



SPECIAL EDUCATION PROGRAM Supplement

Enrollment Student Teaching Process and Procedures

- *Education Specialist Credentials*

Preliminary with Mild/Moderate Authorization

Graduate and Undergraduate Candidates

SPECIAL EDUCATION STUDENT TEACHING APPLICATION
EDSP 490P/590P STUDENT TEACHING MILD/MODERATE
 (APPLICATION MUST BE COMPLETED USING A WORD PROCESSING PROGRAM)
 SEE ENROLLMENT STUDENT TEACHING SUPPLEMENT

THIS FORM IS REQUIRED IN ADDITION TO THE LEARNING & TEACHING DEPARTMENT FIELD EXPERIENCE STUDENT TEACHING APPLICATION
 ADD ROWS AS NEEDED TO LIST FIELD EXPERIENCES

				Fall		Spring	
Student Name	Student ID Number	Request Placement	Semester Student Teach			Year	
Local Address	Home Phone	Cell	USD E-mail			Other E-mail	

Attach Following to This Application:

Mandatory Required Exams Prior to Applying	Date Confirmation Obtaining Passing Score	Formal Documentation	Attached
CBEST proof of passing score		Current DARS unofficial transcript	
CSET proof of passing score		Official Mild/Moderate Authorization Advisement completely up-to-date	

Complete & Upload the Following to – Preliminary Ed Spec Credential & MEd SPED M/M folio in TaskStream (<http://www.taskstream.com/>)
 Must be completely uploaded by USD official last day of finals the semester prior to student teaching.

Artifacts	Additional Documentation
Course Embedded Signature Assignments (ESAs)	Pedagogy of Practice Reflection (Midpoint Version)
Copy of this Document	Individual Induction Plan (Preliminary Version)
Copy of DARS	Resume (Professional Teacher Format)

Put an 'X' next to applicable level of student teaching mild/moderate	Undergraduate EDSP 490P	Graduate EDSP 590P	Interns Complete This Section	
			#Units This Term	Total Units So Far

(note a candidate under a district intern contract must enroll in at least 1 unit of EDSP 590P every semester until all coursework has been completed • a minimum of 6-units of practicum must be completed by all students)

Record of Previous Special Education Related Field Experience (course required, positions held or volunteer work)

Type Delivery of Service Placement (RSP, SD, Inclusion General Education Class, Adult Academic/Social Services)	Specific Federal Disability Categories Involved (specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and/or autism spectrum disorders)	Age range 5 to 22 of individuals in setting	Grade Level (kindergarten, grades 1 through 12, and classes organized primarily for adults)	Semester & Year	Length Experience (Hrs., Days, Wks.)	School, District or Agency	District/University Support Person (if applicable)

Record General Education Field Experiences Prior to this Application for Special Education Student Teaching (You must have both multiple subject and single subject grade level experiences – one of these could be general education student teaching)

Grade level	Subject Matter During Field Experience or student teaching	Sem./Yr	Length Exp. (Hrs., Days, Wks.)	School & District	District & University Support Person

Volunteer, Community or Other Agency/Organization Experience (kindergarten through age 22). Briefly describe how relates to working with children and youth.

Job description	Age or Grade Level	Year	Length Exp. (Hrs., Days, Wks.)	School, District or Agency	Brief comment how experience relates to role as future educator

Practicum Placement Factors to be considered but not guaranteed (e.g. age/grade region in county/district type class)

²Note: a candidate must have experience across grade/age levels and the types of special needs included under a credential before a recommendation for certification can be authorized! This is true for all candidates including interns! ¹A 40-minute commute may be required to round out your field experiences and to ensure best quality placement to demonstrate your demonstrated mastery of CCTC Performance-based outcomes.]

³An intern must provide documented evidence of USD and District Contract signed agreement regarding intern status. ⁴An intern must provide certificate from district verifying District Support Person is assigned and is certified in the area for which the intern is seeking certification.

Pre-approval to take one 3-unit course with special education student teaching requires approval of program coordinator

Course Number	Title	Units
Approval Signature Coordinator Special Education		

Note All Student Teacher/Intern Students Must Attend All Special Education Practicum Seminar Classes During Each And Every Semester Enrolled In Practicum!

Reflective Professional Portfolio Midpoint Review					
Faculty Reviewer	All TaskStream ESAs Meet Expectation		Recommend Placement		Reason Denied Approval
	Yes	No	Yes	No	

Credential Analyst Verification All CCTC Prerequisites on File	Yes	No	Date
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University Practicum Supervisor Assigned	District Support Person Assigned	School & District Assigned	District Semester Calendar	
			Begin Date	End Date

MIDPOINT DOCUMENTS REQUIRED PRIOR TO APPROVAL TO STUDENT TEACH
Special Education Request Student Teaching Enrollment

Due Date	Where to Submit	Artifacts or Form	Where Find	Process Procedures
Oct 15 th (Spring Student Teaching) Or March 15 th (Fall Student Teaching)	Dr. Ammer	<i>Special Education Student Teaching Application</i>	Enrollment Student Teaching Process & Procedures: Special Education Supplement	1) <i>Submit in TaskStream.com Midpoint Section</i>
		<i>Teaching Educator Resume</i>		2) <i>Meet with Dr. Ammer to review request enroll student teaching</i>
		<i>Education Specialist Advisement Form</i>		Appendix A Elements Required Teaching Educator Resume
		Copy <i>DARS</i> transcript		This updated word document must include semester courses completed, grades and/or courses in progress Print out long version that includes all courses, when taken and grade
Last Day of Finals Semester Prior to Student Teaching	TaskStream.com <i>Special Ed Credential & Master Degree Folio</i>	<i>Embedded Signature Assignments Special Education Credential & Master Degree</i>	<i>Embedded Signature Assignments Special Education Credential & Master Degree Chart</i> <i>Appendix A</i>	<i>See 10 CEC Standards Artifacts Rubric Guide</i> Follow Centerpiece Matrix, prompts in TaskStream and/or contact Dr. Ammer for assistance.
		<i>Preliminary Individual Induction Plan</i>	<i>Special Education Supplement Enrollment Student Teaching Process & Procedures Appendix A Individual Induction Plan</i>	<i>Appendix A Induction Plan Alignment Professional Standards CEC, CSTP, TPE & PACT Matrix</i> <i>Special Education Overview Handbook Individual Induction Plan in Style of CA Standards for the Teaching Profession</i>
		<i>Pedagogy of Practice</i>	<i>Special Education Overview Handbook Part Two: Developing Personal Practice Code of Learning and Teaching</i>	<i>Special Education Overview Handbook Appendix B</i>

PRIMARY RESOURCE ALL THINGS SPECIAL EDUCATION:
Special Education Program Candidate Handbook Master Degree Special Education & Education Specialist Credential

LOCATING THIS HANDBOOK
The Enrollment Student Teaching Process and Procedures: Special Education Program Supplement
Department of Learning and Teaching – Policies and Handbooks webpage:
http://www.sandiego.edu/soles/programs/learning_and_teaching/policies_and_handbooks.php

FREQUENTLY ASKED QUESTIONS STUDENT TEACHING AND FIELD EXPERIENCES

The FAQ delineates includes several key questions asked by candidates. The list helps clarify and focus requirements and procedures pertaining to fieldwork.

STUDENT TEACHING PROCESS AND PROCEDURES

Are there required steps prior to enrollment in student teaching?

Absolutely! **The first step is to meet with the Coordinator of Special Education (Dr. Ammer).** This must be done by October 15th for Spring student teaching placement. For Fall student teaching placement the meeting must occur by April 15th. Step two is to complete the Department of Learning and Teaching student teaching application and attend a mandatory L&T department wide pre-enrollment meeting. You cannot complete step two until you first complete step one.

Are there paperwork and/or other conditions required prior to the Department of Learning and Teaching student teaching meeting?

Special education student teaching requires completion of the

- [Special Education Student Teaching Petition Form.](#)

This is done by the time you meet with Dr. Ammer. A copy of this form is included in the front of this handbook. Your meeting with the Coordinator of Special Education will go over your petition form. The special education request form and meeting with Dr. Ammer is mandatory and must occur before you can fill out the Department of Learning and Teaching petition to student teach! See the field experience guide for complete information.

What prerequisites have to be met prior to enrollment in student teaching?

First you must complete all required teaching examinations prior to petition for a student teaching placement. This includes the CBEST, CSET and RICA. You must also have completed the SOLES Online Technology Workshop and the continuing education EDU 588x or Eng 318. All midpoint embedded signature assignments and centerpiece artifacts must be uploaded and evaluated in the TaskStream Special Education E-portfolio. See the evaluation guide for a detailed explanation.

FIELDWORK EXPERIENCES (PRIOR TO STUDENT TEACHING)

Why are field experiences required prior to student teaching?

First, research is showing that novice and apprentice level guided course related field experiences prior to student teaching increases an educator's readiness to begin a teaching assignment upon completing a teacher training program of study. Second, the professional association granting recognition and accreditation to USD have all completed internal research

showing that the more contact hours included in a program of study prior to student teaching raises the “highly qualified” entry competency of first year teachers. Third, the California Commission on Teacher Credentialing issues a kindergarten to 22 years of age teaching license to Preliminary Education Specialists. In addition, the mild to moderate authorization states that a teacher is qualified to provide education services across the complete spectrum of categorical disabilities listed under the authorization. To meet the breadth and spread authorized under a special education credential requires multiple opportunities to interact with the diversity of age/grade, social economic, and community diversity being served across California. Fourth, past experience shows that too many student teachers discover they really do not want to work in special education or with a particular service area. Failure to provide early and progressively more comprehensive engagement with students limits awareness of career options to the last semester in a program of study.

Can I receive a course grade prior to finishing a required field-based experience?

This is not possible because key requirements aligned with a course and teaching standards would not be met. Courses with designated field practice design assignments that facilitate translating theory into actual settings where learning and teaching occur.

If I am approved to waive or transfer a course from another school does that exempt me from completing any field-based Embedded Signature Assignments (ESA)?

No! The ESA is part of the performance-based evidence by which you demonstrate specific knowledge or skills. Your faculty Program Advisor will work with you to develop an alternative for the artifacts missing from your electronic portfolio.

[Intern: I am a district and university approved intern working under a district or agency contract. Can I complete all my field experiences in my current teaching assignment?](#)

[Intern No. There are specific Embedded Signature Assignments and/or credential standards competencies requiring working in placements outside your contract setting. These can include inclusive general education classrooms, demonstrating the multiplicity of roles required of an education specialist, and/or experience with other individuals with special needs covered under your mild to moderate authorization. When your present intern assignment includes responsibilities related to some or all of a specific course related field requirements you may use your assigned setting. This will require instructor and/or university supervisor preapproval. However, when specific course assignments and/or observations require you to demonstrate certain teaching skills not included in your contract setting other arrangements must be made. Work with your district support provider and administrator to arrange for time you may need outside your contract setting.](#)

Special Education Program
Supplement

**ENROLLMENT STUDENT TEACHING
PROCESS AND PROCEDURES**

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PART ONE
Admission Process
Student Teaching Experience
Traditional & Intern Candidates

The information in this section expands upon the enrollment in student teaching process included in Part 4: Field Experience & Student Teaching found in the *Special Education Candidate Handbook*. The assignments and teaching practice a candidate must demonstrate during student teaching is covered in the separate *Student Teaching Guide*.

- [Candidate Handbook Special Education](#)
- [Student Teaching Guide Education Specialist Credential](#)

Each of these guides are available on the Learning and Teacher Department handbook section of official university website.

- http://www.sandiego.edu/soles/programs/learning_and_teaching/policies_and_handbooks.php

APPLICATION TO ENROLL IN STUDENT TEACHING EXPERIENCE:

Semester Prior to Student Teaching: Enrollment in student teaching must *begin the semester prior to the actual student teaching* experience! A midpoint formal evaluation by the special education faculty is required prior to approval for enrollment in student teaching. There are four parts to the application and evaluation process the semester prior to student teaching.

SUBMISSION DOCUMENTATION AND MEETINGS	
Task to Complete	When and Where
Application of Request for Student Teaching	Filed with Director of Field Services, Dr. Helene Mandel
There is a separate special education petition to student teach form that must be submitted to coordinator of special education	Dr. Ammer prior to submitting the L&T request to Dr. Mandel
Placements are also discuss with Special Education Field Experience Pathway Supervisor	Stacey Kasendorf
Meet with <u>Special Education Program Advisor</u> and complete program petition to enroll in student teaching	See Program Coordinator, Dr. Ammer
Attend the mandatory Student Teacher Pre-Enrollment Meeting	Conducted by Director of Field Services and the Credential Analyst
Submit your midpoint Education Specialist Electronic Portfolio for evaluation by special education faculty	TaskStream.com midpoint folder in Special Ed Credential & Master Degree Folio

IMPORTANT DATE SCHEDULE:

There is a posted schedule for submission of student teaching petitions. These can be found in the university calendar and is sent via the L&T listserv and special education listserv. The schedule, tasks and traditional dates are listed here.

Date Requesting Student Teaching:

The call for application for student teaching always occurs in the second month of the Fall and Spring semesters. You must meet this deadline. Watch listserv announcements and check the USD, SOLES, and L&T Websites for key dates.

The required coursework, passage of examinations of competency, and verification of eligibility clearance through figure printing described in the *Learning and Teaching Graduate Manual* must be met prior to initiating a *Midpoint Reflective Professional Portfolio Evaluation*.

TABLE STUDENT TEACHING FILING AND MEETING DATES SEMESTER PRIOR TO STUDENT TEACHING		
Request & Documentation	Submitted To	Traditional Dates (see academic calendar on my.sandiego.edu for specific dates)
Application for Student Teaching	Director of Field Services Dr. Helene Mandel	<ul style="list-style-type: none"> • October/November for spring student teaching • March/April for Fall student teaching
Petition to enroll in Special Education Student Teaching	Special Education Coordinator Dr. Jerry Ammer • SEE DR. AMMER PRIOR TO L&T FILING	<ul style="list-style-type: none"> • October/November for spring student teaching • March/April for Fall student teaching
Attend Mandatory Student Teaching Meeting (this will be all multiple subject, single subject and special education candidates for student teaching!)	Director of Field Services Credential Specialist (make appoint to see Dr. Ammer prior to the mandatory student teaching meeting!!!)	<ul style="list-style-type: none"> • November for spring student teaching • April for Fall student teaching
Submit Midpoint Evaluation Special Education Electronic Portfolio (in TaskStream.com). This must be reviewed and graded before approval to actually start student teaching!	Special Education Coordinator Dr. Jerry Ammer SEE DR. AMMER BEGINNING OF SEMESTER PLANNING TO PETITION FOR STUDENT TEACHING. NO PORTFOLIO NO STUDENT TEACHING	<ul style="list-style-type: none"> • December during finals week for spring student teaching • May during finals week for fall student teaching

Check the my.sandiego.edu website and listservs announcements for the actual dates. REMEMBER: You must use and check your USD Internet account 'yourname'@sandiego.edu to check all official announcements. The university and the Special Education Program are not responsible for notifying you via any alternative e-mail address!

MIDPOINT REVIEW – RECOMMENDATION TO ENROLL IN STUDENT TEACHING

The semester prior to beginning student teaching a candidate must petition for approval to enroll in EDSP 490P/590P Student Teaching Mild/Moderate.

DATE ANNOUNCEMENT: Note the University Undergraduate and Graduate Bulletin and the USD On-line Calendar clearly state the deadline dates when petition to enroll in student teaching must be submitted. Both the Learning & Teaching and Special Education listserv will also keep candidates informed of this deadline. Plan accordingly. This documentation must be completed before this enrollment can take place.

MATERIALS RELATED TO REQUESTING STUDENT TEACHING:

The *semester prior to planning to enrollment in student teaching*, a candidate must contact critical personnel for policies and procedures. They are

- ❖ Director of Field Experience, Helene Mandel, and
- ❖ Credentialing Contact, Andrea Estrada

They will provide potential student teachers with information packets regarding prerequisites and procedures for requesting student teaching.

Credential Website: Check for policies, meeting dates, filing dates required documentation at the Certification & Credentialing page on the SOLES website.

- http://www.sandiego.edu/soles/programs/certifications_credentialing/

You must meet all state requirements before you can begin request for student teaching placement.

Orientation Requesting Student Teaching Placement:***Learning and Teaching Department Orientation to Student Teaching:***

When you formally request a student teaching placement the Director of Field Experience will add your name to the listserv for student teaching. You will receive an announcement regarding a **mandatory orientation** meeting required before enrolling in student teaching. This usually occurs one month after the call for petition to student teach. At this meeting the Credential Analyst reviews all prerequisites and details for procedures for filing for a credential upon successful completion of student teaching with a B- or better.

Special Education Orientation Regarding Entry to Student Teaching:

Either immediately following the L&T orientation meeting for student teaching or on another announced date the Coordinator of Special Education will meet with all potential special education student teachers. The coordinator will go over all the steps and procedures to follow to finalize and submit your *Midpoint Special Education Electronic Portfolio* via TaskStream.

The comprehensive midpoint review must be completed before a final approval will be sent to the Director of Field Experiences to go forward with a placement for the next semester.

PREPARATION OF MIDPOINT ELECTRONIC PORTFOLIO REVIEW:

After you contact the Director of Field Experiences and the Credential Analyst you begin to finalize your midpoint portfolio for faculty review.

IMPORTANT PLAN EARLY: It is recommended that a candidate inform and begin talking with his or her Program Advisor about student teaching requirements and deadlines the first week of the semester prior to the intended student teaching.

The candidate uses his or her *Special Ed Credential & Master Degree Folio (TaskStream Self Enroll Code: X3TSD5)* to prepare the documentation to petition for enrollment in a student teaching experience.

The special education faculty undertakes a comprehensive midpoint evaluation of a candidate's competency and readiness to move forward in his or her program of study.

DOCUMENTATION REQUIRED MIDPOINT APPLICATION STUDENT TEACHING
• Course-Based Embedded Signature Assignment (ESA)
• Midpoint Application to Student Teaching
• Reflective Pedagogy of Practice Essay
• Individual Induction Plan in Style of FACT
• Petition to Enroll in Student Teaching – Special Education Form
• Resume – Professional Educator Resume –
○ Clearly indicate field experience (course related) and personal experiences showing observations and engagement with individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area,
○ Also indicate the age/grade level of the previous experiences in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.
○ See Appendix A for required elements in a Professional Education Resume

See **Appendix A** outlining elements of required midpoint evaluation prior to enrollment in student teaching.

- *Midpoint Documents Required Prior to Approval to Student Teach*

Note an intern credential candidate submits the requirement documentation when completing a course. The IIP, Pedagogy of Practice Essay and Professional Essay are revised at the end of each term enrolled in EDSP 590P Student Teaching Mild Moderate until credential is granted.

STEPS INVOLVED IN APPROVAL FOR STUDENT TEACHING PLACEMENT AND ENROLLMENT:

A candidate cannot enroll in EDSP 590P/591P/592P until all the following have been addressed:

1. Meet with Director of Field Experience & Coordinator of Special Education

DIRECTOR OF FIELD SERVICES:

- Obtain copy of Credential Handbook for Credential Analyst and meet all prerequisites to applying for student teaching placement.
 - Located on Credential Analyst section of website:
http://www.sandiego.edu/soles/programs/certifications_credentiaing/
- Complete Director of Field Experience Form Requesting Student teaching placement.
- Attend the Director of Field Experience Orientation Meeting

COORDINATOR OF SPECIAL EDUCATION:

At the same time as the above requirements for all credential student teaching placements, Special Education Credential Candidates need to:

As soon as possible: Meet with Program Advisor &/or Coordinator of Special Education to go over the Special Education Program Assessment System required via TaskStream.com. Review guides and supplements for special education candidates including:

- *Candidate Handbook Special Education*
- *Student Teaching Guide Special Education Program*
- *Reflective Pedagogy of Practice Project*

A version the latest guides and supplements can be found at the USD website:
<http://www.sandiego.edu/soles/> L&T Handbooks.

2. UPLOAD COURSE-BASED EMBEDDED SIGNATURE ASSIGNMENTS IN THE SPECIAL EDUCATION CREDENTIAL FOLIO:

At the end of term you are required to upload the ESAs from each of your courses. Even if an instructor fails to require an assignment or you had a course requirement waved --- YOU MUST SUBMIT AN EQUIVALENT SUBSTITUTION ARTIFACT THAT ADDRESSES THE ASSIGNMENT CRITERIA! See chart of assignments in Appendix A.

- **Embedded Signature Assignments (ESA)**

3. Review Portfolio Requirements Beginning of Term Submitting Application for Student Teaching):

Meet with the Coordinator of Special Education no later than the beginning of the semester in which you plan to apply for permission to register for student teaching. This is the semester prior

to starting a student teaching. Carefully review the Special Education Electronic Portfolio Guidelines. Receive advice and mentoring on finalizing your portfolio for Midpoint Evaluation.

4. Submit the Special Education Student Teaching Application form to the Coordinator of Special Education.

This must be done no later than when the Director of Field Experience form is completed. Two forms are required to be submitted as part of the application for special education student teaching. There are two different forms and two different submissions required. One goes to the Director of Field Experience, the other goes to the Coordinator of Special Education). This form can be found in this supplement and in the word document folder in Blackboard Course Content folder in Dr. Ammer's courses. A word processing copy of this form is located in the TaskStream SPED e-portfolio under Midterm Standards.

5. Review this manual and online instructions and guidelines for preparing portfolio.

Review your self-reflective commentaries, ensure inclusion of artifacts demonstrating change in P-12 students performance based on your present level of knowledge, understanding and skills. Prepare your first version of the Individual Indication Plan. The plan identifies your perceived strengths and areas for additional practice and learning during student teaching. Remember to ground this information in references to the Centerpiece artifacts in the Midpoint folder.

6. Submit Electronic Portfolio for Midpoint Evaluation:

When announced via listserv and USD Portal submit your portfolio for formal evaluation. This must be submitted by the end of the term date specified. Formal submission and review by the full special education faculty using the Common Midpoint/Final Point Rubrics.

FINAL NOTIFICATION ACCEPTANCE INTO STUDENT TEACHING:

When all the above steps are completed and all forms and portfolio elements have been reviewed the Special Education Faculty will review the portfolio. A candidate must receive an overall satisfactory score to pass. The Director of Field Experience will inform you of the outcome of your application for student teaching placement.

INTERN ONGOING MIDPOINT EVALUATION:

An intern works with the University Intern Support Provider and the District Support Provider to review the Individual Induction Plan at the end of each student teaching term. The Student Teaching Seminar instructor works with interns on their ongoing IIP. The Student Teaching Seminar instructor in consultation with the Intern Support Provider approves the IIP for the upcoming intern student teaching semester.

Interns use the same Individual Induction Plan each and every semester enrolled in student teaching. Start each IIP Domain with the semester date (for example: First Semester Fall 07; Second Semester Spring 07). Continue this running reflection of competencies and reference to artifacts until submitting the final IIP for recommendation for a credential.

Intern Submission of Centerpiece Artifacts: An intern puts course required Embedded Signature Assignments (ESAs) under the appropriate course and midpoint folder in the TaskStream.com Special Ed Credential & Master Degree Folio. These artifacts are demonstrating your knowledge

and understanding of competencies. The Embedded Signature Assignments (ESAs) emerging from the student teaching engagement with students and the University Field Supervisor go in the Final Point Student Teaching folder. The reflective commentary via the IIP only goes in the Final Point Evaluation IIP folder. An intern is encouraged to reference the midpoint (course based artifacts) throughout the IIP Self-Reflective Commentary.

- Course Based Embedded Signature Assignments – Put in Corresponding Course folder (See Appendix A)

- Must be submitted during finals week for course instructor to evaluation
- Reviewed by Faculty at Midpoint When Candidate Officially Requests Recommendation to Enroll in Student Teaching

- Program Midpoint Documentation Required

1. Resume
2. Individual Induction Plan
3. Reflective Pedagogy of Practice

DURING STUDENT TEACHING

SUPERVISORS' ROLE:

A university field supervisor and a district master teacher or a district intern support provider is assigned to each student teacher or intern. The supervisors help guide, support, and mentor student teachers as all competencies identified by the California teacher performance expectations (TPEs) and the Council for Exceptional Children expectations for an initial level certification are demonstrated.

A student teacher's Master Teacher and the University Field Supervisor jointly determine the classroom-based portion of the course grade. *A District Intern Support Provider gives assistance to interns and attends the midpoint and final point student teaching evaluations but does not directly evaluate an intern. The University Field Supervisor evaluates and assigns the letter grade for an intern. An intern receives an EDSP 590P grade for each semester under intern contract.*

REQUIREMENTS DURING STUDENT TEACHING:

Seminar: A seminar accompanies special education student teaching. This involves three mandatory student teaching meetings during student teaching experience. *An intern candidate is required to attend all sessions every semester enrolled in student teaching as part of the intern position agreement.*

Individual Induction Plan: One primary focus during the seminar sessions involves the development of the CTC required transitional Individual Induction Plan (IIP). This document is converted to the Clear Induction Plan upon obtaining a teaching contract in the credential area. This document is completed on the required special education program Induction Form.

One cannot receive a passing grade for student teaching nor meet the evaluation criteria for the transition IIP without seminar attendance.

An intern must submit revisions to the transitional Induction Plan every semester in under intern contract. Formal evaluation takes place at the midpoint (usually end of first year as an intern) and final point (when all student teaching candidates apply for credential).

Mandatory GPA: Remember a B- or better is required in all credential and degree coursework. Recommendation for an education specialist credential or a MEd in Special Education cannot happen if a candidate has a course grade less than a B-.

SEMINAR REQUIREMENT:

There are three mandatory seminar sessions. The faculty member assigned to Seminar will arrange the day and time for these meetings. Seminar sessions are held at the University of San Diego. The faculty member managing the seminar may add additional seminar sessions. This will depend upon candidates' progress, changes in credential requirements or addition of important information. An intern must attend and participate in the Seminar sessions each and every semester enrolled in student teaching. A candidate completing a second or third education specialist credential must also attend all seminar sessions held during the student teaching experience.

Purpose Seminar:

Supervisors engage in mentoring, coaching and critiquing of performance with his or her student teaching students during the sessions. Guest speakers and information about credential filing procedures is detailed in these sessions. In addition review and planning for the mandatory Individual Induction Plan (IIP) in the style of the California Standards for the Teaching Profession (CSTP) is described and supported during the seminar sessions. *Twenty-five percent of the student teaching final grade (each semester for interns)* is based on attendance and participation in the seminar sessions and completion of the Individual Induction Plan *(every semester revised and updated by interns)*.

SESSION DATES

The seminar coordinator (Stacey Kasendorf) in consultation with the Coordinator of Special Education will establish the seminar dates and times. Either Saturday or week night sessions will take into consideration teaching responsibilities at student teaching site and the dates for the required EDU 558XB English Learner continuing education course required of all candidates to meet part of the English Learner Authorization mandated by CCTC.

Information about the seminar session will be provided **via candidates USD Internet Access Email Account Only!** University Field Supervisors will also remind students of the Seminar dates when visiting the student teaching site. A place within the USD Portal <https://my.sandiego.edu> will also be established for announcements relevant to student teaching/intern information.

Topics & Seminar Goals: Topics relevant to student teaching and the latest information about special education delivery and credential requirements will be discussed. In addition, the

Individual Induction Plan (Professional for an Intern and Preliminary for a traditional student teaching) mandated by CCTC will be discussed, reviewed and supported throughout the semester in the seminar meetings. The concept and development of this document is discussed in this guide and in the Special Education Electronic Portfolio Assessment Guide. *Candidates in an intern setting will conduct part of their review and revision of their IIP during these seminar sessions.*

An intern is expected to attend all seminar sessions and events every semester enrolled in student teaching.

Unexcused and two or more **ABSENTEES** will influence the IIP portion of the student teaching grade (25%). Students with or without pre-informed notice of missing a seminar session would be assigned an assignment to replace missed seminar discussions. Discussions occurring each semester are specifically designed to enhance the student teaching experience and to provide candidates with information and citations you incorporate into the IIP Self-Reflective Commentary.

SEMINAR REQUIREMENT:

The remaining 25-30 percent of the student teaching course grade is determined by the quality and comprehensiveness of the Individual Induction Plan. A student teaching/intern cannot receive a 30 percent high score without attendance and participation in all Seminar sessions. The sessions and the content are vital to preparing a passable Self-Reflective Commentary that accompanies the IIP.

DOCUMENTING PERFORMANCE DURING STUDENT TEACHING

Student Teaching/Intern EDSP 490P/590P Based Artifacts – Put in Final Point EDSP 490P/590P (See Student Teaching Guide)

1. Case Study
2. Individual Induction Plan
3. Reflective Pedagogy of Practice

STUDENT TEACHING OBSERVATIONS:

The University Field Supervisor provides support and supervision through an ongoing series of visitations to the student teaching site. The ten CEC Standards inform the observations and recommendations for building performance competency. During observations of a candidate's student teaching the University Field Supervisor uses the visitation report form in the Student Teaching Guide. The Student Teaching Guide – Special Education is available on the Learning and Teacher Department handbook section of official university website.

- http://www.sandiego.edu/soles/programs/learning_and_teaching/policies_and_handbooks.php

The student teaching observation form is used as part of the process of communicating with an intern to provide ongoing supervision and support. Copies of completed observation forms from each visit are provided to the student teacher and the master teacher or support provider.

Interns: A University Field Supervisor observes an intern every semester enrolled in student teaching.

Student Teaching Evaluation: (See Student Teaching Guide)

A midpoint and final point student teaching performance evaluation is conducted by the University Field Supervisor in concert with the District Master Teacher. The Teacher Performance Expectations (TPEs) and CEC Standards Education Specialist Student Teaching Midpoint & Final Assessment Rubric are used to document the evaluation. This form lists the TPEs under the California Standards for the Teaching Profession (CSTP) areas and provides space for descriptive explanation of the performance rating. Note the CSTP categories are the basic upon which you develop your Individual Induction Plan (IIP).

A rubric designed to align with a focus set of standards and learning outcomes is matched up with each centerpiece or embedded signature assignment. The rubrics are viewable within the special education e-portfolio in TaskStream.

When the special education faculty review candidate performance-based centerpiece artifacts and evaluate student teaching observed education specialist competencies a four degrees of competency rubric is applied. This four tier stages of competency combines the Wiske evaluation model with the CTC, NCATE, CEC and WASC standards evaluation systems. The four categories are:

Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Mastery Mentor/Coach
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Distinguishing Performance-Based Standard Competencies and Course Letter Grades: The demonstrated program competency rubric scores are not course letter grade equivalent!

At least a midpoint and final point collaborative review conference is held by the University Field Supervisor with the candidate and his or her district Mentor Teacher or Support Provider. Candidates must keep a copy of all student teaching documents in their TaskStream.com *Special Education Credential and Master Degree Folio*.

PART TWO
Preparing Individual Induction Plan (IIP)
Preliminary Self-Reflection
Action Research Investigation of Professional Competencies

All Preliminary Education Specialist Credential candidates must develop a transitional *Individual Induction Plan (IIP)* as part of the submission for a preliminary special education credential. This is your “transition” plan for moving from a preliminary education specialist to a Clear Induction Education Specialist.

Life Long Professional Learner: An education specialist is required by CCTC policies to prepare a self-reflective inquiry into one’s present perspective of knowledge and skills required to be a special educator. The practice is imbedded in the concept that teachers are life long professional learners. Professional learners use action research inquiry techniques to ascertain next areas of focus for embellishment of teaching competencies to better serve the needs of individuals with special needs. Using the K-W-L model: What do we know? What do we want to know? How do we design a pathway that leads to new learning?

Relevance During Student Teaching: The Individual Induction Plan (IIP) is the vehicle put in place for education specialists as they transition to student teaching and then into induction planning. USD requires students to prepare a preliminary IIP as part of the self-evaluation of readiness for student teaching.

It provides student teaching supervisors with a guide to direct, coach and mentor skill building during student teaching.

USD FOCUS ACTION RESEARCH: Since USD focuses on the concept of student as research, the action research framework espoused by SOLES becomes a strategy to prepare the IIP. The knowledge and skills come from the Embedded Signature Assignments developed as part of methods courses and early field experiences. See Appendix A for list of course specific ESAs.

- [Embedded Signature Assignments: Course –Based Embedded Assignments \(ESA\)](#)

As a researcher you site examples from your ESA that illustrate your strengths and shows where you believe additional skill development is necessary. As a reflective action researcher you continually self-check your present levels of knowledge, understanding and skills related to standards for education specialist.

Teacher Performance Assessment: USD aligns the Individual Induction Plan (IIP) mandate with the review process used by all California school districts. As part of ongoing review of your competency as a “highly qualified” teacher a regular cycle is in place to ensure ongoing self-reflection and district analysis of teacher competencies. A chart prepared by the Commission on Teacher Credentials (CTC) is included in Appendix B.

- [Teacher Preparation & Induction Alignment Chart B-1.1](#)

This matrix shows teachers, supervisors, districts and families the relationship between a teacher’s various stages of teaching competency building. The Teacher Performance Evaluation (TPE) is collapsed into domains that are known as the Teacher Performance Assessment (TPSs) and the ongoing professional development and performance review known as the California Standards for the Teaching Profession (CSTP). The Commission on Teacher Credentialing (<http://www.ctc.ca.gov>) is the official resource about self-inquiry teacher performance assessment. There are also several useful interpretation guides posted on the Internet by universities and professional organizations that supplement the CTC guide. One example is the Teacher Performance Assessment CA State Fullerton site <http://ed.fullerton.edu/SecEd/TPA/Index.htm>.

The Preliminary Education Specialist Credential builds upon the premise that a special educator must be highly qualified in both a) the roles and strategies implemented by an education specialist and b) the grade/age appropriate CA Subject Matter Standards students with special needs need to learn in inclusive education settings.

To help special education teacher candidates identify, explore and build competencies in the key areas of expertise expected of a teacher, the USD Individual Induction Plan encapsulates

- The Council for Exceptional Children’s Standards for Initial Level Special Educators of Individuals with Exceptional Learning Needs in Individualized General Education Curricula
<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome>
- The California Commission on Teacher Credentialing Preliminary Education Specialist Credential Standards with Mild to Moderate performance competency.
<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>

THE IIP FRAMEWORK: The special education program at USD helps candidates focus on expected skills of an initial level highly qualified special educator through the use of three tools used across California for measuring and advancing teaching skills.

- Teacher Performance Assessment (TPAs)
 - <http://www.ctc.ca.gov/educator-prep/TPA-California.html>
- Teaching Performance Expectations (TPEs)
 - https://secureweb.education.ucsb.edu/webdata/instruction/tepweb/Standards/TPE/TPE_Short_Version.pdf

Student Teaching Evaluation Indicators: The USD special education student teaching performance assessment uses the TPAs and the TPEs to assist student teachers, University Support Providers and District Master Teachers/Cooperating Teachers or District Support Providers for interns. See Appendix B *Preliminary Education Specialist Student Teaching/Intern Evaluation Form*.

Action Research Reflective Framing Level of Competency: Bridging the principles of applying action research in social justice perception of equity (see ‘ACE’ Overarching SOLES principles in Part Three) with the clear induction model adopted by many California School Districts known as Formative Assessment of California Teachers (FACT) provides the template for preparing the Individual Induction Plan. See the California Induction BTSA Beginning Teacher Support & Assessment for link to FACT philosophy and training <http://www.btsa.ca.gov/>.

PROFESSIONAL ETHICAL PRACTICES: The IIP/CSTP Evaluation System requires honest, self-inquiry critiquing of one’s present preparedness for the field of education. The *Reflective Research Evidenced Pedagogy of Practices Critique (Personal Grounded Philosophy of Education)* is part of the credential and master degree program as a vehicle for probing your own understanding of special education and the research evidence pedagogy practices that help students learn.

Your program advisor will advise you regarding the process, procedures and timelines. For additional information and assistance contact the portfolio lead faculty member – Dr. Ammer.

Assignment: Preliminary Education Specialist Individual Induction Plan (IIP):

You formally develop an Individual Induction Plan at three points during your program of study.

POINTS SUBMITTING INDIVIDUAL INDUCTION PLAN (IIP)	
1	<u>EDUC 375P/575P Inclusive Curricula for Learners 5 to 22:</u> You explore the concept of an action research focused self-inquiry Individual Induction Plan (IIP). Under instructor mentoring along with class discussions and assigned readings you practice self-inquiry and written articulation of your personal pedagogy of practice.
2	<u>Midpoint Petition to Enroll in Student Teaching:</u> Through self-inquiry you review your personal knowledge, understanding and experience engaged in the role of an education specialist. You review your course and field-experience Embedded Signature Assignments to identify areas of strength and areas for growth. Your IIP serves as both a midpoint review of your competencies and as a means of articulating for your mentor teacher and university field supervisors' areas where focused attention can occur during EDSP 490P/590P Student Teaching Mild/Moderate.
3	<u>Final Exit Student Teaching:</u> Your IIP informs the final evaluation and grade decision process for EDSP 490P/590P. It also serves as the Commission on Teacher Credentials (CTS) mandated transition individual induction plan. This plan provides an initial planning for advanced professional growth during your Clear Induction process.

The specific assignment and its required components can be found in Appendix B.

- *Directions for the PRELIMINARY Individual Induction Plan Content Knowledge Evaluation*

IIP Alignment of Artifacts

A matrix cross referencing the alignment of your ESAs with the six domains of the CSTP, the ten CEC Standards and the TPEs artifacts is provided as a visual guide to assist in your self-inquiry and reflective articulation of your present qualifications as an education specialist. Additional support is provided in Appendix B.

- *Individual Induction Plan Alignment Professional Standards CEC, CSTPs, TPE & PACT Matrix*

In addition the breadth of TPEs that are required of all teachers in California has an additional set of variables that must be met by Preliminary Education Specialists. A chart aligning the specific TPE with the additional education specialist competencies with the CEC Standards for Initial Level special educator and the Performance Assessment for California Teachers (PACT) domains used by the USD multiple and single subject student teachers can be found in Appendix B

- *Teacher Performance Expectations (TPEs) with Special Education Additional Expectations*
- *For additional information about the PACT evaluation of student teachers visit:*
 - [*Teacher Performance Expectations \(TPEs\) with Special Education Additional Expectations*](#)

IIP Template & Rubric

The actual template you must complete as part of your midpoint admissions to student teaching is located in Appendix B.

- *Individual Induction Plan Based on CSTPs Template* (this is also available in a word document for actually implementing your reflection.)

The rubric used to formally evaluate your IIP is included in Appendix B. This document will help inform you about what you should be including in your IIP. The rubric also assists your University Student Teaching Field Supervisor and Master Teacher or District Intern Support Provider in preparing the initial assignments and activities during student teaching.

- *Education Specialist Assessment Individual Induction Plan Rubric Guide Based on California Standards for the Teaching Profession*

PART THREE
Preparing Reflective Pedagogy of Practice
Preliminary Action Research Focus Evidence Grounded
Philosophy of Education

MIDPOINT STUDENT TEACHING APPLICATION SELF-INQUIRY

TASK: The *Self-Reflection Research Evidenced Pedagogy Practices Critique* is a blend of philosophy, social justice grounded principles and research evidenced instructional/learning practices articulated in a statement of one's own emerging understanding of what it means to be a teacher and how instruction can enhance learning outcomes for the diversity of students in school setting. The essay must incorporate the overarching "ACE" themes threaded throughout the Learning and Teaching Department programs of study. As a special educator your critique must integrate the Council for Exceptional Children Profession Code of Ethics into your personal philosophy of education statement.

Self-Reflection Research Evidenced Pedagogy Practices Critique

Self-reflection on what it means to be a teacher is an important artifact throughout the USD Special Education degree and credential program of study. As a scholarly master degree program of study, insight into the grounding of beliefs, values and attitudes also plays a vital role in review of a candidate's progress towards becoming a life long professional educator. As a degree candidate your emerging philosophy of education must also incorporate ideas and reflections that build upon your growing awareness of *global perspectives* of pedagogy practice. The USD special education program faculty and students frame their pedagogy of practice within a social justice foundation that builds upon the following ideals.

- ACE overarching themes and dispositions espoused by the faculty and students in SOLES,
- The Council for Exceptional Children Professional Code of Ethical Practices,
- Research grounded principles of practice,
- Exploration of global perspective of variance within grounded principles of practice, and
- Experiential interaction with the diversity of students and teachers across the California education spectrum

Most importantly, no philosophy or pedagogy paradigm can withstand the test of time unless it is grounded in practical experience. These ideas, values and ethical practices combined within a historical perspective of the foundations and philosophy of education come together to provide a candidate with an opportunity to reflect and build upon personal habits of practice. As a "living self-reflection" of one's personal evolution of pedagogy of practice, the *Self-Reflection Research Evidenced Pedagogy of Practices Critique* shares a candidate's professional growth with others.

Master degree candidates are required to cite evidence-based resources demonstrating your master degree level personal scholarship expansion of graduate level knowledge and skills.

Teacher Performance Assessment Model Grounding:

The Teacher Performance Assessment model (TPA) articulated in the California Commission on Teaching Credentialing (CCTC) is designed as a focus framework to give credential candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills and abilities. The conceptualization of a *Self-Reflective Research Evidenced Pedagogy of Practices Critique* in the style of a philosophy of education is one avenue the USD special education faculty have put into place to assist candidates in exploring, articulating and expanding emerging understanding of self as a professional education specialist.

For a detailed analysis of the Teaching Performance Assessment see the website: <http://www.ctc.ca.gov/educator-prep/tpa.html>. A good overview and analysis of the concepts is prepared at the California State University at Fullerton site: <http://ed.fullerton.edu/secEd/TPA/Index.htm>.

The *Self-Reflective Research Evidenced Pedagogy of Practices Critique* is seen as a unique format for a personal "philosophy of education". Unique in that beliefs, values and personal practices are integrated with research evidenced models of practice and a reality check with experiences and products (artifacts) created through the USD Education Specialist degree and credential journey.

How You Inform Self And Others About Emerging Habits Of Practice:

How it is Like a Philosophy of Education: Personal practice emerges from within oneself. It is based on personal disposition, lived values and habits of practice. It evolves as we experience life, mature and have hindsight and insight to polish our value system.

How Scholarship Informs Philosophy: What we know and what we think we know is informed by what we discover and uncover. As a scholar in a degree program of study you are constantly nudged to learn through literature. The best education literature is theory backed with measurable documentation of change in P-12 student performance. Thus value meets practiced evidence. What we choose to add theatrical philosophy of education is revised and illustrated with observable and measurable examples of research grounded language that others can validate for themselves.

How Emerging Education Specialist Skills Influence Philosophy: Your value system and your expanding research grounded pedagogy of education practices becomes informed with rich examples of how you have put your education philosophy into practice in the diversity of P-12 learning settings you experience at defined points in your program of study. The philosophic mind and scholarly knowledgeable mind weaves habits of practice that ensure quality learning experiences at different age, grade, and social-economic settings that ensure maximizing performance opportunities in alignment with CA content standards and needs of students at-risk.

Reflective Research Evidenced Pedagogy of Practices Critique

Self-Reflective Critiquing: Throughout the program of study a candidate is required to prepare a series of self-reflective statements, which provide a personal analysis of a professional code of ethical standards and practices. This is a personal philosophy of education that is grounded in research-validated practices. This code is a manifest guides grounded in a set of overarching principles that inform your instruction and your students' learning. Two social justice formulated codes of professional conduct are embedded in the program of study to inform your personal philosophy of practice:

- Council for Exceptional Children Code of Ethics and Standards of Practice ([http://www.cec.sped.org/Content/Navigation Menu/Professional Development/Professional Standards/Ethics Practice Standards/default.htm](http://www.cec.sped.org/Content/Navigation%20Menu/Professional%20Development/Professional%20Standards/Ethics%20Practice%20Standards/default.htm))
- School of Leadership and Education Sciences Overarching Principles and Dispositions ACE

In addition to the ethical codes listed here, a degree candidate must also weave an understanding of an international perspective to his or her emerging personal habits of practice. The *global perspective* emerges as a candidate cites and references learning about global education throughout course readings, research and experience to the personal *Self-Reflection Research Evidenced Pedagogy of Practices Critique*.

Framing Self-Reflective Philosophy of Education Statement:

A candidate's self-reflection is a philosophy of education statement grounded in an understanding and application of a *research-based foundation* of education.

It is a meta-cognitive, self-engagement in the process of introspection for the purpose of framing a personalized pedagogical framework of practice. A candidate provides evidence of his or her growth as a scholar throughout this process by integrating citations of pertinent research-based evidenced foundations of education theory and practice from coursework, readings and action research.

Threaded throughout one's philosophy of education is cited reference to specific examples of hands on field-based application of knowledge and skills that are posted in the special education electronic portfolio.

Emerging personalization of the USD overarching ACE framework of social justice and the CEC professional code of ethics is evidenced by the use of academic language that speaks to one's own habits of practice.

Journey of Experiential Discovery:

Personal reflections emerging from experience and new knowledge unfolding throughout a program of study provides the window for self-reflection. Evidence of one's personal journey towards development as an education specialist's unfolds as knowledge and skills are shaped and refined. Your written inner reflection helps faculty watch and react to your growth as an education specialist. Formal evaluation of your professional growth takes place ant

the midpoint and final points within the program of study.

Grounding Framework: The attached ACE and CEC Professional Code of Ethics description is provided to assist in development of your own self-reflective statement. Visual representation of the ACE and CEC Code of Ethics standards are included in here and in your special education assessment guide.

Guiding Purpose for Self-Reflection: An article by Welch & James (2007) sets a framework for why self-reflection is an important teaching tool. Reflection as a teaching and learning device is a hallmark of Dewey's (1933) vision of teacher preparation. Reflection is an active persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends. Reflection is a continuous process that must be given a context so students can make cognitive connections to what they are taught and to what they learn (Eyler, Giles & Schmiede, 1996) ... van Manen (1977) created a hierarchy that includes technical, practical, and critical reflection that considers moral and ethical issues related to social justice in teaching. Reflection also assists students as they predict how they will apply what they've learned through experience later on in careers as teachers (Anderson, Smith, & Peasley, 2000).

Welch, M., & James, R. C. (2007). An investigation on the impact of a guided reflection technique in service-learning courses to prepare special educators. *Teacher Education and Special Education, 30* (4), 276-285.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process.* Chicago: Henry Regency & Co.

Eyler, J., Giles, D. E., & Schmiede, A. (1996). *A practitioner's guide to reflection in service learning: Student voices and reflections.* Nashville, TN: Vanderbilt, University.

Van Mahen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry, 6* (3), 205-228.

In addition build upon the idea of action research as a focus for special education teacher preparation that is threaded across the USD special education program of study. Review the concepts as articulated in the chapter on teacher preparation from.

Bruce, S. M. (2010). Reflection, inquiry and action research in special education teacher preparation programs. In S. Bruce & G. J. Pine (Eds.), *Action research in special education: An inquiry approach for effective teaching and learning* (pp. 47-64). New York: Columbia Teachers College Press.

Summary Focus:

The *Self-Reflection Research Evidenced Pedagogy Practices Critique* is a blend of philosophy, social justice grounded principles and research evidenced instructional/learning practices articulated in a statement of one's own emerging understanding of what it means to be a teacher and how instruction can enhance learning outcomes for the diversity of students in school setting.

An overview of the overarching themes threaded throughout the Learning and Teaching Department "ACE" and the Council for Exceptional Children Professional Code of Ethics follows. Thread these themes along with evidenced-based research strategies and examples from your "centerpiece artifacts" across your self-reflective statement at the entry, midpoint and final point of your degree and credential program of study.

Critique Rubric

The *Reflective Grounded Pedagogy of Practice Rubric* provides indicators of the voice and examples of knowledge and skill are assessed. See rubric in Appendix B.

- [Pedagogy of Practice Rubric](#)

Grounding Principles For Pedagogy Of Practices Critique:

The remainder of this section provides an overview of the School of Leadership and Education Sciences 'ACE' overarching themes and the *Council for Exceptional Children Professional Code of Ethics*. Additional information about professional ethical practices is provided in the *Special Education Program Candidate overview Handbook*.

ACE
Professional Ethical Practices
Guiding Principles For Educators

Professional based practices serve as a set of guiding principles upon which teachers go about daily routines in educational settings that create a “*community of learners*”. A shared set of guiding principles allows individuals in a profession to ensure quality and equitable service to the broad spectrum of diversity found in the fabric of America. Ethical practice includes the way we respect and engage students in our classroom or other service settings; the respect and professional courtesy we give to professionals in our own and allied professions; the communication and collaboration we build with parents of our students; and the way we ourselves act in our daily routine as teachers.

Guiding practices are often unspoken, unclear and perceived in different ways by individuals in a shared setting. As part of the learning and teaching curriculum practices and evaluation, the faculty of the School of Leadership and Education Sciences identified a series of outcomes that faculty and candidates strive towards in the practice of learning and teaching. In this section three elements of guiding principles are described:

- The USD SOLES overarching themes known by the acronym **ACE**
- Teacher dispositions ensuring alignments with national standards and associated dispositions set by the Interstate New Teacher Assessment And Support Consortium (INTASC)
- Special education dedication and alignment with the **Council for Exceptional Children Code of Ethics and Standards of Practice** <http://www.cec.sped.org/ps/ps-ethic.html>

The challenge is to know professional guiding practices by demonstrating measurable application of the practices of ethical practice across all aspects of learning and teaching. The model as assessment established by the Special Education Program in the School of Leadership & Education Sciences is the Special Education Assessment Guide.

PROFESSIONAL EDUCATION UNIT THEMES

The mission, vision and theme of the Professional Unit serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership & Education Sciences are committed to the preparation of education leaders as is exemplified by the acronym “ACE”, which describes an expert in the field of education. ACE Candidates in the Professional Education Unit will:

- 1) Demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits (**A**cademic excellence, critical inquiry, and reflection).
- 2) Strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service (**C**ommunity and service).
- 3) Understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development (**E**thics, values, and diversity).

Learning and teaching within the Professional Unit is guided by an effort to demonstrate professional outcomes across all instruction, learning, field experiences and community engagement that is best described in the acronym **ACE**. The *Reflection of Practice* graphic organizer delineates the elements that ground the Professional Unit Theme.

PROFESSIONAL TEACHER DISPOSITIONS

The mission, values and themes of the School of Leadership & Education Sciences serve as the foundation for our professional education unit outcomes. Faculty and candidates strive to live their professional lives in alignment with the grounded theory, research and value principles exhibited in exemplar pedagogical practice. The Special Education Program faculty and candidates are committed to the concept of ethically grounded practices that are fair and equitable for all members of our professional community. Therefore the special education program in alignment with the Unit outcomes adhere to the concept of clear demonstration of standards of practice known as dispositions.

Disposition: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (p. 31 CEC NCATE 2000Standards)

The Education Unit strives to be “*a learning community collaboratively engaged in the pursuit of professional competence*”. These concepts of valued practices demonstrated through disposition are built upon the ideals of learning community, collaborative engagement and pursuit of professional competency.

Learning Community. The Professional Education Unit faculty, staff and students coming from diverse cultural, social and national vitality work in harmony to promote the development of inclusive leadership. The faculty aim to connect students with what Palmer (1998) calls the “living core” of their life, while providing knowledge, skills, and dispositions designed to strengthen their capacity to lead.

Collaborative Engagement. Central to interactions between and among faculty and students is our commitment to acquire knowledge through critical inquiry and collaborative engagement. To this end, we engage in a reciprocal process of teaching and learning based on the notion of a community of practice. This notion is helpful in understanding how members of organizations learn with one another through activities that require negotiation. Through social participation, members create meaning about their shared historical and social resources of practice including how to create, evaluate and disseminate knowledge related to organizationally valued tasks. The community of practice perspective suggests, “Learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization” (Wenger, 1998, p. 8).

Pursuit of Professional Competence: Every program is centered on developing professional competency in all candidates. Professional associations, national accrediting bodies and state certification agencies provide the programs with specific requirements for preparing ethical, caring and competent professionals. Courses, field experiences and internships assess candidates' abilities to demonstrate the basic knowledge, skills and dispositions recommended for today's practicing professionals. Faculty members are actively involved in the work of professional organizations and state and national agencies as they continually update the competencies and standards for practice.

Candidates in our programs seek licensure and certification in their areas of expertise. Having been encouraged to form a strong commitment to lifelong learning, ethical responsibility and ongoing professional development, many demonstrate sound identities as practicing professional, joining professional associations and attending and presenting at local, state, and national conferences. They demonstrate their capabilities as collaborators, as agents of change and as leaders, with varying degrees of impact within the communities they serve.

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. The Special Education Program uses the graphic organizer *understanding the Purpose and Practice of disposition* to evaluate faculty and candidate professional practice.

CODE OF ETHICS AND STANDARDS OF PRACTICE

The Special Education faculty and candidates in training to become special educators have a long history of commitment to the Council for Exceptional Children as the professional association that exemplifies the standard of excellence to which we strive to emulate. The Special Education degree and credential programs received **National Recognition** through the Council for Exceptional Children evaluation process associated with NCATE in June 2004.

The faculty and candidates commit themselves to demonstrate ethical practices articulated in the *CEC Code of Ethics for Educators of Persons with Exceptionalities*. The Special Education Program reviews values and disposition of faculty and students based on the CEC Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and Their Families in relationship to:

- Instructional Responsibilities
- Management of Behavior
- Support Procedures
- Parent Relationships
- Advocacy

The *CEC Code of Ethics for Educators of Persons with Exceptionalities* follow the visual display of the overarching Department of Learning and Teaching 'ACE' presentation. The CEC Special Education Professional Ethical Principles in included in Appendix C.

For additional ideas for preparing your Pedagogy of Practice see the supplementary manual on the SOLES website Learning and Teaching Department page.

- *Special Education Program Supplement Framing Your Personal Statement Philosophy of Education.*



APPENDIX A

EMBEDDED SIGNATURE ASSIGNMENTS (ESAs)

**EMBEDDED SIGNATURE ASSIGNMENTS (ESA)
PRILIMINARY EDUCATION SPECIALIST CREDENTIAL
WITH MILD/MODERATE AUTHORIZATION
SPECIAL EDUCATION CREDENTIAL & MASTER DEGREE FOLIO**

TASKSTREAM.COM

Course-Based Embedded Signature Assignments (ESA)		
Submit Upon Completion of Course	Assessment	Evaluation Rubric
FOUNDATION BLOCK COURSES		
EDSP 389/589 Healthy Environments/Inclusive Education in a Global Society	<i>Quizzes</i>	<i>80% or higher</i>
	<i>Differentiated Instruction Case Study</i>	<i>Differentiated Instruction & Healthy Environment Case Study Rubric [Factors 1, 2, 3, 6, 7, 8]</i>
	<i>Health Element Case Study</i>	<i>Differentiated Instruction & Healthy Environment Case Study Rubric [Factors 1, 2, 6]</i>
	<i>Field Visit Reflective Report</i>	<i>Meets Requirement</i>
EDSP 373/573 Diverse Family Systems & Transitions	<i>Family Systems & Transition Case</i>	<i>Family Systems & Transitions Case Study Rubric</i>
EDSP 374/574 Global Perspectives and Foundations in SPED CEC/NCATE Assessment 7	<i>PBL Analysis Characteristics & Needs Mild/Moderate Disabilities Vignettes</i>	<i>Research Focus Characteristics & Needs Mil/Moderate Rubric [Factor 1]</i>
	<i>Toolkit Characteristics & Needs In a Global Society</i>	<i>Research Focus Characteristics & Needs Mil/Moderate Rubric [Factor 2]</i>
	<i>Autism Spectrum Disorder Behavior Charting</i>	<i>Research Focus Characteristics & Needs Mil/Moderate Rubric [Factors 1, 3, 5]</i>
	<i>Research Global Perspective Mild to Moderate Disabilities</i>	<i>Research Focus Characteristics & Needs Mil/Moderate Rubric [Factors 4, 5]</i>
EDSP 379/579 Legal Ethical & Professional Practices in Diverse Society	<i>Commentaries Legal Cases</i>	<i>80% or higher</i>
	<i>Final Exam Special Education Law</i>	<i>80% or higher</i>
EDU 558XB First & Second Language Development & Structure for the Classroom Teacher	<i>Case Study</i>	<i>EDU 558XB Case Study Assessment Rubric</i>
	<i>Online Reading Blogs</i>	<i>Pass/Fail</i>
METHODS BLOCK SPECIAL EDUCATION COURSES		
EDSP 370/570 Assessment Identification to Transition Special Education CEC/NCATE Assessment 5	<i>Practice Administration Assessment</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 1, 7]</i>
	<i>PBL¹ Assessment Curriculum Decisions</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 1, 2, 5]</i>
	<i>Multidisciplinary Team Process</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 3, 4, 6, 7]</i>
	<i>Individually Administered Standardized Assessment Critique</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 4, 7]</i>
	<i>Toolkit for Diversity in Assessment</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 5, 6, 7]</i>
	<i>Reflective IRIS Integration Assessment Rtl, Standards Performance & IEP Learning Objective</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 2, 6, 7, 8]</i>

¹ Problem Based Learning (PBL)

	<i>Parents IEP Rights Newsletter</i>	<i>EDSP 370/570 Assessment for Curriculum Decisions Project Rubric [Factors 5, 6, 8]</i>
EDSP 371/571 Positive Behavior and Instruction Management in SPED CEC/NCATE Assessment 6	<i>Instructional & Case Management Organizer</i>	<i>EDSP 371/571 Assignment Positive Behavior Intervention Project Rubric [Factors 1, 5, 6, 7, 8]</i>
	<i>Behavior Social Needs Analysis RtI²</i>	<i>EDSP 371/571 Assignment Positive Behavior Intervention Project Rubric [Factors 2]</i>
	<i>Functional Behavior Assessment (FBA)</i>	<i>EDSP 371/571 Assignment Positive Behavior Intervention Project Rubric [Factors 4, 7]</i>
	<i>PBL Behavior Intervention Plan (BIP)</i>	<i>EDSP 371/571 Assignment Positive Behavior Intervention Project Rubric [Factors 4, 7]</i>
	<i>Creating Community of Diverse Learners Activity</i>	<i>EDSP 371/571 Assignment Positive Behavior Intervention Project Rubric [Factors 8] Score Max = 5</i>
EDSP 372/572 Language Variance & Assistive Technology	<i>Language Variance</i>	
	<i>Language/Narrative Sample Analysis</i>	<i>Language Narrative PBL Sample Analysis Scoring Criteria</i>
	<i>Vocabulary/Shared Reading Project</i>	<i>Vocabulary Shared Reading Project Scoring Criteria</i>
	<i>Assistive Technology</i>	
	<i>Inspiration Map Hi/Low Technology Summary</i>	<i>Inspiration Map Hi/Low Technology Scoring Criteria</i>
	<i>Boardmaker Lab</i>	<i>Boardmaker Lab Scoring Criteria</i>
	<i>OS Accessibility Assignment</i>	<i>OS Accessibility Scoring Criteria</i>
	<i>Assistive Technology Integration</i>	<i>Assistive Technology Integration Rubric</i>
EDSP 375P/575PEvidence Based Inclusive Practices Mild/Moderate 5-22 CEC/NCATE Assessment 3	<i>Context for Learning PACT Alignment</i>	<i>Context for Learning Setting Diversity Narrative Rubric</i>
	<i>Curriculum Framing PACT Alignment</i>	<i>Planning Instruction & Assessment Narrative Rubric</i>
	<i>Sequential UDL Lesson Plans (Math - Elementary)</i>	<i>Universal Design for Instruction & Learning Standards Based Lesson Plan Rubric</i>
	<i>Sequential UDL Lesson Plans (Visual/Performing Arts & English Language Arts - Secondary)</i>	<i>Universal Design for Instruction & Learning Standards Based Lesson Plan Rubric</i>
	<i>Research Evidence Based Strategies Mild to Moderate Disabilities</i>	<i>Research Evidence-Based Instructional Strategies Rubric</i>
	<i>Transition Plan Independent Skills Project</i>	<i>Transition Planning (ITP) and Independent Skill Building Strategies Rubric</i>
	<i>Technology Learning/Instruction Toolkit</i>	<i>IEP Annual Goal Alignment with CA Content Standards Rubric</i>
	<i>IEP Annual Goal Alignment with CA Content Standards</i>	<i>IEP Annual Goal Alignment with CA Content Standards Rubric</i>
METHODS BLOCK MULTIPLE/SINGLE SUBJECT COURSES		
EDUC 375P/575P Inclusive Curricula for Learners 5-22 CEC/NCATE	<i>Context for Learning PACT³ Alignment</i>	<i>Context for Learning Setting Diversity Narrative Rubric</i>
	<i>Curriculum Framing PACT Aligned</i>	<i>Planning Instruction & Assessment Narrative Rubric</i>
	<i>Sequential UDL Lesson Plans (Science-Elementary)</i>	<i>Universal Design for Instruction & Learning Standards Based Lesson Plan Rubric</i>

² Response to Intervention (RtI)³ Performance Assessment California Teachers (PACT)

Assessment 3	<i>Sequential UDL Lesson Plans (History/Social Studies-High School))</i>	<i>Universal Design for Instruction & Learning Standards Based Lesson Plan Rubric</i>
	<i>IRIS STAR Differentiated Instruction Legacy Blog</i>	<i>Pass/Fail</i>
	<i>IEP Annual Goal Alignment with CA Content Standards</i>	<i>IEP Annual Goal Alignment with CA Content Standards Rubric</i>
	<i>Technology Learning/Instruction Toolkit</i>	<i>IEP Annual Goal Alignment with CA Content Standards Rubric</i>
	<i>Building Community of Diverse Learners Project</i>	<i>Building Community of Diverse Learners Rubric Meets/Does Not Meet Expectations</i>
	<i>Reflective Research Evidenced Pedagogy of Practice</i>	<i>Pedagogy of Practice Reflective Rubric</i>
EDU 558XB: Language Structure & Development for the English Language Learning Classroom	<i>Case Study Language Study Paper</i>	<i>Case Study Paper Rubric</i>
	<i>Reading Journal</i>	<i>80% or better</i>
	<i>Short Essay</i>	<i>80% or better</i>
EDUC 383P/583P Methods of Teaching Reading and Language Arts	<i>Literacy Practicum Evaluation</i>	<i>Score Max = 15</i>
	<i>Learning Centers</i>	<i>Learning Center Evaluation Rubric</i>
	<i>Reading Practicum Case Study</i>	<i>Reading Lesson Plan Rubric</i>
	<i>Personal Approach to Teaching Literacy</i>	<i>Meets Expectation</i>
	<i>Academic Vocabulary Quiz</i>	<i>Score 80% or better</i>
EDUC 384/584 Methods of Teaching English Language and Academic Development	<i>Individualized Literacy in English Assessment and Plan (ILEAP)</i>	<i>Field Based Individualized Literacy in English Assessment and Plan (ILEAP) Rubric</i>
	<i>Community Service Learning Reflection</i>	
	<i>Lesson Design ELL, SADIE, ILEAP</i>	<i>Meets Requirement</i>

Midpoint Application to Student Teaching Embedded Signature Assignments (ESA)		
Submission Semester Prior to Student Teaching	Assessment	Evaluation Rubric
CEC/NCATE Assessment 1	<i>Reflective Research Evidenced Pedagogy of Practice (midpoint version)</i>	<i>Personal Pedagogy of Practice Rubric</i>
	<i>Individual Induction Plan – (First Submission Midpoint Petition to Student Teach)</i>	<i>Individual Induction Plan (IIP) Rubric</i>
CEC/NCATE Assessment 2	<i>Petition to Enroll in Student Teaching Special Education</i>	<i>Meets Requirement</i>
	<i>Resume – Professional Educator</i>	<i>Meets Requirement</i>

Student Teaching/Intern Embedded Signature Assignments (ESA) EDSP 490P/590P Student Teaching Mild to Moderate Disabilities		
Ongoing Required Assignments During Student Teaching Experience	Assessment	Evaluation Rubric
Student Teaching Performance Observation Evaluation CEC/NCATE Assessment 4	<i>EDSP 490P/590P Midpoint Evaluation</i>	<i>Student Teaching/Intern Preliminary Education Specialist Performance Rubric</i>
	<i>EDSP 490P/590P Final Evaluation</i>	<i>Student Teaching/Intern Preliminary Education Specialist Performance Rubric</i>

Student Teaching Self-Reflective Critical Inquiry CEC/NCATE Assessment 2	<i>Individual Induction Plan – (First Submission Midpoint Petition to Student Teach)</i>	<i>Individual Induction Plan (IIP) Rubric</i>
	<i>Petition to Enroll in Student Teaching Special Education</i>	<i>Meets Requirement</i>
	<i>Resume – Professional Educator</i>	<i>Meets Requirement</i>
Student Teaching Case Study (In Style of PACT) CEC/NCATE Assessment 4	<i>Content Learning – Student Teaching</i>	<i>Context for Learning Setting Diversity Narrative Rubric</i>
	<i>Planning Instruction/Assessment – Student Teaching</i>	<i>Planning Instruction & Assessment Narrative Rubric</i>
	<i>Instructional Supports for Learning - Student Teaching</i>	<i>Instructing Students & Supporting Learning PACT Special Education Rubric</i>
	<i>Assessing Student Learning – Student Teaching</i>	<i>Assessing Student Learning PACT Special Education Rubric</i>
	<i>Reflection Teaching & Learning – Student Teaching</i>	<i>Reflecting on Teaching & Learning PACT Special Education</i>
Student Teaching Individual Induction Plan CEC/NCATE Assessment 1	<i>CSTP Domain 1: Engaging & Supporting All</i>	<i>CSTP Domain 1: Engaging & Supporting All Rubric</i>
	<i>CSTP Domain 2: Creating & Maintaining Effective Environment</i>	<i>CSTP Domain 2: Creating & Maintaining Effective Environment Rubric</i>
	<i>CSTP Domain 3: Making Subject Matter Comprehensible</i>	<i>CSTP Domain 3: Making Subject Matter Comprehensible Rubric</i>
	<i>CSTP Domain 4: Planning Instruction Design for Learning Experience</i>	<i>CSTP Domain 4: Planning Instruction Design for Learning Experience Rubric</i>
	<i>CSTP Domain 5: Assessing Student Learning</i>	<i>CSTP Domain 5: Assessing Student Learning Rubric</i>
	<i>CSTP Domain 6: Developing As a Professional Education Specialist</i>	<i>CSTP Domain 6: Developing As a Professional Education Specialist Rubric</i>
CEC/NCATE Assessment 2	<i>Reflective Research Evidenced Pedagogy of Practice (final version)</i>	<i>Personal Pedagogy of Practice Rubric</i>

ELEMENTS REQUIRED EDUCATION SPECIALIST EDUCATOR RESUME	
Personal Information	<ul style="list-style-type: none"> • Your full name • Degree Titles (for example, MEd) • Contact Information: mailing address, phone, e-mail
Objective-Specific Credential Qualification Area	<ul style="list-style-type: none"> • Your objective should state the specific education specialist credential you will be qualified to teach under (for example: mild/moderate authorization to K-12)
Education	<ul style="list-style-type: none"> • List in reverse order (newest to oldest) • Institution Full Name, City, State • Degree and/or credential granted or working towards
Examinations	<ul style="list-style-type: none"> • List full official name of exam, status (date passed or date taking test) • Remember this would also include CPR certification
Professional Work Experiences	<ul style="list-style-type: none"> • District, service agency, state, city, school or site name • Age and/or grade levels • Types of students • Roles and responsibilities • Number of years (you can use either actual dates or length of position assignment)
Formal Field Experience &/or Student Teaching¹	<ul style="list-style-type: none"> • Group by student teachings then any course or other university field experience sites • Include district, school, grades, location and purpose (for example reading methods course: do not just list course title) • Describe roles & responsibilities (be as brief, succinct and clear as possible to inform reader about breadth of experience) • Include demographics that verify required breadth of experience for specific credential (ages, socio-economic demographics, different classification of need areas under certification category, general education setting or special day, resource, pullout)
Additional Experience Relevant to Future Credential Area of Employment	<ul style="list-style-type: none"> • You can design this portion of your resume according to your preferred style • Items that might be included: service experience, volunteer work, travel experiences related to education
Specialized Training	<ul style="list-style-type: none"> • This might include professional development workshops, seminars, technology skills or unique specialty training

While other versions of your professional resume may vary from this format, you are required to use this format for the USD Special Education program.

Upload into TaskStream: The resume is included in your midpoint and final point Special Ed Credential and Master Degree folio in TaskStream.com. *If your resume indicates missing experiences or exam requirements your student teaching and/or recommendation for a credential will not be approved.*

¹ Remember you must show evidence of depth and breadth of experience working with students with different types of mild to moderate disabilities. You must also demonstrate the various age and grade levels of your personal &/or field experiences. Clearly indicate field experience (course related) and personal experiences showing observations and engagement with individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area. Also indicate the age/grade level of the previous experiences in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

MIDPOINT DOCUMENTS REQUIRED PRIOR TO APPROVAL TO STUDENT TEACH
Special Education Request Student Teaching Enrollment

Due Date	Where to Submit	Artifacts or Form	Where Find	Process Procedures
Oct 15 th (Spring Student Teaching) Or March 15 th (Fall Student Teaching)	Dr. Ammer	<i>Special Education Student Teaching Application</i>	Enrollment Student Teaching Process & Procedures: Special Education Supplement	1) Submit in TaskStream.com Midpoint Section
		<i>Teaching Educator Resume</i>		Appendix A Elements Required Teaching Educator Resume
		<i>Education Specialist Advisement Form</i>		This updated word document must include semester courses completed, grades and/or courses in progress
		Copy DARS transcript		My.sandiego.edu Print out long version that includes all courses, when taken and grade
Last Day of Finals Semester Prior to Student Teaching	TaskStream.com <i>Special Ed Credential & Master Degree Folio</i>	<i>Embedded Signature Assignments Special Education Credential & Master Degree</i>	<i>Embedded Signature Assignments Special Education Credential & Master Degree Chart</i> Appendix A	See 10 CEC Standards Artifacts Rubric Guide Follow Centerpiece Matrix, prompts in TaskStream and/or contact Dr. Ammer for assistance.
		<i>Preliminary Individual Induction Plan</i>		Special Education Supplement Enrollment Student Teaching Process & Procedures Appendix A Individual Induction Plan <i>Special Education Overview Handbook Individual Induction Plan in Style of CA Standards for the Teaching Profession</i>
		<i>Pedagogy of Practice</i>		Special Education Overview Handbook Part Two: Developing Personal Practice Code of Learning and Teaching <i>Special Education Overview Handbook Appendix B</i>

PRIMARY RESOURCE ALL THINGS SPECIAL EDUCATION:
Special Education Program Candidate Handbook Master Degree Special Education & Education Specialist Credential

LOCATING THIS HANDBOOK
The Enrollment Student Teaching Process and Procedures: Special Education Program Supplement
Department of Learning and Teaching – Policies and Handbooks webpage:
http://www.sandiego.edu/soles/programs/learning_and_teaching/policies_and_handbooks.php



APPENDIX B

INDIVIDUAL INDUCTION PLAN (IIP)

Directions for the PRELIMINARY Individual Induction Plan Content Knowledge Evaluation

TASK FOCUS: The action research self-assessment inquiry tool is a repository where you collect, select and store the evidence that best demonstrates your present knowledge and skills competency as a Preliminary Education Specialist. The evidence is aligned with each element of the California Standards for the Teaching Profession (CSTP) that is the framework for preparing your Preliminary Individual Induction Plan (IIP). You select the evidence that most prominently shows how your emerging education specialist knowledge and skills is changing performance of K-12 students with different categories of need and from different age/grade grouping across the spectrum of mild to moderate disabilities. The transition Individual Induction Plan is formally integrated into the Clear Induction Plan you create in the district where you receive a teaching assignment contract.

DIRECTIONS:

DATA SELECTION: Read and reflect upon the six domains that comprise the California Standards for the Teaching Profession (CSTP). Your artifact evidence should showcase your level of competency as a Preliminary Education Specialist, Use the *Teacher Performance Assessment (TPA)* indicators that accompany each domain to guide you selection of performance-based evidence to include in your folio.

ADD ARTIFACTS: Your artifacts are selected from resources related to your student teaching, field-based experiences and course assignments. These can be specific Embedded Signature Assignments (ESAs) or artifacts developed as part of your Student Teaching Case Study. The evidence should show what you know and provide the supporting documentation for your self-reflective assessment of present levels of competency. After gathering performance evidence artifacts you use an action research inquiry focus to identify future areas for professional development. For each CSTP Domain you prepare a pre-employment plan for the clear induction phase of your development as an education specialist. You link performance indicators to the following standards and competencies.

STANDARDS AND TEACHING PERFORMANCE OUTCOME ALIGNMENT
• Teacher Performance Expectations (TPEs)
• California Standards for the Teaching Profession (CSTP)
• CSTP Elements
• Council for Exceptional Children Individualized General Education Curricula (IGC)
• Induction Standard (California Commission on Teaching Credential)

ACTION PLAN: Under *What I want to Know* for each set of CSTP artifacts indicate the competency growth area for either student teaching or as part of the transition IIP before starting your Clear Induction. You need to be specific regarding courses, district workshops, additional practice, mentoring/coaching/coteaching, additional authorizations or other area where you want to expand your professional knowledge and competencies.

PLANNING RESOURCES: There are several locations for finding resources required for the IIP.

- Formative Assessment for California Teachers (FACT) <http://www.btsa.ca.gov/FACT/default.html>
- Council for Exceptional Children Professional Standards (CEC) <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome>
- Standards Selector TaskStream.com <https://www.taskstream.com/pub/>
- Commission on Teacher Credentialing Standards Common and Program <http://www.ctc.ca.gov/educator-prep/program-standards.html>

FEEDBACK AND MENTORING: There are several resources at your disposal to assist in preparing your IIP.

- Student Teaching Seminar
- Program Advisor and/or Dr. Ammer
- District Master Teacher/Support Provider
- University Field Supervisor

TYPES OF EVIDENCE: Be creative and persuasive in your project format and artifacts.

- Case Study Preparing Throughout Student Teaching (focus student with special needs & English learner)
- Course Embedded Signature Assignments (ESAs)
- Course Based-Field Requirement Site
- Charting and Progress Mapping of Student(s) performance in student teaching and field experiences
- Videos, audio podcast, journaling
- Creative and inventive high/low technology instruction and learning tools

USE AN ACTION RESEARCH SELF-INQUIRY ANALYSIS OF YOUR KNOWLEDGE AND SKILL SET.

What You Know: Action Research Focused Inquiry

- Attach artifacts to relevant CSTP Domain (an artifact may link to multiple domains)

Self Critique

- Identify artifact(s) that best represent your level of competency
- Match artifact to a standard or competency in the areas of:
 - Teacher Performance Expectations (TPEs)
 - California Standards for the Teaching Profession (CSTP)
 - CSTP Elements
 - Council for Exceptional Children Individualized General Education Curricula (IGC)
 - Induction Standard (California Commission on Teaching Credential)
- Self rate your perceived present level of knowledge & skills

What You Want to Know: Action Research Focused Inquiry

Professional Life Long Learning Goal:

- Select artifact from CSTP Domain that represent an area you want to expand your knowledge and skills during your initial clear induction planning. If no artifact presently exists indicate what this artifact might look like in future.
- Match artifact to a standard or competency in the areas of:
 - Teacher Performance Expectations (TPEs)
 - California Standards for the Teaching Profession (CSTP)
 - CSTP Elements
 - Council for Exceptional Children Individualized General Education Curricula (IGC)
 - Induction Standard (California Commission on Teaching Credential)

SUBMISSION: This is a word processing document set up to allow you to continue embellishing your IIP throughout your program of study from entry to completion of student teaching/intern assignment.

ADMISSION TO STUDENT TEACHING: First the semester prior to student teaching your initial IIP is submitted in the *Special Ed Credential & Master Degree Folio* in TaskStream.com This initial induction plan is submitted under the *Midpoint Advancement Student Teaching – Admit Stu Tch Ind. Induction Plan*.

COMPLETION STUDENT TEACHING SUBMISSION: Transition Individual Induction Plan: The *final* end of student teaching Individual Induction Plan is submitted in the *Student Teaching* folder in the *Transition Ind. Induction Plan* location. The transition plan is the initial planning of your *Clear Induction Plan*. Your comprehensive IIP that verifies competency for recommendation of a Clear Education Specialist Credential occurs in the district where you receive a teaching assignment contract.

EVALUATION RUBRIC: *The Individual Induction Plan (IIP) Rubric* is the criteria against which a credential candidate is evaluated. See Appendix B.

- [Individual Induction Plan Rubric](#)

TEACHER PREPARATION & INDUCTION ALIGNMENT CHART B-1.1

Teacher Preparation		Induction			
Teacher Preparation Standard 5: Equity, Diversity, and Access to the Core Curriculum Teacher Preparation Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction Teacher Preparation Standard 9: Using Computer-Based Technology in the Classroom Teacher Preparation Standard 10: Learning to Create a Supportive, Healthy Environment for Student Learning Teacher Preparation Standard 13: Preparation to Teach English Learners Teacher Preparation Standard 14: Preparation to Teach Special Populations in the General Education Classroom	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	Domain A: Making Subject Matter Comprehensible to Students	Teaching Performance Assessment	CSTP 1: Engaging and Supporting All Students in Learning	1.1 Using knowledge of students to engage them in ... 1.2 Connecting learning to students' prior ... 1.3 Connecting subject matter to meaningful, real ... 1.4 Using a variety of instructional strategies ... 1.5 Promoting critical thinking through inquiry, ... 1.6 Monitoring student learning and adjusting ...
	TPE 2: Monitoring Student Learning During Instruction			CSTP 2: Creating and Maintaining Effective Environments for Student Learning	2.1 Promoting social development and ... 2.2 Creating physical or virtual learning ... 2.3 Establishing and maintaining learning ... 2.4 Creating a rigorous learning environment ... 2.5 Developing, communicating, and ... 2.6 Employing classroom routines, procedures, ... 2.7 Using instructional time to optimize learning
	TPE 3: Interpretation and Use of Assessment	Domain B: Assessing Student Learning		CSTP 3: Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrating knowledge of subject matter ... 3.2 Applying knowledge of student development ... 3.3 Organizing curriculum to facilitate student ... 3.4 Utilizing instructional strategies that are ... 3.5 Using and adapting resources, technologies ... 3.6 Addressing the needs of English learners and ...
	TPE 4: Making Content Accessible			Domain C: Engaging and Supporting Students in Learning	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
	TPE 5: Student Engagement	Domain D: Planning Instruction and Designing Learning Experiences for All Students		CSTP 5: Assessing Students for Learning	5.1 Applying knowledge of the purposes, ... 5.2 Collecting and analyzing assessment data from ... 5.3 Reviewing data, both individually and with ... 5.4 Using assessment data to establish learning ... 5.5 Involving all students in self-assessment, goal ... 5.6 Using available technologies to assist in ... 5.7 Using assessment information to share timely ...
	TPE 6: Developmentally Appropriate Teaching Practices				Domain E: Creating and Maintaining Effective Environments for Student Learning
	TPE 7: Teaching English Learners	Domain F: Developing as a Professional Educator		CSTP 6: Developing as a Professional Educator	Induction Program Standard 5: Pedagogy
	TPE 8: Learning about Students				Induction Program Standard 6: Universal Access—Equity for All Students a) Teaching English Learners b) Teaching Special Populations
	TPE 9: Instructional Planning				
	TPE 10: Instructional Time				
	TPE 11: Social Environment				
	TPE 12: Professional, Legal, and Ethical Obligations				
	TPE 13: Professional Growth				

Individual Induction Plan Alignment**Professional Standards CEC, CSTPs, TPE & PACT Matrix**

Use these standards alignment to inform yourself about the expectations for an education specialist in California. As you prepare your **Individual Induction Plan** and/or **Action Research Reflective Research Evidenced Pedagogy of Practice Critique** use this matrix as part of your self-inquiry to present knowledge and skills competency. Be sure to use the academic language of our field in your discourse.

CEC Common Core, General & Independent Content Standards ¹	CA Standards for the Teaching Profession (CSTP)	CA Teacher Preparation Evaluation (TPEs)	Performance Assessment of California Teachers (PACT) ²
1 Foundations	C. Making Subject Matter Comprehensible to Students	A-1 Specific Pedagogical Skills for Subject Matter Instruction	Planning
2 Development and Characteristics of Learners	B. Creating & Maintaining Effective Environments for Student Learning	E-10 Instructional Time E-11 Social Environment	Planning
3 Individual Learning Differences	A. Engaging & Supporting Students in Learning	C-4 Making Content Accessible C-7 Teaching English Learners	Planning
4 Instructional Strategies	D Planning Instruction & Designing Learning Experiences for Students	D-8 Learning about Students D-9 Instructional Planning	Instruction
5 Learning Environments and Social Interactions	B. Creating & Maintaining Effective Environments for Student Learning	E-10 Instructional Time E-11 Social Environment	Instruction
6 Communication	A. Engaging & Supporting Students in Learning	C-5 Student Engagement	Assessment
7 Instructional Planning	D Planning Instruction & Designing Learning Experiences for Students	D-8 Learning about Students D-9 Instructional Planning	Planning Assessment
8 Assessment	E. Assessing Student Learning	B-2 Monitoring Student Learning During Instruction B-3 Interpretation & Use of Assessments	Assessment Reflection
9 Professional and Ethical Practice	F Developing as a Professional Educator	F-13 Professional Growth	Assessment Reflection
10 Collaboration	F Developing as a Professional Educator	F-12 Professional, Legal & Ethical Obligations	Reflection Academic Language

TEACHER PERFORMANCE ASSESSMENT DOMAINS WITH EDUCATION SPECIALIST ADDENDUM • TPEs & CEC STANDARDS
<i>A. Making Subject Matter Comprehensible to Students</i>
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction (CEC Stnds 1 Foundations, 7 Instructional Planning)
<i>B. Assessing Student Learning</i>
TPE 2: Monitoring Student Learning During Instruction (CEC Stnds 3 Individual Learning Differences, 8 Assessment)
TPE 3: Interpretation and Use of Assessments (CEC Stnds 3 Individual Learning Differences, 4 Instructional Strategies, 8 Assessment)
<i>C. Engaging and Supporting Students in Learning</i>
TPE 4: Making Content Assessable (CEC Stnds 2 Development & Characteristics of Learners, 3 Individual Learning Differences, 4 Instructional Strategies, 7 Instructional Planning)
TPE 5: Student Engagement (CEC Stnd 5 Learning Environments and Social Interactions)
TPE 6: Developmentally Appropriate Teaching Practices (CEC Stnds 2 Development & Characteristics of Learners, 4 Instructional Strategies, 10 Collaboration)
TPE 7: Teaching English Learners (CEC Stnds 2 Development & Characteristics of Learners, 3 Individual Learning Differences, 4 Instructional Strategies, 6 Communication)
<i>D. Planning Instruction and Designing Learning Experiences for Students</i>
TPE 8: Learning About Students (CEC Stnds 2 Development & Characteristics of Learners, 3 Individual Learning Differences, 5, Learning Environments & Social Interactions 10 Collaboration)
TPE 9: Instructional Planning (CEC Stnd 7 Instructional Planning)
<i>E. Creating and Maintaining Effective Environments for Student Learning</i>
TPE 10: Instructional Time (CEC Stnds 2 Development & Characteristics of Learners, 3 Individual Learning Differences, 4 Instructional Strategies, 7 Instructional Planning)
TPE 11: Social Environment (CEC Stnd 5 Learning Environments & Social Interactions)
<i>F. Developing as a Professional Educator</i>
TPE 12: Professional, Legal and Ethical Obligations (CEC Stnds 1 Foundations, 9 Professional and Ethical Practice)
TPE 13: Professional Growth (CEC Stnd 9 Professional and Ethical Practice)

¹Council for Exceptional Children

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome>

² Performance Assessment for California Teachers (http://www.pacttpa.org/_main/hub.php?pageName=Home)

Teacher Performance Expectations (TPEs) with Special Education Additional Expectations

A. Making **Subject Matter Comprehensible** to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments	Special Education Add-on	CEC ¹ Standard & PACT ²	Focus
	<p>Teaching Reading-Language Arts in a Multiple Subject Assignment Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.</p> <p>Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.</p>	<p>Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.</p>	<p>1: Foundations (Planning)</p> <p>7.: Instructional Planning (Planning)</p>	<ul style="list-style-type: none"> - Understanding the state-adopted academic content standards - Understanding how to teach the subject matter in the standards - Planning instruction that addresses the standards - Demonstrating the ability to teach to the standards
	<p>Teaching Mathematics in a Multiple Subject Assignment Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.</p>			
	<p>Teaching Science in a Multiple Subject Assignment Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.</p>			
	<p>Teaching History-Social Science in a Multiple Subject Assignment Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable</p>			

¹ Council for Exceptional Children

² Performance Assessment of California Teachers

Teacher Performance Expectations (TPEs) with Special Education Additional Expectations

	<p>students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.</p>			
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B. Assessing Student Learning

<p>TPE 2: Monitoring Student Learning During Instruction</p>	<p>Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions</p>	<p>Based on each student's Individualized Educational Program</p>	<p>3: Individual Learning Differences (Planning) 8: Assessment (Assessment)</p>	<ul style="list-style-type: none"> - Determining student progress toward achieving the state-adopted academic content standards - Using instructional strategies and techniques to support student's learning
<p>TPE 3: Interpretation and Use of Assessments</p>	<p>Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.</p> <p>Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.</p> <p>Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.</p>	<p>Candidates demonstrate knowledge of requirements for appropriate assessment and Identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.</p>	<p>3: Individual Learning Differences (Planning) 4: Instructional Strategies (Instruction) 8: Assessment (Assessment)</p>	<ul style="list-style-type: none"> - Understanding a range of assessments - Using and interpreting a range of assessments - Giving feedback on assessment results

C. Engaging and Supporting Students in Learning

<p>TPE 4: Making Content Assessable</p>	<p>Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulative, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students</p>	<p>Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.</p>	<p>2: Development & Characteristics of Learners (Planning) 3: Individual Learning Differences (Planning) 4: Instructional Strategies (Instruction)</p>	<ul style="list-style-type: none"> - Addressing state-adopted academic content standards - Prioritizing and sequencing content - Selecting and using various instructional strategies, activities, and resources to facilitate student learning
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Teacher Performance Expectations (TPEs) with Special Education Additional Expectations

	<p>and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.</p>		<p>7: Instructional Planning (Planning)</p>	
<p>TPE 5: Student Engagement</p>	<p>Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.</p>	<p>Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.</p>	<p>5: Learning Environments & Social Interactions (Instruction)</p>	<ul style="list-style-type: none"> - Understanding of academic learning goals - Ensuring activity and equitable participation - Monitoring student progress and extending student thinking
<p>TPE 6: Developmentally Appropriate Teaching Practices</p>	<p>TPE 6A: Developmentally Appropriate Practices in Grades K-3 During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and Manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naive understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.</p> <p>TPE 6B: Developmentally Appropriate Practices in Grades 4-8 During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.</p> <p>TPE 6C: Developmentally Appropriate Practices in Grades 9-12 During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.</p>	<p>Developmentally Appropriate Teaching Practices for Education Specialists <u>Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.</u> Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.</p>	<p>2: Development & Characteristics of Learners (Planning)</p> <p>4: Instructional Strategies (Instruction)</p> <p>10: Collaboration (Reflection)</p>	<ul style="list-style-type: none"> - Understanding important characteristics of the learners - Designing instructional activities - Providing developmentally appropriate education experiences

Teacher Performance Expectations (TPEs) with Special Education Additional Expectations

	<p>Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.</p>			
<p>TPE 7: Teaching English Learners</p>	<p>Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progress to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first language, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialist and paraeducators to support English language development. Based on appropriate assessment information, candidates select instructional materials, and strategies, including activities in the area of visual and performing arts, to develop students' ability to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to develop how to plan differentiated instruction.</p> <p>Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.</p> <p>Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.</p> <p>Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.</p>		<p>2: Development & Characteristics of Learners (Planning)</p> <p>3: Individual Learning Differences (Planning)</p> <p>4: Instructional Strategies (Instruction)</p> <p>6: Communication (Academic Language)</p>	<ul style="list-style-type: none"> - Understanding and applying theories, principles, and instructional practices for English Language Development - Understanding how to adapt instructional practices to provide access to the state adopted student content standards - Drawing upon student backgrounds and language ability to provide differentiated instruction

Teacher Performance Expectations (TPEs) with Special Education Additional Expectations

D. Planning Instruction and Designing Learning Experiences for Students

<p>TPE 8: Learning About Students</p>	<p>Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.</p>		<p>2: Development & Characteristics of Learners (Planning) 3: Individual Learning Differences (Planning) 5: Learning Environments & Social Interactions (Instruction) 10: Collaboration (Reflection)</p>	<ul style="list-style-type: none"> - Understanding child and adolescent development - Understanding how to learn about students - Using methods to learn about students - Connecting student information to learning
<p>TPE 9: Instructional Planning</p>	<p>Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.</p>		<p>7: Instructional Planning (Planning)</p>	<ul style="list-style-type: none"> - Establishing academic learning goals - Connecting academic content to the students b backgrounds, needs, and abilities - Selecting strategies/activities/materials/resources

E. Creating and Maintaining Effective Environments for Student Learning

<p>TPE 10: Instructional Time</p>	<p>Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.</p>	<p>Candidates demonstrate the ability to <u>coordinate, direct and communicate</u> effectively with other special education service providers, general education teachers, paraprofessionals/ instructional assistants, and volunteers for useful instructional activities.</p>	<p>2: Individual Learning Differences (Planning) 3: Individual Learning Differences (Planning) 4: Instructional Strategies (Instruction)</p>	<ul style="list-style-type: none"> - Allocating instructional time - Managing instructional time
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Teacher Performance Expectations (TPEs) with Special Education Additional Expectations

			7: Instructional Planning (Planning)	
TPE 11: Social Environment	Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.	Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.	5: Learning Environments & Social Interactions (Instruction)	<ul style="list-style-type: none"> - Understanding the importance of the social environment - Establishing a positive environment for learning - Maintaining a positive environment for learning

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations	<p>Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.</p> <p>Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.</p>		<p>1: Foundations (Planning)</p> <p>9: Ethics & Professional Practice (Reflection)</p>	<ul style="list-style-type: none"> - Taking responsibility for student academic learning outcomes - Knowing and applying professional and ethical obligations - Knowing and applying legal obligations
TPE 13: Professional Growth	Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.		9: Ethics & Professional Practice (Reflection)	<ul style="list-style-type: none"> - Evaluating teaching practices and subject matter knowledge - Using reflection and feedback to improve teaching practice and subject matter knowledge



**Preliminary Educational Specialist
Student Teaching/Intern Evaluation
MIDPOINT & FINAL POINT EVALUATION FORM**

Candidate's Name:		Semester (Check One)		Fall	Spring	Year	
School or Site:		Type Setting	Evaluation Point (Check One)				
District or Agency:		Grade/Age	Midpoint		Final		
Credential (check one)		Mild/Moderate	Early Childhood	Moderate/Severe		Deaf/Hard of Hearing	
Co-op Teacher or Intern Support Provider Reviewer:	Date Review	Domain Average TPEs Rating Teacher Performance Assessment				USD & CEC Overarching Core Value & Ethics Professional Dispositions in Practice	
		A	B	C	D	E	F
USD Supervisor:	Date Review	A	B	C	D	E	F
Intern Only Semester Reviewing	1st	2nd	3rd	4th	Letter Grade Student Teaching -Based on observation and K-12 student performance aligned with TPEs & CEC Professional Standards (see Student Teaching Rubric Performance Guide)		

CEC Competencies Passing Scores: Midterm (Student Teaching) = 1 or above in all categories Final (Student Teaching) = 2 or above in all categories
A score of one in any final point category prevents making a positive recommendation for credential eligibility.

California Teaching Performance Expectations Including Additions for Education Specialist Assessment Rubric

Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4
<ul style="list-style-type: none"> Required Component Needs to be addressed Format of content or delivery of TPE skills lacks demonstrate of alignment with CEC standards 	<ul style="list-style-type: none"> Limited development, discussion or practice of purpose or role element Observation of knowledge or skills related to TPE not consistently demonstrated in alignment with CEC standard Knowledge, disposition or skill level competency needs expansion. 	<ul style="list-style-type: none"> Grasp of application of TPEs including SPED addendum factors in alignment with CEC standards shows consistent application Assessment for individualized planning and alignment with CA subject matter standards consistently demonstrated Reflective inquiry shows consistent reframing of differentiated instruction in alignment with IEP goals and subject matter performance. Professional engagement with students, parents, other professionals, administrators & community maturing. 	<ul style="list-style-type: none"> Consistent grasp of subject matter standards, IEP goals and Universal Design of Learning techniques is evidenced in instructional strategy application and adaptation based on formative assessment evidence & aligned with TPEs. Collaborates with general education faculty in design, assessment and evaluation of response to intervention (RTI) Case Manager relationship with students, paraeducators, other professionals and family excels at all levels of TPEs and CEC standards Alignment with research evidenced strategies for classroom planning & instruction considers individual and group needs in alignment with grade/age appropriate CA subject matter standards & TPEs Demonstrates set of professional knowledge and skills competencies that along with leadership attributes results in paraeducator, special education and general education teachers and parents looking to candidate for direction

TEACHER PERFORMANCE ASSESSMENT DOMAINS WITH EDUCATION SPECIALIST ADDENDUM • TPEs & CEC STANDARDS	TPE Domain Performance (Based on California Teaching Performance Expectations Assessment Rubric)				
	Rating	Notes			
A. Making Subject Matter Comprehensible to Students					
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction (CEC Stnds 1, 7)					
B. Assessing Student Learning					
TPE 2: Monitoring Student Learning During Instruction (CEC Stnds 3, 8)					
TPE 3: Interpretation and Use of Assessments (CEC Stnds 3, 4, 8)					
C. Engaging and Supporting Students in Learning					
TPE 4: Making Content Assessable (CEC Stnds 2, 3, 4, 7)					
TPE 5: Student Engagement (CEC Std 5)					
TPE 6: Developmentally Appropriate Teaching Practices (CEC Stnds 2, 4, 10)					
TPE 7: Teaching English Learners (CEC Stnds 2, 3, 4, 6)					
D. Planning Instruction and Designing Learning Experiences for Students					
TPE 8: Learning About Students (CEC Stnds 2, 3, 5, 10)					
TPE 9: Instructional Planning (CEC Std 7)					
E. Creating and Maintaining Effective Environments for Student Learning					
TPE 10: Instructional Time (CEC Stnds 2, 3, 4, 7)					
TPE 11: Social Environment (CEC Std 5)					
F. Developing as a Professional Educator					
TPE 12: Professional, Legal and Ethical Obligations (CEC Stnds 1, 9)					
TPE 13: Professional Growth (CEC Std 9)					
USD & CEC OVERARCHING CORE VALUES & ETHICS - PROFESSIONAL DISPOSITIONS IN PRACTICE -		USD & CEC Overarching Core Value ACE & Dispositions Rating			
	Rating	Notes			
A. ACADEMIC EXCELLENCE, CRITICAL INQUIRY & REFLECTION					
All Students Can Learn - Rich and meaningful participation in society for all individuals with exceptionalities					
Vision of High & Challenging Standards - Effective Individualized education for all individuals with exceptionalities					
Data Can Inform Instructional Practices					
C. COMMUNITY & SERVICE					
Continuous Reflective Learning & Engagement In Professional Discourse – Collaboration and community building to improve outcomes					
Collaboration with Professionals, Families & Communities - The importance of families in the lives and education of all individuals with exceptionalities					
E. ETHICS, VALUES & DIVERSITY					
Professional Department: Ethical Treatment & Respect for All Stakeholders - Professional Excellence, integrity, and accountability, Social justice, inclusiveness and diversity					
Safe & Supportive Learning Environments - The dignity and worth of all individuals					
Letter Grade Student Teaching -Based on observation and K-12 student performance aligned with TPEs & CEC Professional Standards (see Student Teaching Rubric Performance Guide)	Letter Grade (Check one)	A	B	C	F



INDIVIDUAL INDUCTION PLAN
PRELIMINARY EDUCATION SPECIALIST CREDENTIAL
Action Focused Self-Assessment Inquiry of Levels of Competency
California Standards for the Teaching Profession (CSTP)
Aligned with Formative Assessment for California Teachers (FACT)

Candidate Name	Preliminary Education Specialist Credential Area of Authorization (check all that apply)										Level Induction Plan		Date IIP Submitted	
	Undergraduate Credential		Graduate Credential		MEd w/ Credential		M/M		DHH		Enter Student Teaching		Midpoint Submission	
											Exit Student Teaching		Exit End Su Teh	
University Field Supervisor	District/Agency Student Teaching/Intern										School or Site Student Teaching/Internship			
Master Teacher or Support Provider	Faculty Advisor										Date Faculty Evaluation Completed			

TASK FOCUS: This action research self-assessment inquiry tool is a repository where you collect, select and store the evidence that best demonstrates your present knowledge and skills competency as a Preliminary Education Specialist. The evidence is aligned with each element of the California Standards for the Teaching Profession (CSTP) that is the framework for preparing your **Individual Induction Plan (IIP)**. You select the evidence that most prominently shows how your emerging education specialist knowledge and skills is changing performance of K-12 students with different categories of need and from different age/grade grouping across the spectrum of mild to moderate disabilities or deaf and hard of hearing.

DIRECTIONS:

DATA SELECTION: Read and reflect upon the six domains that comprise the California Standards for the Teaching Profession (CSTP). Your artifact evidence should showcase your level of competency as a Preliminary Education Specialist, Use the *Teacher Performance Assessment (TPA)* indicators that accompany each domain to guide you selection of performance-based evidence to include in your folio.

Add Artifacts: Your artifacts are selected from resources related to your student teaching, field-based experiences and course assignments. These can be specific Embedded Signature Assignments (ESAs) or artifacts developed as part of your Student Teaching Case Study. The evidence should show what you know and provide the supporting documentation for your self-reflective assessment of present levels of competency. After gathering performance evidence artifacts you use an action research inquiry focus to identify future areas for professional development. For each CSTP Domain you prepare a pre-employment plan for the clear induction phase of your development as an education specialist. You link performance indicators in the areas of TPE, CSTP, elements within each CSTP domain, CEC Individualized General Education Curriculum (IGC) and the clear Induction Standards. **Action Planning slot:** Entry Student Teaching indicate learning you want to practice and see observed by support provider. **Transition End Student Teaching** working with university support provider and district support provider indicate extended course, authorization, district or professional training you want to consider during your Induction Credential program.

SUBMISSION: This is a word processing document set up to allow you to continue embellishing your IIP throughout your program of study from entry to completion of student teaching/intern assignment.

ADMISSION TO STUDENT TEACHING: First the semester prior to student teaching your initial IIP is submitted in the *Special Ed Credential & Master Degree Folio* in TaskStream.com This initial induction plan is submitted under the *Midpoint Advancement Student Teaching – Admit Stu Tch Ind. Induction Plan*.

COMPLETION STUDENT TEACHING SUBMISSION: **Transition Individual Induction Plan:** The *final* end of student teaching Individual Induction Plan is submitted in the *Student Teaching* folder in the *Transition Ind. Induction Plan* location. The transition plan is the initial planning of your *Clear Induction Plan*. Your comprehensive IIP that verifies competency for recommendation of a Clear Education Specialist Credential occurs in the district where you receive a teaching assignment contract.

EVALUATION RUBRIC: *The Individual Induction Plan (IIP) Rubric* is the criteria against which a credential candidate is evaluated.

Candidate Signature	Date	Advisor Signature	Date

CSTP 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (HOW THEY LEARN)	
1.1 Building a caring community with and among students 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests 1.3 Linking subject matter to meaningful, real-life contexts	1.4 Using a variety of instructional strategies and resources to engage all students 1.5 Promoting critical thinking through inquiry, problem solving and reflection 1.6 Creating a rigorous learning environment with high expectations and appropriate support for all students
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

CSTP 1: WHAT I KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS																																						
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Using your action research inquiry skills evaluate your present self perceived level of knowledge and skill development within this CSTP Domain (Put an X in the level that applies)							
	Practice Not Consistent with Expectations		Beginning Practice		Maturing Beginning Practice		Exemplar Experience Practice

CSTP 1: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
<i>AREA OF FOCUS:</i> Select the artifact included above that represents an element from this domain that you want to know more about during your clear induction process. If you have not developed an artifact that represents this area of need describe what a future artifact would include when completed.	<i>ACTION RESEARCH INQUIRY:</i> Develop a focus question for this professional development inquiry. What do you anticipate will be a measurable outcome related to instructional/classroom practices & student learning?
Professional Growth Action Planning to Undertake <u>During Student Teaching</u>	Professional Growth Action Plan – Transition Individual Induction Plan Clear Credential (indicate if advanced course work, mentoring from Induction Support Provider, readings, conferences, workshop,

	district training or other option. Be specific in naming course, additional authorization or skill building planning.)

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CSTP 2: CREATING & MAINTAINING EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING (ENGAGING STUDENTS IN LEARNING PROCESS)	
2.1 Creating a learning environment that engages all students, reflects diversity and encourages constructive and productive interactions among students	2.4 Establishing, communicating and maintaining high standards for student behavior
2.2 Establishing and maintaining a physically, cognitively and emotionally safe learning environment	2.5 Developing and implementing group norms, classroom procedures, and routines to preserve a climate in which all students learn
2.3 Promoting social development and group responsibility in a climate where each student is treated fairly and respectfully	2.6 Using instructional time effectively
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

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Using your action research inquiry skills evaluate your present self perceived level of knowledge and skill development within this CSTP Domain (Put an X in the level that applies)							
	Practice Not Consistent with Expectations		Beginning Practice		Maturing Beginning Practice		Exemplar Experience Practice

CSTP 2: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
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CSTP 3: Making Subject Matter Comprehensible to All Students (Knowing What Students Need to Learn & How to Ensure Learning Outcomes)

3.1 Demonstrating knowledge of subject matter, academic content standards, and State curriculum frameworks	3.4 Developing student understanding through evidence-based instructional strategies that are appropriate to the subject matter for all students.
3.2 Demonstrating/Applying knowledge of students’ development and proficiencies to ensure student understanding of content	3.5 Using adopted curriculum materials, resources, and technologies to make subject- matter accessible to students
3.3 Organizing curriculum to facilitate all students’ understanding of the content through evidence-based instructional strategies	

Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:

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CSTP 3: WHAT I KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS

List the artifact listed above that best illustrates effective skills you learned that make a difference in the performance of special needs students and your professional development.	Explain your rationale for selecting the specific artifact.
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Link your selected Teacher Performance Expectation artifact to the teacher performance indicators listed in this chart.

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Practice Not Consistent with Expectations	Beginning Practice	Maturing Beginning Practice	Exemplar Experience Practice
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CSTP 3: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS

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CSTP 4: Planning Instruction & Designed Learning Experiences for All Students (Planning & Delivering Services for Students with Special Needs & English Learners)	
4.1 Using knowledge of students' academic, linguistic, cultural and individual development to plan instruction 4.2 Establishing and articulating goals based on academic content standards for student learning 4.3 Designing short-term and long-term plans to support student learning	4.4 Planning instruction that incorporates appropriate strategies to meet the diverse learning needs of all students 4.5 Integrating assessment into planning for student learning
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

CSTP 4: WHAT I KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
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CSTP 4: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
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CSTP 5: Assessment of Student Learning (Formative & Summative Evaluation of Student Performance Based on IEP Goals & State Adopted Content Standards)	
5.1 Knowing the characteristics, uses, benefits and limitations of different types of assessments 5.2 Collecting assessment data from a variety of sources and using these data to inform instruction 5.3 Analyzing data, both individually and with colleagues, to monitor student learning and to plan, differentiate, and modify instruction 5.4 Establishing learning goals, communicating those goals to students and families, and explaining how the goals relate to instruction	5.5 Sharing assessment information to provide timely feedback to students and their families 5.6 Involving all students in the cycle of self-assessment, goal setting and monitoring progress 5.7 Using available technologies and resources to assist in assessment, analysis, and communication of student learning
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

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CSTP 6: Developing as a Professional Education Specialist (Recognizing & Engaging Self in Life Long Professional Learning)

6.1 Reflecting on teaching practice in support of student learning	6.5 Working with local communities to support student learning
6.2 Establishing professional goals and engage in continuous, purposeful professional growth and development	6.6 Balancing/managing professional (and personal) responsibilities to maintain motivation and commitment to all students
6.3 Working with colleagues and the broader professional community to support teacher and student learning	6.7 Demonstrating professional responsibility, integrity, and ethical conduct
6.4 Working with families to support student learning	

Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:

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Comments:

	<p>INDIVIDUAL INDUCTION PLAN RUBRIC Based on California Standards for the Teaching Profession (CSTP) & Formative Assessment for California Teachers (FACT) PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD TO MODERATE DISABILITY AUTHORIZATION</p>
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Candidate:		Credential Authorization (Place X next to applicable)		MM		DHH	Credential Level (Place X next to applicable)		Preliminary		Clear
				MS		ECS			Level I		Level II
Evaluator:		Practicum Type (Place X next to applicable)		Traditional			Evaluation Point ^{1,2} (Place X next to applicable)		Midpoint ¹		
				Intern					Final Point ^{1,2}		
									Lvl 2 Entry Point ²		
									Clear Induction Entry Point ²		
School Site & District		Grade/Age Levels					Evaluation Date:				

CSTP Domain CEC Standard	Level 1 Practice Not Consistent with Expectations	Level 2 Beginning Practice	Level 3 Maturing Beginning Practice	LEVEL 4 Exemplar Experienced Practice	Level
<p>1. Engaging and Supporting All Students in Learning</p> <p><i>(Knowing How Students Learn)</i></p> <p>CEC 3. Individual Learning Differences 7. Instructional Planning 8. Assessment</p>	<p>Candidate's selected artifacts &/or written rationale demonstrate an <u>inadequate knowledge & skills</u> base in relationship to 1) building a caring community for learners; 2 connecting learning to students' prior knowledge, background, life experience or interests; 3) linking subject matter to meaningful, real life contexts; 4) using a variety of instructional strategies & resource to engage all learners; 5) promoting critical thinking through inquiry, problem solving & reflection; or 6) creating a rigorous learning environment with high expectations & appropriate supports for all students.</p>	<p>Artifacts &/or written commentary shows <u>emerging attention to domain</u> criteria, however, lack of evidence relevant to the <u>breadth</u> of student areas of need in the <u>mild/moderate range</u> or <u>English learners</u> &/or a comprehensive attention to <u>diversity</u> amongst learners as defined by CTC.</p> <p>Insufficient information provided in <u>TPE, CSTP, CEC & Induction Standard</u> regarding competency being self-evaluated.</p>	<p>Selected artifacts and planning rationale for <u>future professional development</u> addresses <u>each of the six elements</u> of the domain. Examples of different students with <u>variety of mild/moderate</u> special needs and English Learners clearly present in evidence.</p> <p>Specific TPE, CSTP and CEC <u>standards</u> are <u>linked</u> with project ongoing professional development. The <u>standards matchup information</u> regarding TPEs, CSTPs, CEC & Induction Standards only show <u>emerging action plan</u> for next stage of professional development.</p>	<p>Evidence presents a <u>model</u> for professional life long learning. Candidate gives <u>vivid examples</u> of the <u>breadth</u> of <u>age/grade</u> level and <u>categorical variance</u> amongst students with mild/moderate disabilities and <u>English learners</u>.</p> <p>Candidate's planning for clear credential program builds upon <u>self-inquiry</u> and a <u>mastery of the research</u> and practices in <u>both general and special education</u> related to engaging and supporting students in learning.</p> <p>Specific clear program focus is placed on <u>specific induction standards</u> (pedagogy, universal access, English learner, & special populations. Candidate's action plan is shows clear focus for <u>induction credential</u>.</p>	

¹ Interns complete the **midpoint** IIP/CSTP after first semester of internship – **final point** completed at end point of internship.

² Level II Ed Specialist Candidate Completes **Entry Point** IIP/CSTP within 120 working days with Level I Credential – **final point** when applying for Level II Professional Education Specialist Credential (requires minimum of 2 years of teaching under contract with a Level I Ed Specialist Credential. Time measures as full day contract if less than full contract total equals equivalent of 2 full time employment years of service (1/2 time would be 4 semesters to equal 2 years).

CSTP Domain CEC Standard	Level 1 Practice Not Consistent with Expectations	Level 2 Beginning Practice	Level 3 Maturing Beginning Practice	LEVEL 4 Exemplar Experienced Practice	Level
<p>2. Creating & Maintaining Effective Environments for Student Learning</p> <p><i>(Engaging All Students in the Learning Process)</i></p> <p>CEC 3. Individual Learning Differences 4. Instructional Strategies 7. Instructional Planning</p>	<p>Artifacts selected &/or accompanying commentary lacks <u>clarity regarding how candidate plans</u> to 1) create a learning environment that reflects upon diversity to ensure engagement of all students through constructive & productive student interaction; 2) establishing & maintaining a physically, cognitively & emotionally safe learning environment; 3) promote social development & group responsibility in a climate where each student is treated fairly & with respect; 4) to establish, communicate & maintain high standards for all students behavior; 5) develop & implement group norms, classroom procedures & routines to preserve a community of learners; &/or 6) use instructional time effectively.</p>	<p>Candidates demonstrate <u>emerging</u> knowledge & skill base in relationship to <u>some of the classifications</u> of student with <u>mild/moderate</u> special needs unique spectrum of student diversity as defined by CTC of spectrum &/or English language learners to 1) create a physical environment that engages all students; 2) establishes a climate that promotes fairness & respect; 3) uses instructional time effectively; 4) promotes social development and responsibility; 5) plans and implements classroom procedures & routines that support student learning; and 6) establishes & maintains standards for student behavior.</p> <p>The <u>link</u> between present <u>demonstrated competency</u> and the <u>induction standards</u> are underdeveloped.</p>	<p>Candidates demonstrate an <u>in-depth</u> knowledge & skill base in relationship to the <u>spectrum of students</u> across <u>mild/moderate</u> special needs and English language learners to 1) create a physical environment that engages all students; 2) establishes a climate that promotes fairness & respect; 3) uses instructional time effectively; 4) promotes social development and responsibility; 5) plans and implements classroom procedures & routines that support student learning; and 6) establishes & maintains standards for student behavior through reflection, critical analysis, and synthesis.</p> <p>Specific TPE, CSTP and CEC <u>standards are linked</u> with project ongoing professional development. The <u>standards matchup information</u> regarding TPEs, CSTPs, CEC & Induction Standards only show <u>emerging action plan</u> for next stage of professional development.</p>	<p>In addition to all Level 3 skills, candidate <u>exemplifies</u> all of these abilities when working with each classification of <u>need mild/moderate</u> need area of students with special needs, <u>English learners</u> and their families. Candidate provides <u>model examples</u> of <u>engagement skills</u> that assist students and their families in expanding abilities across setting and throughout the educational experience.</p> <p>This demonstrated level of exemplar knowledge, understanding & skill competency is also demonstrated in <u>staff development, collaborative, and coteaching</u> experiences with <u>paraeducators, general educators</u> and other professional personnel in school and other service delivery settings.</p> <p>Even with expansive presentation of knowledge & skills candidate delineates a clearly focused induction plan.</p>	

CSTP Domain CEC Standard	Level 1 Practice Not Consistent with Expectations	Level 2 Beginning Practice	Level 3 Maturing Beginning Practice	LEVEL 4 Exemplar Experienced Practice	Level
<p>3. Making Subject Matter Comprehensible to All Students</p> <p><i>Understanding & Organizing Subject Matter for Student Learning</i></p> <p><i>(Knowing What Students Need to Learn & How to Ensure Learning Outcomes)</i></p> <p>CEC 3. Individual Learning Differences</p>	<p>Candidates demonstrate an <u>inadequate or unrealistic</u> knowledge & skill base in relationship to student with special needs &/or English language learners and state adopted content standards.</p> <p>The evidence and discussion illustrate only a <u>subset of the subject matter expertise</u> either a multiple subject or single subject based setting for students with special needs.</p>	<p>Candidates demonstrate an <u>emerging</u> knowledge & skill base in relationship to only a <u>subset of students with special needs &/or English language learners</u> across the inclusive spectrum of service delivery.</p> <p>The evidence &/or commentary addresses only <u>some of the competency expectations</u> to 1) demonstrate knowledge of subject matter content & student development; 2) organize curriculum to support student understanding of subject matter; 3) use materials, resources, and technologies to make subject matter accessible to students; 4) interrelates ideas & information within & across subject matter areas; and 5) develops student understanding through instructional strategies that are appropriate to the</p>	<p>The artifacts, commentary and <u>video evidence</u> shows a strong <u>grasp of all state adopted content standards</u>.</p> <p>Candidate illustrates how standards, <u>unique differences, and learning needs are focused</u> on each learner through 1) demonstration of knowledge of subject matter content & student development; 2) organization of curriculum to support student understanding of subject matter; 3) use of materials, resources, and technologies to make subject matter accessible to students that engages students in their own learning; 4) an interrelationship amongst ideas & information within & across subject matter areas; and 5) clear examples of how to develop understanding through instructional strategies that are appropriate to the subject matter through</p>	<p>In addition to all Level 3 skills, candidate <u>exemplifies</u> all of these abilities across the complete spectrum of students with <u>special needs, English learners and their families</u>. Candidate provides <u>model examples of engagement skills</u> that assist students and their families in expanding abilities across setting and throughout the educational experience.</p> <p>Candidate illustrates a broad base of knowledge of evidence based strategies and <u>alignment with the diversity of students in school district</u>. This demonstrated level of exemplar knowledge, understanding & skill competency is also demonstrated in <u>staff development, collaborative, and coteaching</u> experiences with <u>paraeducators, general educators</u> and other professional personnel in school</p>	

<p>4. Instructional Strategies 10. Collaboration</p>		<p>subject matter. Insufficient information provided in TPE, CSTP, CEC & Induction Standard regarding competency being self-evaluated.</p>	<p>reflection, critical analysis, and synthesis and insures active engaged learning by all students with special needs & English Learners.</p>	<p>and other service delivery settings. The candidate’s personal induction plan is clearly focused and emphasizes that learning is life long and requires <u>diligent action research practices</u> in the classroom.</p>	
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<p>CSTP Domain CEC Standard</p>	<p>Level 1 Practice Not Consistent with Expectations</p>	<p>Level 2 Beginning Practice</p>	<p>Level 3 Maturing Beginning Practice</p>	<p>LEVEL 4 Exemplar Experienced Practice</p>	<p>Level</p>
<p>4. Planning Instruction & Designing Learning Experiences for All Students <i>(Planning & Delivering Services for Students with Special Needs & English Learners)</i> CEC 7. Instructional Planning 10. Collaboration</p>	<p>Candidate’s selection of artifacts & reflective self-inquiry demonstrates A one-dimensional, <u>inadequate knowledge & skill</u> base in relationship to some of the <u>complete spectrum</u> of mild/moderate needs of students with disabilities &/or <u>English language</u> learners in inclusive setting that helps to 1) draw on and value students’ backgrounds, interests, & developmental learning needs; 2) establish & articulate goals for student learning; 3) modifies instructional plans to adjust for student needs; 4) develops & sequences instructional activities & materials for student learning; and 5) designs short-term & long-term plans to foster student learning.</p>	<p>Candidates demonstrate the knowledge & skill base in relationship to <u>many of the mild/moderate disabilities areas</u> exhibited by student with special needs, &/or English language learners to 1) draw on and values students’ backgrounds, interests, & developmental learning needs; 2) establish & articulate goals for student learning; 3) modifies instructional plans to adjust for student needs; 4) develops & sequences instructional activities & materials for student learning; and 5) designs short-term & long-term plans to foster student learning. Insufficient information provided in TPE, CSTP, CEC & Induction Standard regarding competency being self-evaluated.</p>	<p>Candidates demonstrate an <u>in-depth knowledge & skill</u> base in relationship to both the breadth of mild/moderate classifications of student with special, needs and English language learners to 1) draw on and value students’ backgrounds, interests, & developmental learning needs; 2) establish & articulate goals for student learning; 3) modifies instructional plans to adjust for student needs; 4) develops & sequences instructional activities & materials for student learning; and 5) designs short-term & long-term plans to foster student learning through reflection, critical analysis, and synthesis. Specific TPE, CSTP and CEC standards are <u>linked</u> with project ongoing professional development. The standards <u>matchup information</u> regarding TPEs, CSTPs, CEC & Induction Standards only show <u>emerging action plan</u> for next stage of professional development.</p>	<p>In addition to all Level 3 skills, candidate <u>exemplifies</u> all of these abilities when working with students with special needs, English learners and their <u>families</u>. Candidate provides <u>model examples of engagement skills that assist students and their families in expanding abilities across setting, throughout the educational experience & addresses transitional needs at all age levels.</u> This demonstrated level of exemplar knowledge, understanding & skill competency is also demonstrated in <u>staff development, collaboration, and coteaching</u> experiences with paraeducators, general educators and other professional personnel in school and other service delivery settings. Even with expansive presentation of knowledge & skills candidate delineates a <u>clearly focused induction plan.</u></p>	

<p>CSTP Domain CEC Standard</p>	<p>Level 1 Practice Not Consistent with Expectations</p>	<p>Level 2 Beginning Practice</p>	<p>Level 3 Maturing Beginning Practice</p>	<p>LEVEL 4 Exemplar Experienced Practice</p>	<p>Level</p>
<p>5. Assessment of Student Learning <i>(Ongoing Formative & Summative Assessment of Student Performance Based on IEP)</i></p>	<p>Candidates demonstrate a one-dimensional or <u>limited breadth</u> of inadequate knowledge & skill base in relationship to assessing students with special needs &/or English language learners to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the</p>	<p>A clear set of artifacts and reflective documentation demonstrate the knowledge & skill base in relationship to <u>some of the students</u> with special needs &/or English language learners to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the</p>	<p>Candidates demonstrate an in-depth knowledge & skill base in relationship to both the <u>breadth of classifications</u> within the <u>mild/moderate</u> student with special needs group and English language learners to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the</p>	<p>In addition to all Level 3 skills, candidate <u>exemplifies</u> all of these abilities when working with students with special needs, English learners and their families. Candidate provides <u>model examples</u> of engagement skills that assist students and their families in expanding abilities <u>across setting</u> and throughout the <u>educational experience.</u> At each grade level, candidate clearly</p>	

<p><i>Goals & Grade Appropriate State Adopted Content Standards</i></p> <p>CEC 7. Instructional Planning 8. Assessment</p>	<p>results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress.</p>	<p>results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress.</p> <p>The link between present <u>demonstrated competency</u> and the <u>induction standards</u> are underdeveloped.</p>	<p>results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress through reflection, critical analysis, and synthesis.</p> <p>The IIP address the <u>four elements of induction</u>.</p>	<p>identifies areas to evaluate related to transition needs at different ages. This demonstrated level of exemplar knowledge, understanding & skill competency is also demonstrated in staff development, collaborative, and coteaching experiences with paraeducators, general educators and other professional personnel in school and other service delivery settings.</p> <p>Even with expansive presentation of knowledge & skills candidate delineates a clearly <u>focused induction plan</u>.</p>	
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<p>GSTP Domain CEC Standard</p>	<p>Level 1 Practice Not Consistent with Expectations</p>	<p>Level 2 Beginning Practice</p>	<p>Level 3 Maturing Beginning Practice</p>	<p>LEVEL 4 Exemplar Experienced Practice</p>	<p>Level</p>
<p>6. Developing as a Professional Educator</p> <p><i>(Committing Self to Life Long Engagement in Learning Related to Roles & Responsibilities of an Education Specialist)</i></p> <p>CEC 1. Foundations 9. Professional & Ethical Practice</p>	<p>Candidates demonstrate an inadequate or <u>one-dimensional plan</u> for <u>ongoing development of professional knowledge & skill base</u> in relationship to student with special needs &/or English language learners to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress.</p>	<p>Candidates demonstrate some knowledge & skill base in relationship to student with special needs &/or English language learners to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress.</p> <p>However, the professional development plan is <u>limited or fails to plan for growth in the variety of roles and interactions</u> of an education specialist.</p>	<p>Candidates demonstrate an in-depth knowledge & skill base in relationship to the <u>breadth of research based evidence and emerging technology</u> related to both student with special needs and English language learners to 1) establish & communicate learning goals for all students; 2) involves & guides all students in assessing their own learning; 3) collects & uses multiple sources of information to assess student learning; 4) uses the results of assessments to guide instruction; and 5) communicates with students, families & other audiences about student progress through reflection, critical analysis, and synthesis.</p> <p>Clearly <u>identifies aspects of the four elements of induction</u> that ongoing professional <u>development will explore</u>.</p>	<p>In addition to all Level 3 skills, candidate <u>exemplifies</u> all of these abilities when working with students with special needs, English learners and their families. Candidate provides <u>model examples</u> of engagement skills that assist students and their families in expanding abilities across setting and throughout the educational experience.</p> <p>This demonstrated level of exemplar knowledge; understanding & skill competency is also demonstrated in a <u>plan to develop a professional staff development level of expertise</u> in collaboration, and coteaching experiences with paraeducators, general educators and other professional personnel in school and other service delivery settings.</p> <p>Even with expansive presentation of knowledge & skills candidate delineates a clearly <u>focused induction plan</u>.</p>	



APPENDIX C

PEDAGOGY OF PRACTICE

Personal Pedagogy of Practice Rubric

Criteria & CEC Standard	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Master Mentor Coach
<p>Articulation of Personal Ethical Standards of Practice (SOLES 'ACE' & CEC)</p> <p>Dispositions in Practice</p> <p>CEC 9. Professional & Ethical Practice</p> <p>TPEs¹ 4, 12, 13</p> <p>Criterion #1</p>	<p>Self-reflective statement lacks clarity in delineation of articulated attention to academic excellence, community or equity.</p> <p>Personal philosophy lacks convincing evidence of sense of social justice or equity for all learners.</p> <p>Lack of voice describing or providing examples of professional dispositions expected of educator.</p>	<p>Reflective statement shows emerging relationship among some elements of critical themes as articulated in SOLE 'ACE' & CEC principles of academic excellence, community & equity.</p> <p>Candidate has an emerging grasp of principles of inclusive classroom settings within diverse learning communities from social justice perspective of learning or teaching.</p> <p>Narrative includes some mention of dispositions but a lack of clear relationship of personal practice and standards of practice</p>	<p>Expresses a logical progression of thought that demonstrates understanding of key component(s) of unit overarching ACE outcomes and CEC ethical principles.</p> <p>Personal statement includes illustrations of how these concepts are incorporated into the candidate's own system of beliefs & practices. Threaded throughout the document are examples of how personal dispositions put into practice the ethical practices delineated across program of study.</p>	<p>In addition to target criteria, candidate provides citations and academic language that shows living system of beliefs. Citations include theorist & reference to specific professional journal article or book.</p> <p>Specific examples from work situations illustrate how candidate puts personal professional ethics & dispositions into daily practice. The narrative provides clear examples of how the candidate uses personal disposition strengths to encourage others to actively practice ethical and social justice grounded personal dispositions.</p>
<p>Strategic Planning & Assessment of Emerging Needs Within Diverse Community of Learners</p> <p>CEC 2. Development of Characteristics of Learners</p> <p>3. Individual Learning Differences</p> <p>8. Assessment</p> <p>TPEs 2, 3, 4, 6, 7, 8, 9</p> <p>Criterion #2</p>	<p>View of self as an educator does not include a breadth of understanding or practice that attends to identifying the needs of all learners and professionals in an educational environment.</p> <p>Description of equity and how to identify particular needs or approaches to fully engage everyone in learning community lacks specifics.</p> <p>Lack of alignment with roles and responsibilities of education specialist in learning environments.</p>	<p>Candidate speaks about variance and individual needs of students in learning community.</p> <p>However, familiarity with evidence based practices for planning, assessing or helping each individual within a learning environment is general or addresses a small segment of diversity of needs of learners.</p> <p>Personal voice is more subjective rather than grounded in research, historic foundations or legal mandates related to students at-risk.</p>	<p>Self-expression gives clear reflection of knowledge of the cross section of areas of need encompassed under the concept of diversity. The concept of diversity includes and reaches beyond the obvious diverse groups based on gender and ethnicity. Specific examples also include diversity related to culture, academic ability, social and individual behavior, gender identity and sexuality, religion, social-economic status, and political opinions.</p> <p>Beyond listing categories of diversity the candidate describes assessment, planning and integration strategies to include everyone in his/her learning and socialization school community.</p> <p>Reflection addresses how candidate will proactively address respect, safety, and acceptance that eliminates isolation, bigotry or bullying.</p>	<p>In addition to target criteria, candidate cites examples of specific pedagogical methods, assessment techniques and learning strategies that maximize learner outcomes in his or her own work environment.</p> <p>Examples are fluid with use of academic language and variety of ways in which individual learning differences are bridged into candidate's learning environment.</p>

¹ Teacher Performance Expectations (TPEs): 1-Specific Pedagogical Skills for Subject Matter Instruction, 2-Monitoring Student Learning During Instruction, 3-Interpretation & Use of Assessment, 4-Making Content Accessible, 5-Student Engagement, 6-Developmentally Appropriate Teaching Practices, 7-Teaching English Learners, 8-Learning about Students, 9-Instructional Planning, 10-Instructional Time, 11-Social Environment, 12-Professional, Legal, & Ethical Obligations, 13-Professional Growth

Criteria & CEC Standard	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Master Mentor Coach
<p>Education Specialist as Communicator, Collaborator, Case Manager & Co-Teacher</p> <p>CEC 6. Communication 7. Instructional Planning 10. Collaboration</p> <p>TPEs 5, 7, 8,9, 12, 13</p> <p>Criterion #3</p>	<p>Candidate’s reflection is self-centered.</p> <p>There is a lack of sense of ongoing collaborative exchange or partnership amongst professionals in learning environment.</p> <p>Parents as partners in decision-making are not addressed.</p>	<p>Candidate articulates awareness of some types of relationships and partnerships across professional roles.</p> <p>Parent participation in education process is noted. However, participation is more about providing information rather than collaborative decision-making.</p> <p>However, specificity of examples of communication strategies, collaboration techniques or coteaching practices is at emerging level of understanding or practice.</p>	<p>Candidate provides specific examples of how he or she uses communication skills to engage and partner with both parents and other professionals.</p> <p>Specific strategies, techniques or models are named and theorists are cited. The 3-Cs of communication, collaboration and coteaching are described through the use of academic language voice appropriate to the profession.</p>	<p>In addition to target qualifiers, candidate provides multiple examples of specific techniques and strategies he or she uses in the work place that model evidence based practices.</p> <p>Candidate illustrates how he or she changes roles, provides feedback and learns from others to expand upon roles as a communicator, collaborator and co-teacher in a variety of situations.</p> <p>Collaborative teaming & coteaching with general educators, paraeducators and other professionals describes as part of a rich and engaging ongoing planning.</p>
<p>Global Perspectives Philosophic Foundations of Education</p> <p>CEC 1. Foundations 6. Communication</p> <p>TPEs 1, 2, 3, 5, 7, 8, 9</p> <p>Criterion #4</p>	<p>No specific philosophy of education or foundational grounding of theories cited in personal statement.</p> <p>Lack of integration of vocabulary or concepts relevant to philosophy or foundation of education.</p> <p>Expansion of emerging thoughts regarding philosophic foundations grounding teaching beliefs expected.</p>	<p>Written reflection identifies some key component(s) of philosophic foundation grounding emerging personal learning paradigm.</p> <p>Statements lack identification of theorists, researchers or educational trends across time. A narrow focus of leaders in education from across the globe are identified and integrated into personal practices.</p> <p>Statements lack evidence of internalization or application of a cross section of research and theories into the candidate’s own emerging practices.</p>	<p>Structure of thoughts and presentation of details include logical progression of ideas grounded in specifically cited themes, models & philosophic concepts.</p> <p>Reflection appears to be grounded more in theory than examples of pragmatic descriptions of practice in one’s own teaching environment.</p> <p>A cross section of theorists & researchers in both the field of education and exceptionality is narrowly focused.</p>	<p>In addition to target criteria, candidate embeds pedagogical beliefs, models & applications within specific examples of practices in own instructional setting. Reflection includes critical citations and use of academic language of field.</p> <p>Candidate’s statement illustrates flexibility & modifications reflecting diversity & individual uniqueness that enters into previously held beliefs & habits of practice.</p> <p>A global perception of education is clearly linked to candidate’s international project is clearly described and threaded into personal pedagogy of practice.</p>
<p>Learning Environment Structure Organization, Management & Delivery of Grade Appropriate Content</p> <p>CEC 5. Learning Environment & Social Interactions 7. Instructional Planning</p> <p>TPEs 2, 3, 8, 9, 10</p> <p>Criterion #6</p>	<p>Logic and/or progression of ideas relevant to curriculum, environment or learners need to be development.</p> <p>Reflection does not link ideas with practical application in relationship to diversity found in education settings.</p>	<p>Includes skeleton of requirement intent but transitions and persuasive organization of ideas are under developed.</p> <p>Specific strategies, models or theories lack citations. Limited discussion of models and theories related to management and organization of curriculum learning & students.</p>	<p>Articulates ways to monitor special needs students & English learners understanding of CA content standards within inclusive learning environment.</p> <p>Describes practices and cites evidence based practices that facilitate learning environment management and organization and pacing of roles & responsibilities of education specialist.</p> <p>Examples of how candidate has applied grounded strategies and practices into field experience or teaching is clearly described.</p>	<p>In addition to target qualifiers, candidate provides examples of variety of systematic research cited strategies that ensure social interactions within and across a variety of learning environments that have been applied in personal work setting.</p> <p>Citations & examples illustrate recognition & flexibility based on unique diversity & background of individual student &/or family situation.</p> <p>Candidate describe examples of how knowledge related to structure, organization, management and delivery where used in staff development for paraeducators, general educators and families.</p>

Criteria & CEC Standard	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectations	Level 4 Exemplar Master Mentor Coach
<p>Research Validated Theories of Practice</p> <p>CEC 1. Foundations 9. Professional & Ethical Practice</p> <p>TPEs 1, 12, 13</p> <p>Criterion #7</p>	<p>Candidate lists concepts or ideals without solid link to diversity found in diversity found in education systems.</p> <p>Frames a point of view but details are incomplete or inadequate for purpose of task.</p>	<p>Ideas emerging but link to a logical persuasive conclusion or agreement by others needs more evidence.</p> <p>Logic and persuasion requires additional exploration of professional literature. Lack of correct citation or giving credit to grounding theories.</p>	<p>Point of view incorporates persuasive research based evidence and conclusions drawn from writings & research of educators.</p> <p>Citation and credit is given to educators who develop models, theories or strategies.</p> <p>Candidate demonstrates exploration of research, theories and practices from a global perspective.</p>	<p>In addition to target level grounding of citations, candidate draws upon personal experience & practices from own instructional setting that demonstrates theory in to practice. Personal story is intertwined with vivid examples of personal habits of practice that value individual diversity & family structure.</p> <p>Candidate describes an action research focused professional agenda directly related to diversity found in San Diego area schools and specific needs of individual students.</p>