages then upload to the eBinder Journal folder.
- b. **DOCUMENT: Coaching Conversations Log and Parking Lot.** Completed by the **candidate**. The candidate will keep a weekly log of your weekly Coaching Conversations with their CT/Mentor using the template table. If they prefer to handwrite notes then upload scans of their notes to their ebinder.
- c. **DOCUMENT: Overview of Teacher Activity.** Completed by the **candidate**. In the beginning of the fieldwork experience, the candidate will document at least one daily schedule of the teacher of record in the classroom by describing the teacher’s activity during each of the activities on the daily schedule.
- d. **DOCUMENT: Triad Meeting Notes.** Completed by the **supervisor and/or candidate**. When enrolled in a 400-level fieldwork course, the supervisor and/or candidate will record notes during the three Triad Team meetings in the semester. Then these notes will be copy and pasted to the Fieldwork Evaluation Rubric meeting summary page.
- e. **DOCUMENT: Observation Notes.** For each supervisor observation when enrolled in a 400-level course:
 - i. For each supervisor observation, the candidate will be observed engaged in an activity with students or families – the observation should begin just before the activity and ends just after transitioning to the next activity or completing the activity so that the supervisor is able to observe the full transition into the activity, the actual activity, and the transition out of the activity. Observations can be live and in-person, live in Zoom, or recorded.
 - 1. **Recorded Observations.** The **candidate** can upload recorded videos to share with the supervisor in the semester specific link to GoReact or in their ebinder. They may also record in GoReact.
 - 2. **Observation notes.** Completed **jointly by the candidate and supervisor** in the template provided:
 - a. **Team prep for observation.** The Supervisor and candidate review the candidate’s goals for the semester using their Fieldwork Evaluation Rubric and set a goal for the observation based on a skill they would

- like to improve. The goal must be observable and measurable for the supervisor.
- b. **Candidate prep for observation:** For all observations, at least 24-36 hours before a scheduled observation the candidate types an introduction to the observation by providing background information about what will be observed, relevant data, and any preparation or plans for the observation. Email your supervisor to confirm that you have uploaded to the appropriate folder your plan for either your home visit with the family (Infant & Toddler fieldwork) or lesson plan and if applicable unit plan (preschool fieldwork or infant and toddler if it's center-based).
 - c. **Supervisor observation notes.** During each observation the supervisor will type notes in the template.
 - d. **Debrief.** The supervisor and candidate will either debrief following the observation or at a later time within 24-48 hours. They will debrief about the candidate's performance, the impact on student/family learning, and recommendations for improving. The supervisor and candidate will discuss next steps and focus for the next observations.
- f. **FOLDER: Field Log Calendar (if applicable).** Required for candidates placed in classrooms outside of their placement employment to log the days spent at their fieldwork site. Candidates completing fieldwork in their place of employment do NOT need to complete it. A *Field log hours* doc is provided for each candidate by the ECSE Field Placement coordinator. To show proof of your required fieldwork hours, you will develop a plan for when you will attend your field site and record dates of attendance in this document (details about activities not required). The candidate will establish a regular schedule of participation at the site, and will inform both the CT and the university supervisor in case of any absence. The candidate will make up hours for any absence at a time agreeable to the CT.
- g. **FOLDER: Intern Monthly Support Calendar (if applicable).** Completed only by **candidates** enrolled in EDSP 478: Internship in ECSE. Follow the directions in the Guidelines for EDSP Intern Credentials for completing and submitting at the end of each month your observations & meetings each month with your district Mentor and university Supervisor. You will upload your Calendar for each month in the semester to this folder and the credential analyst will be provided access to them (you will not be required to email them separately).
- h. **FOLDER: Fieldwork Evaluation Rubric**
- i. **Fieldwork Evaluation Rubric (download to your computer and type into the pdf for each of the 3 Triad team meetings – after each Triad meeting upload your updated Evaluation Rubric and rename the document to represent Initial, Midterm, or Final evaluation so that there will be 3 rubrics in this folder with increasingly more information added).**
 - 1. **Competency Descriptors (pages 5-34).** At the beginning of the semester, the candidate will update progress toward meeting each of the competencies across the six Teacher Performance Expectation (TPE) standards by typing in their score for each competency in the appropriate box: Initial, Midterm, Final. Notes about progress can be recorded under the score in the competency. Update the table every 2 weeks with their progress on observing, to participating, and some leading across each competency listed. As an early

fieldwork experience, by the end of the semester the candidate should be observing across all competencies and participating in nearly all. Begin within the first two weeks by using their self-assessment completed on the Fieldwork Evaluation Rubric to highlight any competencies they scored as a 1 or 2 as these will help the team discuss how they can develop deeper knowledge, experiences, and skills in these areas.

2. **Semester Checkpoints** (pages 2-3) At each Triad meeting, **the team** will review the candidate's score for each competency on the relevant competency descriptor page (pages 5-34) – this score will autofill into the Semester Checkpoint table on pages 2-3.
 3. **Summary Form** (page 4). Completed by the **supervisor**. During each Triad Team meeting the supervisor will record notes and share with the candidate who can add to the summary form, which will include a discussion of the candidate's strengths, areas for growth, and recommendations for improving and next steps. For the Midterm and/or Final triad team meeting, the supervisor will input these scores and summary into the candidate's Taskstream account.
- Candidates begin filling in the rubric within the first two weeks of the semester by completing it as a self-assessment and discuss with the Triad Team any competencies scored as a 1 or 2 as these will help the team discuss how the candidate can develop deeper knowledge in these areas and progress along the developmental continuum.
 - Recommended: update the table every 2 weeks with your progress on observing, to participating, and some leading across each competency listed.
 - As an early fieldwork candidate, by the end of the semester candidate should be practices more of the competencies (average score of 3).
 - As a culminating experience candidate, by the end of the semester candidates should be leading across majority of competencies (average score of 4) for at least 2 weeks during their planned solo-teaching time in order to pass the experience.

i. **FOLDERS: Instructional Plans**

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

Responsibilities of University Supervisor

Your university supervisor will observe the candidate and meet with them several times (in person or through video exchanges) across the semester both through the observation cycle and bi/weekly check-ins. For observation cycles, the supervisor will connect with the candidate for a pre-observation discussion to focus the observation and set goals as well as review instructional plans, then observe the candidate via live or video, then meet to debrief about the observation. In the case of home-based field placements, the supervisor will meet with them in person, by phone, or through electronic communication, and coordinate more closely with the CT/Mentor. This arrangement is necessary in order to not overwhelm an infant/toddler and his/her family with many strangers in the home. The university supervisor will give feedback regarding successful interactions and give suggestions to improve skills where needed. Specific assignments/experiences may be

designed to enhance skills in particular areas. Additionally, the supervisor tracks all Observations via the Observation Log and arranges for the Triad team to sign the Signature Page at the end of the semester to indicate if the team recommends the candidate to pass the fieldwork experience. Finally, the Supervisor meets with the Triad team three times in the semester to discuss progress and evaluate the candidate's progress on the Fieldwork Evaluation Rubric; then the Supervisor submits the candidate's scores for midterm and final in the candidate's Taskstream account. In the case of the candidate struggling in the fieldwork experience, the supervisor connects with the ECSE fieldwork coordinator to discuss and lead a formal process to support the candidate called the Statement of Concern and Action Plan.

Responsibilities of CT/Mentor

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

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

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

- ❖ **Introduce the teacher candidate** to the school or program, students, and other faculty and take the lead in providing inclusion opportunities for the teacher candidate. It is strongly recommended that teacher candidates be introduced as “co-teachers” so it is clear to the children that candidates have shared responsibility and authority as teachers in the classroom/program.
- ❖ **Plan an initial meeting** with the candidate to help orient them to the school/program, classroom, and students. This includes information about
 - the school-wide and classroom management philosophy, school and classroom schedules, routines, including lunch, playground, and, especially, emergency procedures. Encourage questions and discussions on teaching and management decisions.
 - appropriate background information on the students/families
 - the scope and sequence of curriculum as well as resource materials that are available to prepare lessons.
 - instructional materials, information on where additional materials are located, and how materials are checked out.

- “mapping out” when various areas of instruction will be assumed by the teacher candidate. Over the course of the student teaching experience, the responsibility for classroom instruction gradually shifts from the CT/Mentor to the teacher candidate.
- ❖ **Model effective instruction and student engagement.** Before assuming responsibility for any area of instruction, teacher candidates should observe their CT/Mentor model procedures and lessons for that area of instruction. Seeing how the CT/Mentor manages the curriculum and the students is critically important. We recommend that when the TC is observing the CT/Mentor, they be directed to observe specific aspects of a lesson and have the opportunity to debrief and discuss observations after the lesson.
- ❖ **Meet for Weekly Coaching Conversations: consistent planned meetings with the teacher candidate.** Schedule a weekly time to meet with the candidate such as 30 to 60 minutes at the beginning or end of the day each week. During these meetings, the goal is to help the candidate learn about the competencies necessary to becoming an educator in this position. You can do this by:
 - Providing the teacher candidate with “think alouds” before/during/after teaching as appropriate, explaining pedagogical and management decisions, making transparent decision-making in all areas as it happens helping the teacher candidate know how the teacher knows/knew that students did or did not meet the learning objectives and why certain next steps were decided.
 - Giving and receiving feedback regularly. The aim is for everyone to be in a reciprocal learning collaboration.
 - Helping the teacher candidate see how the CT/Mentor bases his/her pedagogical decisions and choices about content matter on students’ backgrounds, interests, and needs, so as to enhance student interest and engagement.
 - Providing the teacher candidate with examples of how the curriculum and resource materials can be adapted so as to meet the specific needs of the classroom students, as well as their interests and backgrounds.
- ❖ **Lesson/Instructional Plans.** All of the expectations previously indicated continue to apply. At the same time, it is expected that the TC should be able to make increasingly sophisticated decisions about curriculum, pacing, transitions, differentiation, assessments, etc. The CT/Mentor and candidate should establish a timeline for submitting plans for review. All plans will go in candidate’s “eBinder.”
- ❖ **Solo Experience:** The CT/Mentor should be an active participant in this experience, from collaborating on the structure of the experience (see possible scenarios above) to planning the curriculum to being a part of the instructional team (working with a small group, etc.). The CT/Mentor should be prepared to observe informally during the solo and to provide the candidate with constructive feedback. Complete all university evaluations/forms.
- ❖ **Issues/Problems.** Notify the CSUS liaison immediately if problems develop and normal progress is in question.

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

Candidates who are having difficulty need to be informed in writing of the areas of weakness, and given specific suggestions and timeline for improvement. A Statement of Concern and Performance Contract for coursework or Field Experiences (see below) should be completed by the Course Instructor or Sac State university

supervisor, in consultation with the CT/Mentor and Teacher Candidate. The Statement of Concern and Performance Contract must be discussed, dated and signed by the candidate, the course instructor or CT/Mentor (as applicable), and the university supervisor with copies provided to each party, the ECSE Fieldwork Coordinator, and the Teaching Credentials Department Chair.

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

1. DOCUMENT the concern in writing and communicate it to the teacher candidate with a discussion of strategies for potential improvement.
2. DISCUSS the concern with the candidate.
3. IF THE CONCERN IS NOT CORRECTED WITHIN A REASONABLE AMOUNT OF TIME, a Statement of Concern should be jointly developed with the CSUS liaison. Conferencing with all parties involved should be a part of this process and will lead to a written Performance Contract for the Candidate.

Statement of Concern shall include:

- Statement/s of the area/s of inadequate performance
- Suggested actions to be taken to improve performance
- What will be accepted as evidence of satisfactory performance and how this will be assessed
- Statement of acceptable time lines
- Statement of what will occur if performance does not improve

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

Seminars

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

Evaluation of Directed Field Experiences/Internships

As stated earlier, during the course of each directed field experience, you will be observed by your university supervisor and your CT/Mentor. Formal evaluations/reviews of the ECSE Evaluation Form will

be carried out by the Triad Team, which includes the teacher candidate, university supervisor and CT/Mentor midway through and towards the completion of the field experience. The supervisor will conference with you at each of these points. The midterm evaluation will serve as a progress benchmark for planning the rest of the field experience. The final evaluation will occur at the end of the field experience and provide you with an overall assessment of attainment of the competencies for that experience.

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

Social Networks:

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

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

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

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

NOTE: In some cases, progress toward meeting student teaching competencies in a specific semester is such that, in the professional opinion of the cooperating/Mentor Teacher and University Supervisor, the teacher

candidate will not be able to successfully complete the requirements related to independent teaching (e.g., Solo-teaching weeks) and in fact, attempting the solo will lead to classroom disruption and interrupted learning by students in the placement classroom. In these cases, the recommendation may be to suspend taking on new teaching duties, defer attempting the independent teaching, but continue observation and participation in the classroom so that the candidate can continue to make progress. A grade of No Credit (NC) will be assigned; the university supervisor or university liaison will determine whether the evidence warrants an opportunity to repeat the experience (see below for additional information).

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

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

Statement of Concern For FIELD EXPERIENCE/STUDENT TEACHING

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

Teacher Candidate:

Date SOC issued:

Credential Program:

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

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

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

(If needed, add additional rows.)

Required Signature:

<i>I acknowledge receipt of this Statement of Concern</i>	
Candidate: _____	Date: _____

Performance Contract

For CONTINUATION IN FIELD EXPERIENCE/STUDENT TEACHING

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

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

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

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

Required Signatures

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

Candidate: _____ Date: _____

I am in agreement with the Performance Contract.

Field Experience/Student Teaching Supervisor: _____ Date: _____

I am in agreement with the Performance Contract.

Mentor Teacher: _____ Date: _____

I am in agreement with the Performance Contract.

Department Chair: _____ Date: _____

Policies for Serving Students with Disabilities

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

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

Teaching Performance Expectations (TPEs)

Aligned with the California Standards for the Teaching Profession

Introduction

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

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

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

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

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

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

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

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

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

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

Additional Program Costs

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

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

Credential Recommendation

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

Non-Discrimination Statement

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

Early Childhood Special Education (ECSE) TPEs

Adopted by the CTC 2018, updated April 2021

The California Standards for the Teaching Profession:

Standard 1: Engaging and Supporting All Students* in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

Standard 7: Literacy (NEW 2024)

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

ECSE TPE 1	Engaging and Supporting All Students* in Learning
	<p><u>Elements:</u> Early Childhood Special Education Candidates will:</p> <ol style="list-style-type: none"> 1. Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting. 2. Demonstrate applied knowledge of young children’s cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities. 3. Demonstrate understanding of young children’s strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children’s access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children’s ability to participate effectively in instruction and intervention activities. 4. Demonstrate knowledge of children’s language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. 5. Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children’s learning goals and outcomes. 6. Promote the child’s development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child’s behavior and interactions within instructional and other learning opportunities. 7. Implement, monitor, and adapt instruction and intervention activities to facilitate young children’s learning and progress in an ongoing, iterative manner in order to maximize young children’s learning and outcomes. 8. Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting. 9. Provide a supportive learning environment for students’ first and/or second language acquisition by using research-based instructional approaches.

	<p>10. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p> <p>11. Facilitate the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people e.g., peers, service providers, family, community).</p>
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<p>ECSE TPE 2</p>	<p>Creating and Maintaining Effective Environments for Student Learning</p>
	<p><u>Elements:</u> Early Childhood Special Education Candidates will:</p> <ol style="list-style-type: none"> 1. Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs). 2. Promote children’s access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths based, family-centered, and culturally and linguistically responsive. 3. Organize space, time, and materials in consideration of all children’s unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child’s participation in accessible learning experiences. 4. Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support. 5. Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills. 6. Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

ECSE TPE 3	Understanding and Organizing Subject Matter for Student Learning
	<p><u>Elements:</u> Early Childhood Special Education Candidates will:</p> <ol style="list-style-type: none"> 1. Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning. 2. Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children 3. Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context. 4. Identify key content appropriate for young children as identified in the California Infant/Toddler and <i>Preschool Learning Foundations</i> for planning developmentally appropriate curriculum and learning activities for young children in the special education setting. 5. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context. 6. Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum. 7. Discuss the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education. 8. Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development. 9. Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

ECSE TPE 4	Planning Instruction and Designing Learning Experiences for All Students
	<p><u>Elements:</u> Early Childhood Special Education Candidates will:</p> <ol style="list-style-type: none"> 1. Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting. 2. Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices. 3. Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.

4. Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
5. Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.
6. Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.
7. Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.
8. Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.
9. Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.
10. Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, childcare centers, school, other community settings, homes) and across developmental and curricular domains.
11. Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.
12. Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.
13. Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

**ECSE
TPE 5**

Assessing Student Learning

Elements: Early Childhood Special Education Candidates will:

1. Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).
2. Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.
3. Demonstrate knowledge of evidence -and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability.
4. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

5. Modify assessment procedures as acceptable within the normative parameters of the assessment to accommodate or compensate for the impact of the child's disability on the child's ability to perform on the assessment as designed.
6. Use ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.
7. Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.

**ECSE
TPE 6**

Developing as a Professional Educator

Elements: Early Childhood Special Education Candidates will:

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

13. Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.
14. Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one’s own supervisors.
15. Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.
16. Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).
17. Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).
18. Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one’s supervisors.

<p>ECSE 7</p>	<p>Effective Literacy Instruction for Children with Disabilities, Birth through Kindergarten (new 2024, linked here)</p>
	<p><u>Elements:</u> Early Childhood Special Education Candidates will:</p> <p>7.1 Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning and Development Foundations, and California Preschool Learning Foundations) the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Infant/Toddler Curriculum Framework and Preschool Curriculum Framework.</p> <p>7.2 Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s MultiTiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); the impact of children’s disabilities on language and literacy development; and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p> <p>7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of children’s cultures, languages, dialects, communication needs, and home communities. Promote children’s literacy</p>

development in languages other than English in multilingual (dual language and bilingual education) programs.

- 7.4 Provide evidence-based literacy instruction for all children that is active, motivating, and engaging; responsive to children’s age, language and literacy development, communication needs, range of disabilities, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children’s assessed learning strengths and needs, and analysis of instructional methods, materials, and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child initiated and self-directed activities; and imaginative and dramatic play.
- 7.5 Foundational Skills. Develop children’s foundational skills according to the standards and expectations specified for children’s age and grade incorporating the accommodations and modifications needed to address children’s identified disabilities. Create literacy environments that are print rich and that foster interest in print; engage children actively and deliberately with games, books, poetry, and oral or visual storytelling and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Develop children’s skills in transitional kindergarten and kindergarten in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences and orthographic awareness; decoding and encoding; and morphological awareness through instruction that is structured and organized as well as direct, systematic, and explicit. As children learn letter-sound correspondences and simple sight words, provide practice in connected, decodable text.
- 7.6 Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral or symbolic) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning, experiential multisensory and hands-on activities, and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing, across the disciplines. Provide literacy experiences that include reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts. Engage children in listening, speaking or communicating symbolically, reading, writing, and close viewing activities to draw information from texts, ask and answer questions, and support analysis, reflection, and inquiry.
- 7.7 Language Development. Promote children’s language development by providing rich exposure to and experience with varied forms of language and responding attentively to children’s language use. Promote children’s language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), discourse-level understandings, and pragmatics as children learn to listen, speak or communicate symbolically, read, and write with comprehension and effective expression. Create environments that foster children’s language development, including discipline-specific academic language. Enhance language development by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages children’s existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
- 7.8 Effective Expression. Develop children’s effective expression as they discuss, present, write, and use beginning language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children’s early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. In transitional kindergarten and kindergarten, teach children letter formation/printing and related language conventions, such as beginning capitalization, punctuation, and spelling, in conjunction with applicable decoding skills. Develop children’s use of keyboarding, other assistive technology, and multimedia, as appropriate, and support children’s fluency in handwriting or use of graphic symbols.

- 7.9 Content Knowledge. Promote children’s content knowledge by engaging them in literacy instruction that integrates listening, speaking or communicating symbolically, reading, and writing across the disciplines using a variety of materials and approaches, e.g., printed and digital texts, multimedia and other assistive technology, discussions, experiential multisensory and hands-on activities, experimentation, and wide and independent reading and read alouds and by providing choices that reflect and expand children’s interests. Promote digital literacy and the use of educational technology safely and responsibly.
- 7.10 Monitor children’s progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁶⁵ Understand how to use screening and diagnostic assessments to determine children’s literacy profiles; identify potential reading and writing difficulties, including children’s risk for dyslexia, communication needs, and other literacy-related disabilities; and determine strengths and needs for literacy instruction related to children’s currently identified disabilities. Understand how to appropriately assess and interpret results for children identified as English learner students.⁶⁶ Collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide Tier 2 supplemental instruction in inclusive settings as appropriate; and formulate and implement individualized intervention for children who need Tier 3 intensive support.
- 7.11 Provide instruction in English language development (ELD) for children with disabilities who are also identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of core instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, or other content standards, and ELD standards in tandem to plan instruction that attends to children’s literacy profiles, levels of English language proficiency, prior educational experiences, and strengths and needs related to children’s currently identified disabilities. Provide ELD instruction that builds on children’s cultural and linguistic assets and develops children’s abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.
- 7.12 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, AAC facilitators, teachers and specialists for children who identify as deaf or hard of hearing or who have visual impairments) when determining eligibility for additional special education services, interpreting assessment results, planning necessary adaptations (accommodations and modifications) for children who may have a secondary disability, such as dyslexia or another disability that impacts literacy development, and developing IEPs and IFSPs.
- 7.13 Collaborate with classroom teachers, school literacy and language specialists, school administrators, and other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants, AAC facilitators, interpreters) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that ensures access to grade-level literacy instruction that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
- 7.14 Utilize assistive technology (e.g., keyboarding; speech-to-text/text-to-speech; alternate file formats, including audio; multimedia; AAC) and multiple means of communication (e.g., American Sign Language, voice output devices) as appropriate to support the teaching of literacy that integrates reading, writing, listening, and speaking or communicating symbolically in discipline-specific ways.

RUBRIC – revised August 2024 to include new LITERACY TPEs

ECSE Fieldwork Evaluation Rubric

A TPE-based early childhood special educator developmental continuum

For use with candidates enrolled in Sacramento State’s ECSE credential program.

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

Directions

Triad Team - Cooperating Teacher (CT)/Mentor, University Supervisor, Teacher Candidate:

Reflect on the candidate’s performance at each semester checkpoint (initial self-assessment, midterm, and final). For each checkpoint, engage in a conversation during the Triad Team Meeting by:

- 1) shading in the Competency Descriptors the developmental level of the candidate for each competency
- 2) recording in the Rating Form the score for all competencies
- 3) recording in the Progress Form the candidate’s strengths, competencies working on, and recommendations for improvement and next steps.

Developmental Levels:

It is expected candidates will progress along a developmental continuum across the competencies measured during fieldwork experiences and that they will progress at different times based on their individual experiences and strengths. The developmental continuum progresses from 1 to 5 as indicated below and are based on the Teaching Performance Standards (TPEs) for Early Childhood Special Education Teachers in California.

- 1: Observing *observing other engaging in the practice and showing interest*
- 2: Exploring *beginning to practice the skill and/or engage in part of the practice*
- 3: Building *becoming more of an active participant and practicing the skill with more success*
- 4: Leading *taking on the lead role of implementing the practice within the team*
- 5: Integrating *coaching others to implement the skill/practice*

NA: Not Applicable *Not evident in this setting/placement*

Not yet: *not yet demonstrating mastery of the earliest developmental level (score of 0)*

Taskstream:

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

Statement of Concern/Action Plan:

If there are concerns about a candidate’s progress then the team may meet to develop a plan to support the candidate. If the candidate does not meet the deadlines in the action plan then they will not pass the fieldwork experience.

Candidate’s Developmental Summary

Rating Form

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

Competency	Competency Name	Initial Self-Assessment	Midterm	Final	Notes
		Date:	Date:	Date:	
TPE 1: Engaging and Supporting Young Children in Learning					
1.1	Become an Anti-Biased Educator				
1.2	Integrate DAP into Teaching & Coaching				
1.3	Scaffold Learning & Language				
1.4	Support Multilingualism				
1.5	Communicate with Families & Colleagues				
TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning					
2.1	Create a Positive Learning Environment				
2.2	Manage Materials and Space				
2.3	Manage Time to Promote Participation				
2.4	Create Literacy-rich Environments				
TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning					
3.1	Plan Learning Sequences				
3.2	Adapt Language (Mult. Means of Representation.)				
3.3	Plan Multiple Means of Expression				
3.4	Plan Shared Reading Activities				
3.5	Plan Phonological Awareness & Phonics Activities				
TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children					
4.1	Develop Strengths-based IFSPs and IEPs				
4.2	Plan Universal Instruction (Tier 1)				
4.3	Plan Targeted Supports: Adaptations (Tier 2)				
4.4	Plan Targeted Interventions: ELOs (Tier 2)				
4.5	Plan Intense Interventions: SIPS (Tier 3)				
4.6	Plan PBIS Supports				
TPE 5: Assessing Young Children’s Learning and Development					
5.1	Partner with Families in Assessment				
5.2	Track Learning Development				
5.3	Progress Monitor IFSP/IEP				
5.4	Communicate Assessment Results				
TPE 6: Developing as a Professional Educator					
6.1	Collaborate with IFSP/IEP Team				
6.2	Co-Plan and Co-teach				
6.3	Develop Transition Plans				
6.4	Explain Rationale for Instruction/Intervention				
6.5	Organize and Supervise Other Adults				
6.6	Lifelong Learner & Reflective Practitioner				
6.7	Demonstrate Professionalism				

Summary Form

At three checkpoints in the semester, the triad team jointly discusses the candidate’s teaching development according to the competency descriptors. Record below the summary of the candidate’s strengths, competencies they are working on, and recommendations for improvement to advance to their next steps in the developmental continuum.			
Checkpoint	Initial Self-Assessment	Midterm	Final
Strengths			
Working On			
Recommendations for Improvement and Next Steps			

Competency Descriptors

TPE 1: Engaging and Supporting Young Children in Learning

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

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
<p>1.1 Become an anti-bias educator <i>Actively addresses prejudices (especially racism, ableism, sexism, heterosexism, etc.) through modeling anti-racist practices, teaching using the 4 goals of Anti-Bias education, confronting racist and ableist policies and practices, and continuously reflecting upon experiences and knowledge about racism and ableism.</i></p>				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<p>Observes the work of other teachers who integrate anti-bias education and principles into their teaching practices.</p>	<p>Reflects upon the impact of bias on children, families, and educators in early childhood education and their own potential biases.</p>	<p>Plans a learning activity that engages children and/or families in discussing their identities, differences and similarities, empathy and fairness, and/or tools to address unfairness.</p>	<p>Actively reflects upon their own biases AND makes adjustments in interactions and instruction. Engages families, children, and educators in conversations and instruction integrating the NAEYC 4 goals of anti-bias education.</p>	<p>Anti-bias education is an active foundation to their teaching and reflective practice whereby they model for others, engage in challenging interactions around bias, and reflect upon their own bias.</p>
<p>1.2 Integrate Developmentally Appropriate Practices (DAP) into Teaching & Coaching <i>Selects universal curriculum and activities that are individually and developmentally appropriate and functional for their students and/or families with a wide range of experiences, interests, cultural backgrounds, linguistic abilities, socioeconomic background, social/emotional abilities, and disabilities.</i></p>				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<p>Observes team members considering activities to support children’s development, interests, and cultures.</p>	<p>Is beginning to challenge and question the appropriateness of activities and curriculum for individual children’s development, interest, and cultural background.</p>	<p>Shares in the planning and sharing of ideas for creating activities that are developmentally appropriate (e.g., play-based) that incorporates the child and family’s interests, goals, and cultural experiences.</p>	<p>Plans and encourages activities using curriculum and evidence-based practices that support DAP play-based learning experiences for a wide range of children’s interests, skills, and cultures. Balances child-led and adult-led activities. Evaluates and considers the ability of the child and the developmental appropriateness of such activities & curriculums.</p>	<p>Is able to determine and explain the appropriateness of an activity or curriculum for a child according to the child’s individual development and interest to a family or colleague as well as advocate for more developmentally appropriate activities and practices.</p>

<p>1.3 Scaffold Learning and Language Development</p> <p><i>While working with a student or coaching a family, makes individualized adjustments in the moment (e.g., hints, prompts choices, resources) to support the child’s learning and language skills, including when writing, to encourage them to share ideas, information, and stories. Engages children (or coaches families) in back & forth (serve & return) conversations.</i></p>				
<p>Observes team members scaffolding communication, language, and/or social skills and goals within natural learning experiences that follow the child’s lead during play and routines.</p>	<p>Reflects upon and tries using one scaffolding strategy with a child or when coaching families to develop children’s communication, language, and/or social skills.</p>	<p>Uses scaffolding strategies more purposefully using information gathered about the student to target specific IEP/IFSP goals.</p>	<p>Consistently scaffolds adult-child and child-child interactions using appropriate levels of prompting, encouragement, and fading with effective questions for social, communication, writing and language skills.</p>	<p>Coaches others on how to use scaffolding strategies to increase student engagement, communication, social, writing and language skills.</p>
<p>1.4 Provides a Supportive Learning Environment for Multilingual Students</p> <p><i>Conducts instruction that leverages Dual Language Learners (DLLs) existing linguistic repertoires, including home languages and dialects, and through integrated and designated instruction develops children’s abilities to use English purposefully, interact in meaningful ways, and understand how English works across disciplines. Encourages translanguaging. Uses both ELD & learning standards to plan routine-based interactions for families or children by attending to children’s literacy profiles, levels of English language proficiency, prior educational experiences, & strengths/needs related to their disabilities.</i></p>				
<p>Observes the team following curriculum guidelines for reading, writing and oral language use for DLLs.</p>	<p>Extends/ enhances opportunities for language rich experiences for DLLs.</p>	<p>Incorporates two DLL instructional approaches.</p>	<p>Incorporates three or more DLL instructional approaches.</p>	<p>Is a leader in their program for how to support English Learners (ELs).</p>
<p>1.5 Communicate with Families and Colleagues</p> <p><i>Demonstrates cultural humility within interactions with families and colleagues by committing to critical self-reflection, recognition of challenging power imbalances, and being accountable for engaging in respectful ways with others.</i></p>				
<p>Observes colleagues and family members engaging in respectful interactions.</p>	<p>Expresses curiosity about ways to be more culturally and linguistically appropriate when interacting with families and colleagues.</p>	<p>Is reflective about being a culturally and linguistically appropriate communicator and beginning to integrate practices across interactions.</p>	<p>Engages with families and colleagues in an effective and respectful manner that considers the experiences, linguistic backgrounds, and cultural backgrounds of themselves and others by taking their perspective and recognizing their own potential biases.</p>	<p>Models cultural humility by integrating it into daily interactions, expressing curiosity about the experiences of others, and self-reflects on the power imbalances evident in the education system.</p>

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

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

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
<p>2.1 Create a Positive Learning Environment Through Respectful Relationships <input type="checkbox"/> N/A <i>Develops strong relationships with families, children, and staff as the basis for learning</i> <input type="checkbox"/> Not yet</p>				
<p>Observes team members developing relationships with families, children, and staff as well as makes note of the strategies that were used by the team to build the relationships. Is approachable to children.</p>	<p>Participates in family visits and team meetings utilizing relationship building strategies (listening, asking reflective, open-ended questions). Reflects with the team on what went well or next steps for future interactions. Engages positively with children.</p>	<p>Reflects on the impact of one’s interactions with families, children and staff and sees success in building relationships. Seeks feedback on ways to improve.</p>	<p>Adapts their relationship to all families, children, and staff to ensure responsive, warm and friendly interactions that create connection as the basis for learning & teaching. Creates opportunities for children & families to build positive relationships.</p>	<p>Builds a positive community by creating systems to ensure that time is taken to build relationships and intentionally connect with ALL families, children, and staff.</p>
<p>2.2 Manage Materials and Space to Promote Participation <input type="checkbox"/> N/A <i>Organizes the physical environment and materials to be universally accessible and developmentally appropriate, creates culturally, linguistically, and ability relevant visual supports, adapts materials, and identifies assistive technology that effectively increases children’s access to learning experiences.</i> <input type="checkbox"/> Not yet</p>				
<p>Notices different ways to organize the environment. Observes and identifies materials (toys, books, projects, handouts, etc.) used to promote participation. Notes adaptations and materials used.</p>	<p>Participates in planning sessions regarding appropriate materials to promote skill acquisition. Reflects on how organization and choice of furniture and materials affects a student’s participation.</p>	<p>Uses UDL strategies and common materials and adaptations to promote participation with support of the team. Begins to utilize children’s assets in discussions about materials.</p>	<p>Collaborates with the team to arrange space & materials to support children’s access to learning. Implements common and creative adaptations to support individual needs, interests, strengths, and cultural & linguistic experiences.</p>	<p>Makes recommendations to and/or models for other team members about possible changes to the environment and/or adapted and/or relevant materials.</p>
<p>2.3 Manage Time to Promote Participation <input type="checkbox"/> N/A <i>Creates a sequence of activities that encourages participation, successfully paces activities that maximizes engagement, and effectively manages transitions between activities.</i> <input type="checkbox"/> Not yet</p>				

Observes activities noting pacing and when activities are slowed or repeated to allow for more participation or engagement or when they are sped up to maintain interest. Observes effective transitions between activities and class schedules that guide children’s learning.	Looks for and identifies strategies that make transitions, sequence of activities, and/or pacing more successful.	Reflects on time management and begins to make adjustments to timing during transitions and activities.	Timing between and within activities effectively engages children as well as is adjusted while engaging with children to promote participation.	Advocates for and coaches colleagues on how to make adjustments to schedules, transitions, and pacing.
2.4 Create Literacy-Rich Environments <i>Create environments that are print rich, fosters interest in print and promotes interaction with print. This includes integrating writing and reading into play centers (e.g., menus, writing traffic signs, stories, etc.) and natural routines at home. Enhances language development, including discipline-specific academic language by engaging children in experiential learning and the creation of diverse print, digital, and multimedia texts.</i>				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
Observes an early childhood classroom and notices how print is integrated into the environment as well as children’s natural routines and activities.	Reflects upon current classroom environment and suggests ways to integrate literacy into the classroom.	Provides ideas on creating a playful literacy-rich environment with natural activities and routines.	Collaborates with the team or family to infuse literacy into all spaces as well as intentionally plan for learning opportunities that encourage children to interact, create and develop interests in print.	Coaches colleagues on how to create literacy-rich environments.

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

Utilizes pedagogical discipline-based knowledge to create and implement evidence-based experiences

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
3.1 Plan Learning Sequences Using Knowledge About How Children Learn <i>Develops home visit plans that incorporate principles of routines-based intervention for the family OR school-based units and lesson plans using backward mapping (Understanding by Design: UbD) and the three principles of Universal Design for Learning (UDL: multiple means of engagement, representation, and expression) according to the early learning standards.</i>				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
Reviews the learning plans of colleagues and/or mentor teacher and identifies Universal Design for Learning (UDL)	Reflects on how lesson or home visit plans integrate knowledge about how young children learn. Sees the connection between	Develops a single lesson/home visit plan that is developmentally appropriate and begins to consider Universal Design for	Effectively develops developmentally appropriate sequences of lesson/home visit plans using knowledge about the child’s prior knowledge, experiences,	Coaches colleagues on how to plan developmentally appropriate learning sequences that considers individual student strengths,

Strategies.	child development and UDL strategies.	Learning principles (multiple means of engagement, representation, and expression).	and strengths for specific skills or units of study that incorporate the principles of Universal Design for Learning (UDL) and tied to the learning standards.	needs, culture, and language ability.
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3.2 Adapt Language So All Children Can Understand N/A
Adapts the curriculum content, organization, and planning to support the acquisition and use of academic language using Universal Design for Learning (multiple means of representation) within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting. Not yet

Observes educators use multi-modal communication strategies, emphasize contextual language to support understanding, and use repetition, emphasis, rephrasing, pacing and other strategies to allow for children’s increased understanding.	Identifies and reflects on communication and UDL strategies that seek to increase the accessibility of vocabulary used.	Begins to work within a team to plan for how vocabulary and concepts can be adapted to promote the knowledge and understanding of all children.	Intentionally plans for and uses UDL multiple means of representation strategies to create accessible learning experiences for all children AND adapts for individual children when necessary.	Coaches and advocates for the use of UDL and communication strategies to adapt language so all children can understand.
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3.3 Collaboratively Plan Multiple Ways For Young Learners To Express Competence
Collaboratively plans UDL strategies to promote the ability of children to express their ideas in multiple ways and allow for greater participation in learning opportunities. Identifies more individualized strategies for students with more extensive support needs.

Observes instruction that not only utilizes multiple means of representation, but also seeks, accepts and encourages responses from children using any means available.	Reflects on different UDL strategies used by children to participate in learning opportunities. Begins to identify different ways of participating and how this might impact children’s access.	With the support of the team, identifies participation demands of children within activities and begins to consider alternative strategies that demonstrate their ability to meaningfully participate.	Collaboratively works to identify individualized strategies and plans how to encourage use of multiple ways of participation and demonstration of mastery of skills.	Advocates for acceptance of multiple forms of participation and trains others on how to plan for widespread use of UDL strategies.
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<p>3.4 Plan Shared Reading Activities <i>Creates literacy experiences in the classroom or with families through reading aloud, modeling, and helping children to make predictions, retell and reenact, and respond to and generate questions about stories, picture books, and other texts. Engages children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, oral or symbolic) that are appropriately complex and mirror their cultures, languages, genders, and abilities.</i></p>				
Observes and Identifies shared reading strategies used by team members across different routines and instructional formats (home visit, small group, whole group, etc.).	Reflects upon the impact of being a more intentional teacher by using EBPs to guide one’s practice.	Provides ideas on using EBPs as team members develop learning plans for children, families, and classes.	Effectively draws upon and implements reading evidence-based teaching methods across activities, curricular areas, and developmental domains.	Advocates for and models the use of shared reading strategies for others.
<p>3.5 Plan Both Phonological Awareness AND Phonics Activities <i>Engages children actively and deliberately with games, songs, fingerplays, and books through natural and explicit instruction that draw attention to the manipulation of sounds (Phonological Awareness) as well as print and alphabet letters (Phonics).</i></p>				
Reviews lesson plans or early childhood curriculum with a focus on teaching phonological awareness AND phonics through playful natural and explicit instruction.	Reflects upon DAP activities that can be used to embed playful phonological awareness and phonics instruction.	Writes lesson or home visit plans to teach or encourage phonological awareness and phonics through play or daily routines and activities.	Leads or coaches families in both phonological awareness and phonics lesson plans through play or daily routines and activities.	Coaches others on promoting children’s phonological awareness as well as engaging in phonics instruction through play and during daily routines and activities.

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

Establishes a tiered approach to support all learners

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
<p>4.1 Develop Strengths-based IFSPs and IEPs</p> <p><i>Develops IFSP/IEPs with a strengths-based perspective and writes IFSP/IEP outcomes/goals with the family.</i></p>				<p><input type="checkbox"/> N/A</p> <p><input type="checkbox"/> Not yet</p>
Observes as the team collaborates with a family to develop IFSP outcomes or IEP goals. Notes strategies that are used to	Attends a meeting with a family and team members to discuss an upcoming IFSP/IEP. Reflects on the variety of information discussed.	Incorporates a strengths-based strategy into their practice and reflecting on how to integrate more.	Together with the team, creates an IFSP/IEP that is strengths-based by describing the child and family’s strengths, interests, areas of need and relevant supports. Involves family in understanding assessment results to support them in	Connects with all families to proactively plan for upcoming IFSP/IEP including sharing assessment results and gathering their insight about their child’s strengths, needs, and priorities. Consistently

<p>encourage parent participation and focus on the child as a whole (strengths-based).</p>			<p>selecting and writing clear and relevant IFSP outcomes and interventions related to their needs and priorities for their child across developmental domains. IEP goals are SMART such that they are specific, measurable, and observable as well as relevant to the family’s goals and the child’s needs.</p>	<p>writes strengths-based documents; writes these efficiently and with ease by providing a holistic picture of the child and family as well as providing meaningful ideas for supports that meet a wide range of needs. Coaches others on a strengths-based approach.</p>
<p>4.2 Plan High Quality Universal Instruction (MTSS Tier 1) <input type="checkbox"/> N/A</p> <p><i>Uses standards and knowledge of Developmentally Appropriate Practices (DAP: knowledge of how children learn, knowledge of individual children, and knowledge of cultural context) to plan and implement learning experiences across developmental and curricular domains for the widest range of learners (UDL strategies) that reflect the children's prior knowledge and interests</i> <input type="checkbox"/> Not yet</p>				
<p>Reviews learning plans and learning sequences of other professionals in early childhood, highlighting DAP and UDL principles.</p>	<p>Reflects upon current learning plans and suggests adjustments by integrating DAP and UDL principles.</p>	<p>Collaboratively develops a learning plan that incorporates DAP and UDL principles with their children in mind.</p>	<p>Consistently develops and implements DAP learning plans and sequences that utilize UDL strategies to teach to the widest range of learners.</p>	<p>Models and advocates for principles of DAP and UDL to be integrated into learning sequences and experiences for young children.</p>
<p>4.3 Plan Targeted Supports: Adaptations (MTSS Tier 2) <input type="checkbox"/> N/A</p> <p><i>Uses information collected about students and class to create individualized adaptations within a class and/or individual activity matrix. Nine curriculum modifications (CMs) include: environmental support, materials adaptation, simplify the activity, child preferences, special equipment, adult support, peer support, invisible support.</i> <input type="checkbox"/> Not yet</p>				
<p>Observes team collecting information about the family or child and then discussing possible adjustments based on individual needs.</p>	<p>Reflects upon the impact of individual adaptations that could support families and children and increase access to learning.</p>	<p>Makes suggestions and implements adaptations in some parts of the learning environment and is working on implementing other CMs to support students’ access to learning and peers.</p>	<p>Uses information gathered about children and families, to effectively and safely develop a class and/or individual child activity matrix that identifies specific CMs across routines and activities to support optimal learning and development that ensures access to learning.</p>	<p>Coaches others to consider CMs and is able to explain the importance of such strategies for supporting children’s learning as well as how to choose the appropriate supports.</p>

<p>4.4 Plan Targeted Interventions: Embedded Learning Opportunities (MTSS Tier 2) <input type="checkbox"/> N/A</p> <p><i>Identifies when an ELO will be enough to address a child’s outcomes/goals in a matrix and creates plans to increase learning opportunities for specific students informed by students’ strengths, preferences, and socio-cultural & linguistic backgrounds.</i> <input type="checkbox"/> Not yet</p>				
<p>Observes team members as they discuss the importance of embedding learning opportunities into a child’s daily routines and developmentally appropriate activities of interest.</p>	<p>Reflects upon activities that can then be used to embed learning opportunities being mindful of access and adaptations to encourage new skills and goals.</p>	<p>Writes an embedded learning opportunity plan for a student to increase the opportunities a student is provided to practice communication, social/emotional, and/or cognitive skills.</p>	<p>Creates a child’s daily routine or class embedded learning matrix /schedule to purposefully plan how skills and goals will be addressed within daily routines and natural environments with a system to collect data on progress; encourages families to apply it or implements it in the classroom.</p>	<p>Has developed a system for embedding instruction of skills and goals, and trains others to use the embedded learning matrix/schedule to naturally integrate instruction.</p>
<p>4.5 Plan Intense Interventions: Systematic Instruction plans (SIPs) (MTSS Tier 3) <input type="checkbox"/> N/A</p> <p><i>Plans where individualized interventions are embedded throughout typical routines and activities using a class and/or individual matrix and develops systematic plans to implement interventions based on individual needs that support access, learning & participation across domains & setting</i> <input type="checkbox"/> Not yet</p>				
<p>Observes the team creating and/or implementing systematic instructional plans to address IFSP outcomes or IEP goals.</p>	<p>Reflects upon the effectiveness of individual or class matrices for planning SIPs and/or the impact of SIPs for supporting student learning and addressing IFSP outcomes/IEP goals.</p>	<p>Collaboratively writes a systematic plan that is then embedded in natural learning opportunities or daily routines.</p>	<p>Creates an activity matrix and consistently develops systematic instructional plans using data that target instruction for specific skills that need more focused attention and instruction across developmental domains to support children and families in addressing IFSP outcomes or IEP goals embedded within natural learning opportunities.</p>	<p>Articulates and explains written systematic instructional plans and trains/coaches others on how to implement them.</p>
<p>4.6 Plan Positive Behavior Interventions and Support (PBIS) <input type="checkbox"/> N/A</p> <p><i>Creates positive learning experiences for students and builds informal and formal tiered levels of supports and interventions across the 3 tiers of PBIS (in early childhood, the Teaching Pyramid): (1) universal supports for all children (e.g., clear expectations, teaching social and behavioral skills), (2) focused supports (teaching specific skills to some students) and (3) targeted (individualized support plans).</i> <input type="checkbox"/> Not yet</p>				

Observes team implementing and/or explaining the principles and importance of PBIS and how they apply to working with children and families.	Reflects on the principles of PBIS within at least one of the three tiers.	Implements and encourages at least two PBIS tiers to proactively teach or encourage behavior or social/emotional skills and is beginning to understand how to implement strategies at the third tier.	Encourages positive behavior in all children and plans for preventative teaching of social, emotional, and behavioral skills at all three levels of PBIS. Uses or encourages families to use behavioral analysis (formal and informal Functional Behavioral Assessments-FBAs) and techniques (including use of positive reinforcement, task analysis, use of cues and prompts, shaping, fading, chaining, and stimulus generalization) generally throughout the day.	Seamlessly implements or coaches families and colleagues to incorporate PBIS strategies across all three tiers and utilizes resources to consider more ways to support struggling students.
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TPE 5: Assessing Young Children’s Learning and Development

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

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
5.1 Involve Family in Assessment				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<p><i>Engages families as partners in their child’s assessment. Systematically utilizes and prioritizes formal (i.e., questionnaires, interviews, Eco-mapping, MAPS, DAYC, HELP, etc.) and informal (i.e., on-going, regular conversation with a focus on information sharing and gathering) means to include families in the assessment process.</i></p>				
Observes team members regularly engaging a child’s family to share assessment information and utilize formal and informal means to gather information from the family about how the child functions within the context of their family.	Recognizes the importance of partnering with families to gain a more complete assessment of a child’s capabilities. Reflects on different strategies that might be used to include families with different backgrounds, comfort levels, parenting and partnering styles in formal and informal assessments.	Implements a strategy to include the family as a team member in the assessment including strategies to assess a family’s priorities and concerns using formal and informal tools and questions	Skillfully and sensitively maintains a relationship with the family that fosters information sharing and elicits their concerns, priorities, and resources in relation to their child’s capabilities. Consistently partners with the family in the assessment of their child, uses formal and informal tools and family questionnaires, which are appropriate and non-biased to gain the family’s perspective of their child’s strengths and needs as well as the family’s priorities and concerns for their child.	Shares their tools, systems and strategies for creating and maintaining partnerships with families in regards to on-going assessment with a wide audience through trainings, blogs, publishing, resource sharing, etc.

<p>5.2 Track Learning Development <input type="checkbox"/> N/A</p> <p><i>Utilizes the learning standards, the DRDP learning progressions, and multiple developmentally appropriate tools to identify development and areas of need and uses data collected to inform and adjust instruction.</i> <input type="checkbox"/> Not yet</p>				
<p>Observes team members using different assessments of children’s learning throughout daily activities and using the information gathered about each student to inform lesson planning and interventions.</p>	<p>Reflects upon the importance of tracking children’s development utilizing multiple & varied assessments and tools, begins to identify strategies for data collection and reflects on how that data could be used to inform instruction.</p>	<p>Participates in team discussions and planning sessions about strategies for using different assessments and tools and collects some data to inform scores on the DRDP.</p>	<p>Identifies and consistently utilizes culturally and individually relevant assessments that will provide accurate information about children’s development then uses the information to adjust instruction and/or supports for families and children.</p>	<p>Coaches and mentors colleagues on how to identify and utilize different assessments and tools to track learning and development.</p>
<p>5.3 Progress Monitor IFSP/IEP Outcomes/Goals <input type="checkbox"/> N/A</p> <p><i>Monitors progress of IFSP outcomes and IEP goals and uses information to develop goals and intervention activities and adapts assessments to individual students.</i> <input type="checkbox"/> Not yet</p>				
<p>Reviews a child’s IFSP outcomes or IEP goals and discusses with the team how they monitor their progress.</p>	<p>Collects data on IFSP outcomes/IEP goals using an established progress monitoring data collection tool and reflects upon their effectiveness.</p>	<p>Develops a plan to monitor an IFSP outcome or IEP goal and makes suggestions about ways to track different types of outcomes or goals.</p>	<p>Develops and utilizes a systematic plan to monitor children’s progress toward IFSP outcomes or IEP goals over time using specific data collection tools with the family and team.</p>	<p>Shares their tools, systems and strategies for monitoring child’s progress toward IFSP outcomes or IEP goals with a wide audience through emailing, training, blogs, publishing, etc.</p>
<p>5.4 Communicate Assessment Results <input type="checkbox"/> N/A</p> <p><i>Describes the whole child using strengths-based language that is jargon-free, understandable, and useful.</i> <input type="checkbox"/> Not yet</p>				
<p>Observes assessment results being shared with a family and reflects on the experience.</p>	<p>Reflects upon how assessment results are commonly shared with families and how this impacts the child’s program and progress.</p>	<p>Along with a team member, shares assessment results with a family in a positive way. Reflects on what went well and what might need to be added.</p>	<p>Shares information about the whole child in a positive, strength-based way that is jargon-free, understandable and useful to the family and team throughout the IFSP/IEP process.</p>	<p>Advocates for a strengths-based approach to sharing assessment results with families throughout the IFSP/IEP process.</p>

TPE 6: Developing as a Professional Educator

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

(1) Observing	(2) Exploring	(3) Building	(4) Leading	(5) Integrating
6.1 Collaborate Throughout the IFSP/IEP Process				<input type="checkbox"/> N/A
<i>Collaborates as a team member with professionals before, during, and after IFSP/IEP meetings according to IDEA guidelines and California Ed Code.</i>				<input type="checkbox"/> Not yet
Observes team members participating in IFSP/IEP meetings.	Reflects on observations and asks questions and provides input as needed.	Participates in a few parts of IFSP/IEP meetings. Beginning to develop more meaningful relationships with team members and takes an active role during parts of the IFSP/IEP.	Collaborates and communicates effectively with team members in the design and implementation of IFSPs/IEPs throughout the process about the child’s strengths, needs and meaningful ways to support them.	Actively shares in leading the IFSP/IEP meeting, plans with the family and team members prior to the meeting and has developed respectful relationships with team members that allows for honest conversations and feedback leading to continuous adjustments to the team approach and planning to ensure the family and child are fully supported.
6.2 Co-Plan and Co-teach				<input type="checkbox"/> N/A
<i>Works effectively with others to plan instruction (e.g., with related service providers, paras, co-teachers, etc.) and when faced with challenging interactions implements the Skilled dialogue approach to problem solve and prioritize relationships</i>				<input type="checkbox"/> Not yet
Observes other team members plan instruction together. Wonders about challenging interactions and scenarios in the collaboration process.	Reflects on the co-planning and co-teaching that has been observed. Considers how the Skilled Dialogue approach might support a team when challenging interactions arise.	Participates in co-planning and co-teaching with the team by providing some input and taking on some co-teaching roles.	Takes an equal role in the collaboration process for co-planning, co-teaching, and co-assessing. When challenges arise, uses Skilled Dialogue strategies to be proactive and reflective.	Coaches others on how to co-plan and co-teach. Coaches others on how to approach challenging interactions using Skilled Dialogue.
6.3 Create and Implement Transition Plans				<input type="checkbox"/> N/A
<i>Collaborates with the transdisciplinary team, including families, to create and implement formal transition plans (Part C to Part B, transition IFSP/IEP meetings, Interim IEPs) and informal transition plans (change of teacher, classroom, and/or life like a new baby) to support child and family before, during, and after transitions across programs, settings, and experiences.</i>				<input type="checkbox"/> Not yet
Observes team and family members engaged in activities	Reflects on how to increase participation in transition planning with the team and	Engages in transition planning with the team and offers general recommendations	Collaborates effectively with family, team and next program to make the child’s transition timely and comprehensive using	Actively maintains an effective and timely schedule of transition meetings and engages the family in seeking their

related to transition planning.	family.	that for the child or family before, during, and after the transition	individualized strategies that consider support for the child and family before, during, and after the transition.	input and developing meaningful strategies and supports within their community and school that support them and their child throughout the transition.
6.4 Explain the Rationale for Instruction and Intervention Plans				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<i>Integrates research and evidence behind culturally, linguistically, and developmentally appropriate practices in the field.</i>				
Observes others explaining the rationale for implementing best practices.	Engages in conversations with others about the rationale behind various practices in the field.	Along with other team members and families, makes suggestions based on the evidence-based strategies.	Shares ideas and uses evidence to explain the rationale behind implementing various evidence-based practices.	Coaches other professionals on the rationale behind specific evidence-based practices and how it impacts one’s mindset and choices.
6.5 Organize and Supervise the Work of Other Adults				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<i>Organizes, mentors, coaches, and supervises the work of other adults (instructional assistants, paraprofessionals, and volunteers). Utilizes adult learning theory and constructive performance feedback to guide work with other adults and identifies information to support program and staff effectiveness.</i>				
Observes team guiding and interacting respectfully with other adults.	Expresses the desire to work respectfully as a team member with other adults. Reflects on strategies that could be used to achieve this partnership.	Interacts respectfully with other adults. Reviews information about adult learning theory and how this could be used when working with and organizing the work of other adults.	Demonstrates respect and teamwork when guiding and interacting with other adults by eliciting their ideas and perspective as well as incorporating these ideas into a system that works for their team regarding instruction, environment, and interactions.	Works exceptionally well to include other adults as part of the team.
6.6 Commit to Being a Life-long Learner and Reflective Practitioner				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<i>Self-reflects, self-evaluates, integrates feedback, and seeks connections with others and resources; demonstrates leadership qualities such as flexibility and initiative.</i>				
Observes professionals who commit to life-long learning and reflective practices.	Identifies reflective practices and opportunities for professional growth.	Reflects on self by journaling and discussing culture, experiences and perspectives with team members. Understands the need to take on a	Demonstrates leadership qualities such as flexibility and initiative. Consistently reflects on personal biases and engages in reflection when journaling and discussing with colleagues about different cultures,	Demonstrates cultural humility and consistently seeks new perspectives and understandings of others through professional development, conversations, reading,

		leadership role within the program.	perspectives, experiences and then makes change in their practice.	etc. Uses leadership skills in the wider ECSE community.
6.7 Demonstrate Professional Responsibilities				<input type="checkbox"/> N/A <input type="checkbox"/> Not yet
<i>Demonstrates dependability and a positive attitude (e.g., punctuality, attendance, deadlines, and follow-through) in their work with families, children, and colleagues</i>				
Observes other team members and notices the professional attributes they display.	Reflects on the importance of maintaining a high standard of professionalism.	Conveys respect for others by being dependable, accountable and ethical.	Leads by example using a positive attitude, punctuality, professional presentation, and dependability through the ability to initiate, commit, follow through, and meet timelines with all professional responsibilities.	Stands out as someone with a very high level of professionalism or ability to set a professional tone and supports others in this practice.