



SPECIAL EDUCATION PROGRAM

STUDENT TEACHING GUIDE

• *Education Specialist Credentials*

Preliminary with Mild/Moderate Authorization

Graduate and Undergraduate Candi-

SPECIAL EDUCATION PROGRAM
STUDENT TEACHING GUIDE

*Preliminary Education Specialist Credential with Mild/Moderate Authorization
- Undergraduate & Graduate -*

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PART ONE
OVERVIEW STUDENT TEACHING
TRADITIONAL & INTERN CANDIDATES

The *Special Education Student Teaching Guide* walks you through the various requirements, policies and procedures related to the culminating supervised teaching experience in special education.

THIS MANUAL COVERS

- Overview of Student Teaching in Special Education
- Triad Roles and Responsibilities Student, Master Teacher and University Field Supervisor
- Seminar
- Formal Performance Evaluation
- Centerpiece Artifacts Student Teaching Based – Embedded Signature Assignments (ESAS)
- Individual Induction Plan
- Formal Evaluation Student teaching Experience
- Credential Process and Clear Induction

You are responsible for abiding by the policies and procedures related to student teaching. Remember to work with your Faculty Program Advisor, University Field Supervisor, Master Teacher or Support Provider and Coordinator of Special Education, Dr. Ammer to ensure a successful student teaching experience.

Additional Manuals: You should have read and followed the policies and procedures for initiating enrollment in student teaching.

- *Enrollment Student Teaching Process and Procedures – Special Education Supplement*

This guide 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_handbook_s.php

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/

Note there are several differences between the multiple or single subject student teaching requirements and the education specialist student teaching policies and procedures. Requirements related to policies and procedures that are unique to special education student teaching are delineated in this handbook.

STUDENT TEACHING EXPERIENCE DEFINED

The traditional student teaching experience in special education is a semester long supervised field experience. A candidate must complete a minimum of 6-units of student teaching experience in a K-12 setting. A district and a university field supervisor must be assigned to the student teaching classroom. At least one supervisor must hold an equivalent California Education Specialist Credential with Mild to Moderate Authorization.

INTERN: An intern must enroll in a minimum of 1 unit of student teaching every semester under a district intern contract. The California Teacher Credentialing Commission designed the internship to be a maximum of two years in length. Two years is the usual length for all interns. If the district and university supervisor determine additional intern experience is required after a candidate has already enrolled in 6-units of student teaching at the university than a minimum enrollment for 1 graduate unit of EDSP 590P must occur each additional semester until filing for a Preliminary Education Specialist Credential.

Previous Experience with Individuals with Special Needs and General Education Settings

A candidate must provide evidence of the breadth and depth of experience with different grade/age levels, disability classifications and social/economic demographics exposure to students in a typical public school setting. Options for EDSP 490P/590P placement will be limited if a candidate does not already have documented evidence of this multiple setting and experience background prior to student teaching. This includes working 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. In addition a mild/moderate candidate must show evidence of field experiences in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

SECTION ENROLLMENT

A traditional single semester student teaching student enrolls in:

EDSP 490P/590P Section with 6-units of credit

An intern 2-year program enrolls in the section according to the number of units towards a 6-unit credential taking in a single semester. The Coordinator of Special Education will advise each intern on the correct number of units to enroll in each semester. Typical the enrollment is:

First Year Intern		Second Year Intern	
1st Semester: EDSP 590P	Section 01 for 1-unit	1st Semester: EDSP 590P	Section 01 for 1-unit
2nd Semester: EDSP 590P	Section 02 for 2-units	2nd Semester: EDSP 590P	Section 02 for 2-units

- An undergraduate enrolls in EDSP 490P Student Teaching Mild/Moderate
- A graduate student enrolls in EDSP 590P Student Teaching Mild/Moderate

BREADTH AND DEPTH OF PREVIOUS AND PRESENT EXPERIENCE OPTIONS

Setting Requirements: At a minimum a potential student teaching site must show evidence of the following criteria:

- The site must hold a state certification that verifies its status as an approved education service agency that meets the state qualifications to receive special education funds to support receiving public school students with special needs. The formal CTC policy states that the culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.
- A special educator that holds a CA education specialist credential in the area of mild to moderate disabilities must be identified as the primary mentor to work with a Preliminary Education Specialist Credential with Mild/Moderate Authorization education specialist student teacher.
- The setting where the candidate conducts the student teaching must have all the services, facilities and breadth of students with special needs to ensure a candidate's ability to demonstrate the CCTC Education Specialist roles and responsibility competency for a Preliminary Education Specialist working with kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.
- Student teaching assignment must include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators.
- The student teacher candidate must provide field-based performance evidence of engagement with individuals with mild/moderate classification that places emphasis on individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation (intellectual disability), other health impairment, emotional disturbance, and autism spectrum disorders within the disability area.
- Any of the age, classification, roles and responsibility competency, or depth and breadth of experience with the full range of individual with mild to moderate special education classification that cannot be satisfied in an assigned supervised full-time student teaching placement must have performance-based evidence of previous course aligned field experience documentation. If any of these criteria are not met additional placements or site visitations will be mandatory before recommendation for a Preliminary Education Specialist Credential with Mild/Moderate Authorization can be processed.
- There must be an agreement between the university and district/agency that a placement will be available for the full duration of the semester long teaching experience

SYLLABUS

See the syllabus in Appendix A.

- *EDSP 490P/590P Student Teaching Mild to Moderate Disabilities*

SUPERVISION:

A University Field Supervisor and a District Cooperative/Master Teacher or District Intern Support Provider provides support, coaching, mentoring and coteaching relevant to student teaching performance. This support is in alignment with the

- California Teacher Performance Evaluation (TPEs) – *with CTC mandated additional performance demonstration by Preliminary Education Specialist Credential with Mild/Moderate Authorization.*
- Preliminary Education Specialist Credential Standards Mild to Moderate Authorization, and
- Council for Exceptional Children Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curricula (IGC).

The student teaching Master Teacher and the University Field Supervisor jointly review and discuss the classroom based portion of EDSP 490P/590P. *A District Intern Support Provider gives mentorship & coaching, and guidance assistance to interns but does not directly evaluate an intern. Only the University Field Supervisor evaluates and assigns a letter grade to the student teaching classroom experience for interns.*

THE STUDENT TEACHING TRIAD**The Triad Members**

The teaching experience is the culminating event that follows after several field-based experiences and course work. During student teaching, the special education teacher candidate brings together a rich exposure to knowledge, understanding and skills related to teaching and learning. In student teaching seasoned teachers help mold these emerging competencies into a practice skill set. The mentoring, coaching, advising and demonstration of evidence based teaching and learning strategies provided by a master teacher/support provider and a university field supervisor with many years of teaching experience is a precious gift and opportunity. Student teaching is a triad model of learning and teaching.

- Student teacher,
- Master teacher/support provider, and
- University Field Supervisor

Student teacher candidates put an action research focus on the needs and potential for students with special needs. The master teacher/support provider, university field supervisor and student teacher work collaboratively to ensure that the candidate demonstrates competency across the full range of roles and responsibilities required by a Preliminary Education Specialist with Mild/Moderate Authorization. The university sets specific expectations for each of these three roles.

Interaction With District Identified Mentor

Master Teacher or District Support Provider

Exemplar special educators are identified and matched with individual student teacher candidates. The midpoint review of each candidate's Embedded Signature Assignments (ESAs) performance-based evidence and consultation with each candidate's course instructors and field experience supervisors helps inform the placement selection for student teaching. *In the case of interns the district intern placement coordinator identifies the district support provider.*

The classroom or agency setting identified mentor is known as a **master teacher** in traditional student teaching. In the case of interns the identified district/agency mentor/coach is known as the **district support provider**. Each of these student teacher supporters is a mild/moderate authorization education specialist. Each exemplifies the knowledge, understanding, skills and abilities related to the roles and responsibilities of a stellar education specialist with mild/moderate authorization. The supervised student teaching/intern assignment provides a rare opportunity for a teacher preparation candidate to shadow and be mentored by an educator that believes preparing the next generation of special educators is part of their professional responsibility.

Student teaching candidates are encouraged to take advantage of this goldmine of experience. A key first day responsibility is to establish a working relationship and communication style that ensures an open dialog and acceptance of constructive criticism. Student teachers need to actively dialog with their master teacher/support provider. Ask questions, ask for suggestions and seek out ideas, styles, approaches and strategies that will embellish your competency as an education specialist.

An effective mentor teacher models, coaches, co-teaches, provides counsel, identifies instructional and learning resources and allows student teaching candidates to see them practicing the art of teaching and service delivery responsibilities. A wise student teaching candidate seeks assistance and advice throughout the limited window of a student teaching experience. This is also an opportunity to practice the collaborative and interactive dialoging that is a vital component of an education specialist's role throughout his or her professional career.

Dialog/Communication Mentor & University Supervisor

It is highly recommended that a candidate establish a binder or other type of folio where notes, comments, recommendations and questions from both the mentor teacher and the university supervisor be housed. This folder provides a vehicle for ongoing dialog and sharing between your support providers who are not always free to meet with each other during observations. Example of particularly effective and challenging lessons or planning documents can be added for additional advise from one of your mentors. The folder will however require tabbing and organization so that the mentors can easily identify the content and note how them might ad to the conversation.

Responsibilities for Cooperating Teachers

Help the student teacher get off to a good start.

Prepare your pupils for the arrival of the student teacher. Introduce the student teacher to the pupils as another teacher. Introduce him/her to your colleagues at the school. Make sure that the student teacher becomes acquainted with the school policies and procedures. Define expectations and the roles of authority and responsibility early. Provide needed textbooks, materials and equipment to facilitate development of effective lessons. Provide a workspace and place for the student teacher to store personal belongings. Allow the student teacher the opportunity to observe other exemplar classrooms and administrative functions.

With the student teacher, develop a schedule that gradually allows the student teacher to assume classroom responsibility.

The student should be given gradual responsibility, rather than total responsibility from the start. We recommend that your student teacher spend most of the first two or three days observing your class activities. Provide time to see the various activities and functions of paraeducators. Ask general education classroom teachers to invite the student teacher into their classroom. Provide description and details of inclusive settings where your students go for instruction in age appropriate core curriculum experiences. Allow time to meet and learn from other pullout teachers how their services facilitate IEP goals. Direct these observations toward particular features of your teaching or student activities. The observation period should be more valuable if it is directed, focused and discussed before or after students arrive or leave your room.

After the initial period, the student teacher should begin instructional and case manager activities. Work with the University Field Support provider and student to develop the schedule for assuming responsibilities. A cooperative, team-teaching approach is certainly encouraged. A student teacher should have 3 experience coteaching in both the special education setting and the general education core curriculum instructional setting. The student teacher is required to complete a minimum of four weeks when he or she is solely responsible for all instruction and classroom management. Many students are solely responsible for a much longer time.

Model a variety of effective evidence-based instructional practices and classroom management techniques.

The student teaching experience is an opportunity for the student teacher to translate academic theory into sound classroom practice. Although he/she has had numerous other field experiences, this is the first full time experience. It is important for the special education student teacher to see techniques in all subjects and successful transitioning between classes or subject matter. The student teacher should have experience seeing and engaging in the non-teaching duties assigned as part of the school site and district policy. Of course special education student teachers need to observe and be involved in the roles and responsibilities of an education specialist case manager. In situations when it would not be appropriate for candidate to actually administer assessments or fulfill IEP roles you are encouraged to provide the student teacher with practice experience outside of the formal multidisciplinary team process

Observe and communicate with the student teacher regularly.

Your regular observation of the student teacher[s] performance, with written feedback on the strengths and weaknesses of the lesson, should be normal routine throughout the student teaching experience. Create a folder that can be shared with the university field support provider. This allows ongoing communication without necessarily interrupting the flow of the school day. A minimum of six field observations and accompanying notes are completed during the student teaching term. A student teacher on intern assignment receives a minimum of six observations by a USD Field Supervisor each and every semester under an intern contract. Please review the student teacher's lesson planning. Give suggestions for observing, analyzing and planning for the diversity of students in your classroom. A minimum of four lesson plans must be completed using the Universal Design for Learning Lesson Plan template. You are encouraged to share other formats you might use of district required. Student teachers must complete lesson and unit plans when asked to by the University Field Supervisor or student teaching coordinator. In the case of an education specialist we want to ensure a clear understanding and ability to design, implement and assess the performance outcomes of lessons designed to meet specific CA content standards covered in grade appropriate instruction. We also require student teachers to explore and demonstrate understanding of how to write, implement and evaluate learning objectives in the IEP and ITP that are directly aligned with academic, social or behavioral experiences in a variety of learning settings. Your cooperation, mentoring and coaching in the area of lesson design, delivery and evaluation is appreciated.

Case Study Development

The special education evaluation of student teacher competencies is partially met through a two-part case study requirement. A student teacher must complete a comprehensive analysis, planning, teaching and assessment of a student receiving services directly aligned with an IEP. This could be in a pullout setting, small group or individual instruction situation. The second part of the case study is planning, teaching and evaluating a student with special needs engaged in an inclusive age appropriate general education subject matter instruction aligned with appropriate CA content standards. Part of the assignment requires videotaping interaction between a student and the student teacher for a maximum of 7 minutes each in a pullout and inclusive class setting. Your guidance, cooperation and support for this part of the formal evaluation of a student teacher is appreciated.

Communicate Regularly with the University Supervisor

The University Field Supervisor will contact you periodically and will conduct at least six observations. Please be prepared to give him or her informal feedback on how the student teacher is progressing. Use of a shared communication folder is one way of keeping your observations and recommendations up-to-date. Meet with the student teacher and university supervisor for the midterm and final evaluations. The original copies off the evaluation forms are entered into the TaskStream.com student folio.

Enjoy the Experience!

Above all, take the opportunity to enjoy your relationship with the student teacher. If any concerns or questions arise, please discuss the issues with the university field supervisor. If necessary the coordinator of student teaching or the coordinator the special education program are available to assist.

Guidelines for Cooperating Teachers

The student teaching program at the University of San Diego is primarily designed as an opportunity for the student teacher to learn rather than as a test of how much he/she already knows. The aim of the program is to produce strong beginning teachers, and the cooperating teacher is the key to this success. Through the efforts of the cooperating teacher and those of other staff members at the school, we hope the education specialist student teacher has a variety of opportunities to learn and demonstrate the roles and responsibilities of a Preliminary Education Specialist Credential with Mild/Moderate Authorization teacher.

EXPECTATION GUIDELINES FOR COOPERATING TEACHER
<ul style="list-style-type: none"> • Necessary skills and confidence for the management of a classroom, curriculum and the case manager roles and responsibilities of an education specialist;
<ul style="list-style-type: none"> • Techniques for planning and implementing lessons that integrate the grade/age appropriate CA Subject Matter with the IEP goals and learning objectives of students on a case load in both individualized or small group settings and inclusive general education settings; <ul style="list-style-type: none"> ○ Including opportunities to become familiar with CA State approved texts and resources used at your site. ○ Provide exposure to evidence-based strategies and techniques you employ to assist in helping students develop academic, social, behavioral and communication skills.
<ul style="list-style-type: none"> • Support, guidance and opportunities for candidate to complete the required case studies. <ul style="list-style-type: none"> ○ See Case Study Embedded Signature Assignment in appendix.
<ul style="list-style-type: none"> • Techniques that address the case manager roles of a education specialist;
<ul style="list-style-type: none"> • Communication, leadership and collaboration skills necessary to work with paraeducators;
<ul style="list-style-type: none"> • Development and practice of communication and dispositional traits necessary to collaborative work with fellow teachers, other professional staff members, and administrators.
<ul style="list-style-type: none"> • Opportunities to communicate with the family of students with mild/moderate disabilities to develop dialog and shared idea development between the home and school.
<ul style="list-style-type: none"> • Encourage attendance and engagement of student teacher in assemblies, faculty training, parent teacher conferences, IEP meetings and other site related activities that are the day-to-day duties of a special educator.

Evaluation Process:

A traditional student teacher and intern must be evaluated at the midpoint and final point of the student teaching experience. The master teacher or support provider should dialog with the university field supervisor on an ongoing bases to discuss the student teacher performance and areas for future development. A meeting with the master teacher, university field supervisor and student teacher to review the formal evaluation and provide feedback is strongly encouraged. The forms used to formally evaluate a USD Preliminary Education Specialist Credential with Mild/Moderate Authorization are included in the Appendix C.

- [Observation Notes Form During Student Teaching](#)
- [Evaluation Notes Midpoint/Final Point Student Teaching/Intern Evaluation](#)
- [Preliminary Education Specialist Student Teaching/Intern Evaluation Summary Form](#)

The rubric based on the CTC Standards, Teacher Performance Expectations and Council for Exceptional Children Standards, and the Teacher Performance Expectations (TPEs) is included in Appendix C to inform and guide evaluation decisions.

- [Rubric Student Teaching/Intern Midpoint & Final Point TPE Aligned Performance Indicators Rubric](#)

Verification Feedback Midpoint & Final Point:

A master teacher with a traditional semester student teaching candidate signs the midpoint and final point evaluation form. *An intern support provider provides input during the midpoint and final point review but indicates attendance not evaluating intern.*

Guidelines for Student Teachers

Your student teaching experience is the bridge from course-based field experiences to teacher responsible day-to-day fulfillment of the roles and responsibilities of an education specialist. Pre-service into the profession of teaching.

It is an opportunity to try instructional and management techniques as well as to get to know everything that is involved in being a classroom teacher. In order to be successful, we ask our student teachers to keep in mind the following guidelines:

Be Prepared.

Allow plenty of travel time so you can arrive early. The first time you visit your student teaching placement check in at the site office. Introduce yourself to receptionist and others who are in the room. Tell them specifically who you are and that you are from the University of San Diego. Remember to present your best foot forward. Dress professionally but not over dressing. Cover tattoos and remove piercing. Ask the person behind the desk what the site practices are for stepping onto the school property. Some schools require daily check-in. Others have another process. If the school requires a nametag or badge be sure to wear it every time you arrive at the site. Remember to follow through on commitments.

Work Schedule.

Plan to follow your master teacher's workday. The teacher will let you know times when you are not required to be present or can leave early. This may require coming early or staying late at the request of your master teacher.

Lesson Plans

If you are expected to present lessons have it prepared in the format requested by the teacher. Have all the teaching materials, duplicate copies and other resources for your lesson prepared well before starting your lesson. You will be required to complete a minimum of four lesson plans using the special education Universal Design for Learning template. These are uploaded into TaskStream. Other lesson plans should meet the master teacher's guidelines. Even if your master teacher does not require or prepare daily lessons you are expected to have a folder full of lesson plans. You are the teacher in training. Practice the art of organizing, analyzing, planning, delivering and evaluating instruction and learning via a lesson plan guide. It is a good practice to create a folder where you put a copy of your lesson plans for sharing with the university field supervisor. Ask for help, suggestions and input from both your master teacher and university field supervisor about planning your lesson and practicing self-criticism as a reflective tool to think about what you planned to do. What did not go as planned. Why are some students not meeting the target outcomes for a specific standards based lesson?

REMEMBER: A minimum of two lesson plans must be prepared in the format outlined in the appendix.

- [Universal Design for Learning \(UDL\) Lesson Plan](#)

You are encouraged to explore how your master teacher or support provider develops lessons. Check to see if there is a site or district lesson plan format. If your master teacher always requires an alternative format you are still responsible for structuring a minimum of 2 of your lesson plans in the Universe Design for Learning template style for your case study embedded signature assignments. Each of your 5 to 7 minute video samples must relate specifically to the UDL lesson plans you developed and shared with the university field supervisor and master teacher or support provider prior to teaching the lesson.

Maintain professional appearance.

Dress appropriately and be well groomed. Your behavior should be professional at all times. Be conscious of professional code of practice that frown upon displaying piercing and requires covering of any tattoos. You represent yourself, your aura as a potential future contract teacher and the University of San Diego. Dress appropriately even if staff at the school does not require a professional grooming code. Your dress and disposition should make it obvious to a visitor that you are the teacher not a student in the class setting.

Communicate and ask for help.

Maintain a dialogue with your cooperating teacher. Ask your cooperating teacher to share his or her experiences and ideas. Actively participate in the observation and evaluation meetings with your cooperating teach and your university supervisor.

Call in if you will be absent.

If you become ill or need to be absent for other reasons, you must call your cooperating teacher, your student teaching school site office and your university supervisor. If you are ^{expected to} teach, you are responsible for getting the lesson plans and teaching materials to your cooperating teacher. Provide sufficient notification. You quickly become an important part of your student teaching classroom. Do not wait to the last minute to notify your master teacher/support provider. If later than the night before an absence you must telephone your master teacher. Do Not Send E-Mail only minutes or hours before expected arrival at student teaching site! A call or face-to-face sharing of information is always a more effective means of building collegiality, professionalism and trust.

More than two or three absences will require an extension to your student teaching assignment.

Respect school policies and property.

Follow all school policies associated with student contact, teacher responsibilities and professional conduct. Respect and follow the site procedure and practice of your cooperating teacher. If you borrow something be sure to return it.

Maintain Confidentiality.

Information about students must be kept confidential. Do not discuss students or family issues except with your master teacher or support provider. Even then practice good dispositional practices and respect privacy. Absolutely do not gossip or share information about other teachers or students.

Get involved.

Attend faculty meetings and open house as well as other school events. Become as much a part of the staff as possible. For example, go to social functions when invited, and take treats to the staff lounge. Join professional associations and attend the organization functions. You are strongly encouraged to join the Council for Exceptional Children. There is a special price for graduating students entering the field of special education. More information about CEC can be found at their website.

- <http://www.cec.sped.org/am/template.cfm?section=Home>

Limit your other commitments for the semester.

Student teaching is a full time experience. Being successful, as a teacher requires hours of preparation. Avoid taking other course work or have an after school job. An education specialist with approval of program advisor may enroll in one 3-unit course during student teaching. However, it is not advised.

Respect and follow all recommendations and expectations of your teacher(s) and university supervisor.

Disposition: Your practice of professional dispositions that represent the values of USD and the Professional Ethical Code of the Council for Exceptional Children will be observed and evaluated. A copy of the CEC Ethical Code can be found at the CEC website and is included in Appendix A.

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>

ROLES AND RESPONSIBILITIES OF UNIVERSITY FIELD SUPERVISOR

The University of San Diego Field Supervisor serves many roles during a student teaching experiences.

Roles	Function
MENTOR	A trusted counselor or guide. An advisor who probes ideas and provides counsel to help an individual develop his or her own (teaching) actions.
COACH	A tutor who directs (student teacher) in the fundamentals of the strategies used by a master teacher.
SUPERVISOR	Individual who functions to ensure an orderly execution of the roles and responsibilities of a student teacher by ensuring university and site expectations for student teacher are being carried out. One who works with supporting personnel to ensure a candidate has opportunities to carry out mandates of a student teaching experience.
FACILITATOR	Instructors who guides student learning and provides support to ensure the university and district needs are addressed in a student teaching setting. One who skillfully helps everyone understand their common objectives and assists everyone to achieve outcomes.
RESOURCE	An individual who provides key ongoing connections to resources that enhances the opportunity to practice the art of teaching in an education specialist teaching with the tools, teaching/learning strategies, aides and materials that can facilitate a richer demonstration of teaching potential. Help candidates know and understand how the Teacher Performance Expectations (TPEs) are integrated into their student teaching.
EVALUATOR	An individual qualified by personal teaching experience to provide appraisal of observed and demonstrated practices by a student teaching student. The evaluation is a combination of demonstration of the art of teaching through the use of evidence based practices and in alignment with the CTC approved standards for the teaching profession.

A candidate has six to eight contacts with the University Field Supervisor at the student teaching site. *Interns have the same level of contact each and every semester enrolled in student teaching/intern experience.* The supervisor will work with a candidate to schedule classroom or site visits. This is especially important if the student teaching site does not meet the depth and breadth of education specialist roles and responsibilities as outlined on the site requirement table at the beginning of this section. Over the course of a student teaching experience supervisors will provide guidance and direction to ensure multifaceted demonstration of teaching and administrative skills expected of a Preliminary Education Specialist. These visitations and requested support documentation provide the evidence upon which the midpoint and final point evaluation of the actual student teaching is derived.

In addition to classroom/site observations and other contacts via e-mail, telephone or office visits, supervisors partake in the student teaching Seminar Sessions. Time during the Seminar Sessions is provided for University Field Supervisors to meet and engage with their student teaching students.

The university field supervisor's work closely with the Assistant Coordinator of Special Education Field Experiences Stacey Kassendorf. Final placement sites, facilitation of university and district dialogue related to a student teaching candidate are organized through the assistant field experiences coordinator. In addition, Stacey Kassendorf establishes the dates and agenda for the seminars.

Evaluation & Reporting Grades: The evaluations completed by the University Field Supervisor include the following.

- [Student Teaching Observation Notes](#)
- [Student Teaching/Intern Education Specialist TPA/TPE Observation Rubric](#)
- [Student Teaching Case Study Rubric](#)
- [Student Teaching Individual Induction Plan Rubric](#)
- [Personal Pedagogy of Practice Action Research Focused Rubric](#)

The evaluation is completed in TaskStream.com in the Special Ed Credential and Master Degree folio. Paper versions of the forms are included in the Appendix C.

Guidelines for Supervisors

The university field supervisor plays an important role in the student teaching process. The supervisor serves as an evaluator, mentor and coach for student teachers and interns. The field supervisor is also the lead liaison between the student teaching placement site and the University of San Diego. The University Field Supervisor is expected to provide support and assistance during the student teaching process. Listed here are some general responsibilities expected of a University Field Supervisor.

KEY RESPONSIBILITIES - UNIVERSITY FIELD SUPERVISOR
• Act as liaison between the university and the school site
• Help ensure that the student teacher and master teacher or support provider understands their roles and responsibilities
• Coordinate and conduct required meetings
• Make formal observations of the student teacher
• Complete an online midpoint and final point observations evaluations via TaskStream.com. <ul style="list-style-type: none"> ○ Paper copies of the electronic forms are included in the appendix.
• Support student teacher or intern and supervisor with experiences and completion of required embedded signature assignments.
• Attend all university supervisor meetings
• Attend and participate in the student teaching seminar sessions.

DIVERSITY RESPONSIVE CLASSROOMS

Culturally Responsive Classroom Management

One of the greatest challenges for most student teachers is establishing and maintaining an effective behavior management system. Management of your classroom, curriculum group and individual students and the multiple roles of an education specialist must be mastered even before instructional skills. You will quickly learn that it is impossible to teach a lesson when no one is paying attention. While student teachers are expected to implement the management system used by the cooperating teacher it is also important that the student teacher become familiar with a few simple principles that teachers follow when starting out with a new class. We appreciate the assistance of the cooperating teacher and supervisor in ensuring that a student teacher creates a community of learners. This requires ensuring cultural sensitivity awareness and fairness for all aspects of diversity students bring to a classroom setting. Respect and dignity in respecting all aspects of diversity ensures students sensing a safe and fair learning environment that is caring and respectful to all. Remember diversity as delineated by the United Nations and the University of San Diego goes far beyond language and cultural differences. Become aware of and learn to respect all types of diversity. Remember no bullying should be tolerated. A teacher has a moral and a legal responsibility to put a stop to bullying. Class discussions should ensure that all students do their part to prevent bullying and harassment of students.

Culturally Responsive Lesson Planning

To keep students actively engaged requires foresight and planning. Full instructional responsibility necessitates commitment from the student teacher. The cooperating teacher is handing this responsibility over to the student teacher and we expect the student teacher to meet the cooperating teacher's own expectations in this regard. By supporting our students as they create lessons using a variety of teaching methods that includes differentiated instruction that addresses the individual needs of each and every student prepares a more competent teacher. They learn to relate their lessons to their students' learning styles, cultural knowledge, individual and group diversity and prior experiences. As a future special educator candidates are also required to take on the roles and responsibilities of a preliminary level education specialist with mild/moderate authorization. This includes ensuring age appropriate integration into grade equivalent CA Content Standard experiences and alignment with individual education plan learning outcomes with the CA Frameworks. We require our student teachers to develop lesson plans for their major instructional experiences. A minimum of two lessons plans in a inclusive content setting and a pull out, small group or one on one setting must follow the specific categories included on the official Universal Design for Learning Lesson Plan created in Taskstream.com. Candidate reflection and communication with the cooperating teacher before and after lesson delivery should include constructive critique, coaching and recommendations to expand teaching skills to include the diversity of differences and similarities found in a school setting. The cooperating teacher and/or the University Field Supervisor may request lesson planning that helps students actively engage and learn in inclusive and specially planned settings. Cooperating teachers are asked to arrange visits or exchange periods where a specific education specialist can expand the breadth and depth of their ability to fulfill the complete roles and responsibilities of an education specialist. These need to be done at both the cooperating teacher and university supervisor's request.

PART TWO SEMINAR SESSIONS

SEMINAR REQUIREMENT:

Seminar sessions are part of the student teaching requirement. The seminar sessions dates are held at the University of San Diego. Seminar attendance is mandatory. *An intern must attend and participate in the seminar sessions each and every semester enrolled in student teaching.* The special education field experience coordinator will establish exact dates and times in collaboration with student teachers and interns.

SEMINAR PURPOSE, GOALS & OBJECTIVES:

Portions of the seminar sessions are dedicated to:

- Supervisors engage in mentoring, coaching and critiquing of performance with his or her practicum students during the Saturday sessions.
- Discussion, training and field activities aligned with the California Teacher Performance Expectations (see Appendix D)
- Exploration and putting into practice CA Commission on Teacher Credentialing Preliminary Education Specialist Credential and Mild/Moderate Authorization Performance Standards (see Appendix D)
- Guest speakers and information about credential filing procedures is detailed in these sessions.
- Sharing and support of fellow student teachers.
- Updates on University policies and procedures required of candidates
- Latest information on Commission on Teaching Credentialing (CTC) policies and procedures
- Support and Guidance Relevant to Required student teaching Embedded Signature Assignments (see Appendix B Performance Expectations & Embedded Signature Assignments)
 - Transition Individual Induction Plan (IIP)
 - Interns must revise and update their IIP *every semester on an intern contract*
 - Student Teaching Case Study Project
 - Reflective Pedagogy of Practice Project

Twenty-five percent of the student teaching final grade (each semester for interns) is based on attendance and participation in the seminar sessions.

Embedded Signature Assignment (ESAs) Submission:

No recommendation by the Special Education Program Coordinator will be completed until all embedded signature assignments are completed, uploaded into TaskStream and formally evaluated.

- Individual Induction Plan
- Student Teaching Case Study
 - Documentation
 - 2 video clips 5 to 7 minutes each
- Reflective Pedagogy of Practice Project

SEMINAR SCHEDULE & LOCATION:

There is a minimum of three mandatory seminar sessions. The faculty member assigned to Seminar (Stacey Kasendorf) 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.*

Session Dates

The seminar coordinator (Stacey Kasendorf) in consultation with the Coordinator of Special Education will establish the seminar dates and times. Saturday sessions will take into consideration the

- [Continuing Education](#) 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 as of July 2007.
- the posted dates for taking the [Reading Instruction Competence Assessment \(RICA\)](#) exam.

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

ABSENTEES

Unexcused and two or more **ABSENTEES** will influence your grade in EDSP 490/590P. Students missing a seminar session will be required to complete assignment and discussion related information gathering relevant to seminar session from which they were absent. This goes for both pre-informed notice of expected absence and/or not showing at a seminar session. You must notify the seminar coordinator of any absences in a timely manner. In addition absent candidates will be in the dark about topics, discussion and activities integrated into each seminar session. An absent student will also miss out on critical mentoring and advising support related to the Embedded Signature Assignments. Missing one or more seminar sessions &/or being underprepared for a session may lead to a reduction in the course grade!

GRADE EDSP 490P/590P STUDENT TEACHING SPECIAL EDUCATION

Your performance in the roles of an education specialist at your student teaching assignment site informs 70 to 75 percent of your course grade. The sessions and the content are vital to preparing a passable Self-Reflective Commentary that accompanies the IIP.

Seminar attendance, participation and preparation of pre-assigned work make up the remaining 25 to 30 percent of your overall course grade. The percentage of points towards the 25-30 percent of the student teaching course grade is determined by the quality and comprehensiveness of the Individual Induction Plan.

Remember. A grade of B- or greater is required to successfully meet the criteria for EDSP 490P/590P. Any grade below a B- automatically nullifies any chance of a recommendation to CTC for a Preliminary Education Specialist Credential.

USD OFFICIAL NOTIFICATION:

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.

Remember the my.sandiego.edu portal and the listservs for special education students, Learning & Teaching Department and School of Leadership and Education Sciences are the only modes of information exchange. The listserv will only post to your USD E-mail account. No personal E-mail accounts can be entered into the USD listserv mailings.

You are responsible for regularly checking your USD E-mail account. You are also required to regularly visit the my.sandiego.edu portal to stay abreast with all announcements, policies, procedures and dates related to USD.

APPLYING FOR PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD TO MODERATE AUTORIZATION.

Remember your application and fees to petition the California Commission on Teacher Credentialing must go through the USD Credential Analyst.

The University Certification and Credentialing web page is located at:

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

You cannot go through the County Office of Education or directly via the CTC website!

PART THREE STUDENT TEACHING EVALUATION CRITERIA

THE EVALUATION PROCESS

Introduction

Evaluation in student teaching is an ongoing process. It consists of multiple components that are scheduled throughout the student teaching assignment. When deemed appropriate additional assignments and evaluations may occur to strengthen a student teacher's demonstration of required roles and responsibilities of an education specialist.

The first component takes place between the special education student teacher, the university supervisor, and the cooperating teacher. The process includes formal and informal observation, reflection and self-reflective evaluation. This includes a formal mid point and final point evaluation. For interns this procedure is followed each semester in an intern contract position. The process is described in this section. The evaluation forms and rubric criteria are included in Appendix C.

The **university field supervisor** will perform a minimum of six observations. Observations should begin with a brief meeting where the student teacher provides the supervisor with the lesson plan for the observation period and the lesson plan book. In most situations providing a copy of the lesson plan and information regarding the nature and activities occurring during the scheduled lesson should be provided electronically to the field supervisor and cooperating teacher far enough in advance to ensure a successful formal evaluation of the teaching event. The length of the observation depends on individual class/subject, schedule and special education policies or procedures that may be related to the lesson. The evaluation format will also depend upon whether the lesson is provided in a special education service setting or an inclusive general education setting. After the observation, the student teacher and supervisor (and cooperating teacher when available) will meet to discuss the observation. The supervisor will provide written observation comment to the student teacher. Time outside of the classroom setting should be arranged to provide additional advice and recommendations regarding observed student teaching events. The seminar sessions would be a good day to establish time for such discussion and sharing with fellow classmates assigned to the same field supervisor.

The **district/site master cooperating teacher or support provider** is required to write and submit a minimum of six formal observation notes related to specific pre-arranged instructional and special education case management role scenarios.

Reflection—Self Evaluation

The case study required as part of the student teaching experience is another opportunity for observing and commenting on a student teacher's performance in both an inclusive general education setting and a special education learning outcome instructional session. The special education student teacher is expected to practice metacognitive "thinking about how he or she conducts special education roles and responsibilities". The special

education student teacher is expected to practice and demonstrate the use of reflective action research strategies described in

Bruce, S. M., & Pines, G, J. (2010). *Action Research in Special Education: An inquiry approach for effective teaching and learning*. New York: Teacher Colleges Press.

This action research from an education specialist teacher preparation perspective is covered in several required special education credential and master degree courses.

The self-reflections written after completing lesson plans designed in alignment with the Universal Design for Learning Lesson Template in Appendix B in this guide should include well-articulated self-reflection on a delivered lesson. The reflection should address:

SELF-CRITIQUE DELIVERY INSTRUCTION
<ul style="list-style-type: none"> • CA Subject Matter Standards – at grade/age level appropriate for student with special needs
<ul style="list-style-type: none"> • Differentiated instruction for students' with special needs, English learners and the general education students in the lesson delivery
<ul style="list-style-type: none"> • How the learning outcomes from at least one student's Individual Induction Plan was assessed
<ul style="list-style-type: none"> • How the lesson plan for the next day and in the future would be revised based on the criteria listed here

The combined ongoing evaluation by cooperative teacher, University Field Supervisor and student teacher him or herself allows for practice/feedback/reflection that helps develop problem solving decision-making that enhances the learning outcomes for each and every student in settings where the student teacher is practicing the art of teaching.

EVIDENCE OF PERFORMANCE

Five criteria are used to evaluate performance in *EDSP 490P/590P Student Teaching Mild to Moderate Disabilities*. Directions are found in Appendix B. Evaluation Rubrics are located in Appendix C.

EVALUATION STUDENT TEACHING/INTERN PERFORMANCE
<ul style="list-style-type: none"> • Student Teaching Formal Performance Assessment
<ul style="list-style-type: none"> • Special Education Student Teaching/Intern Case Study
<ul style="list-style-type: none"> • Individual Induction Plan
<ul style="list-style-type: none"> • Seminar Meetings Attendance and Participation
<ul style="list-style-type: none"> • Pedagogy of Practice Statement

Submission and Evaluation: Submission of all performance assignments and a positive faculty evaluation is required before

- Course grade can be posted,
- Recommendation to the California Commission on Student Teaching for a Preliminary Education Specialist Credential can be submitted

TaskSteam.com Upload:

- Special Ed Credential & Master Degree Folio
- Self Enroll: **X3TSD5**
- Student Teach Sections:
 - Student Teach/Intern
 - Student Teaching Case Study
 - Student Teaching IIP

SPECIFIC CRITERIA EVALUATIONS:

Collectively the evaluation evidence and criteria are the body of evidence upon which a special education student teacher is formally evaluated. The assignments, rubrics and related standards and teacher performance expectations are listed here.

Documentation	Location
Embedded Signature Assignments	Appendix B
Performance Evaluations	Appendix C
Alignment Standards & TPEs	Appendix D

1. Student Teaching Formal Performance Assessment

- a. University Field Supervisor Formal Observation
Form: *Student Teaching/Intern Observation Form*
Formal Observation of Performance as a Student Teacher (visits by USD Field Supervisor)
- b. Outcomes-Based Performance Evaluation Formal assessment of demonstration of Preliminary Education
When: Midpoint & Final Point
Form: *Preliminary Education Specialist Student Teaching/Intern Evaluation*
Supporting Document: *Preliminary Education Specialist Student Teaching/Intern Midpoint/Final Evaluation Notes*
Evaluation Meeting: (university supervisor & master teacher; input from the ISP if intern)

The criteria are based on

- California Standards for Preliminary Education Specialist Credential, and Mild to Moderate Authorization Program Competency
- CA Teacher Performance Assessments (TPEs)
- Council for Exceptional Children Content Standards,
- CEC Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curricula (IGC) Knowledge and Skill Sets

Evaluators of Student Teaching: Both the University Supervisor and the Master Teacher complete a midterm and final evaluation ([input from the Institution Support Provider \(ISP\) to supervisor if intern](#)). The candidate is responsible for arranging time for the district and university support person to engage in a shared discussion of their evaluations.

2. **Special Education Student Teaching/Intern Case Study** (developing throughout student teaching/internship under guidance of site and university support team)

Task	Components
1. Context for Learning	<ul style="list-style-type: none"> • Context For Learning Form • Context Commentary
2. Planning Instruction & Assessment	<ul style="list-style-type: none"> • Planning Commentary • Lesson Plans • Differentiated Lesson Plan Commentary
3. Instructing Students & Supporting Learning	<ul style="list-style-type: none"> • Video Clip Special Ed Setting • Video Clip Inclusive General Education Classroom • Written Reflective Instructional Commentary
4. Assessing Student Learning	<ul style="list-style-type: none"> • Samples Student Work • Charting Student Performance • Assessment Analysis Commentary
5. Reflecting Teaching & Learning	<ul style="list-style-type: none"> • Daily Reflection Journal Log • Personal Inquiry Summary Commentary

Appendix B Supporting Documents:

- *Overview Special Education Student Teaching Case Study*
- *Lesson Template Universal Design for Learning (UDL) (TaskStream)*
- *Prompts for Lesson Design UDL/UDI Special Education*
- *Case Study Development Forms*

3. **Individual Induction Plan** (completed by end of student teaching required for recommendation for credential to CTC)

Form: *Individual Induction Plan (IIP) Action Focused Self-Assessment Inquiry Template*

Evaluation: *Individual Induction Plan Rubric*

Appendix C Supporting Documents:

- *Student Teaching Self-Reflective Critical Inquiry Statement – Pedagogy of Practice*

Appendix D Standards & Teacher Performance Expectations (TPEs)

- *Teacher Performance Expectations (TPEs) with Special Education Additional Expectations*
- *TPEs Field-Based Demonstration Subject Matter Competency*
- *Teacher Preparation & Induction Alignment Chart*
- *IIP Performance Alignment*
- *Seminar Teaching Competencies Exploration*

4. **EDSP 490P/590P Seminar Meetings Attendance and Participation**
(mandatory dates provided by seminar coordinator – Stacey Kasendorf)

Grade Minimum B- Requirement

Remember a B- or better is required in all credential and degree coursework to be recommended for a credential.

PART FOUR EDUCATION SPECIALIST CREDENTIAL PROCESS

Overview: Upon successful completion of a student teaching experience (traditional or intern) a candidate must formally apply for an education specialist credential. A candidate files through the University of San Diego School of Leadership and Education Sciences Credential Analyst's Office.

Note: An education specialist credential candidate must file the paperwork applying for a California Commission on Teacher Credentialing (CTC) issuing of a special education credential through USD. The county office or CTC direct will not process an application without the proper paperwork and authorization from the University of San Diego.

This section describes the process and policies related to three credential options. The option is determined by the year you began your special education coursework at USD.

Which Credential Do I Apply For?

- *Preliminary Education Specialist Credential with Mild to Moderate Authorization*

Frequently Asked Questions:

- *How do I go about getting my Preliminary Education Specialist Credential?*
 - See the USD Credential and Administration office for assistance:
Andrea Estrada (619) 260-4821
- *Clear Induction Education Specialist Credential with Mild to Moderate Authorization*
 - USD is not presently offering a second tier Clear Induction Education Specialist Credential
 - Upon signing a contract with a district or agency requiring the Preliminary Education Specialist Credential a teacher works with their employer to design and complete a Clear Induction Credential

Web Resources: See the USD Credentialing site on the USD website for directions for filing for a Preliminary Education Specialist Credential with Mild/Moderate Authorization.

Website for SOLES Teaching Credentials:

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

CTC Official Website: You need to regularly visit the California Commission on Teacher Credentialing website for the latest updates to credentials. It also includes all policies and procedures related to initial application and renewal of all teaching credentials.

Website for CTC Commission on Teaching Credentialing:
<http://www.ctc.ca.gov/credentials/CREDS/special-ed.html>

EDUCATION SPECIALIST CREDENTIALING PROCESS

Filing: A candidate files through the USD Credential Office upon completion of a student teaching experience. The Credential Analyst listserv and website provides deadline dates for filing for a California Teaching Credential. It is important you regularly check this site.

- Be sure to contact the Credential Analyst the month prior to completing your student teaching. The analyst will provide you with vital filing information.
- REMEMBER: Your USD e-mail account is the only official contact source. You are responsible for checking the ‘yourname’@sandiego.edu e-mail.

INTERN: An intern must also contact the employing district Human Resources Office to convert their intern district contract to the appropriate Preliminary Education Specialist Credential.

- Preliminary Education Specialist Credential with Mild/Moderate Authorization

Information Resource: The Credential Analyst outlines the procedures for filing for a preliminary teaching credential on the USD credential website which includes information about additional exams, documentation and fees for filing a credential request <http://www.ctc.ca.gov/credentials/CREDS/special-ed.html>.

Early Meeting with Credential Analyst: Every education specialist candidate should make an appointment to meet with the Credential Analyst upon acceptance into the credential program of study. Test requirements, documentation, forms, procedures and timelines are provided to ensure a smooth transition between field and student teaching experiences.

INITIAL EDUCATION SPECIALIST CREDENTIAL

INDIVIDUAL INDUCTION PLAN: The culminating document required, as part of the student teaching experience is the *Individual Induction Plan*. The IIP is aligned with the California State credential standards. Here you provide evidence of your levels of understanding related to knowledge, skills and dispositions for a traditional student teaching candidate working with a District Master Teacher.

The IIP is described in both the student teaching section of this manual and in the Special Education Candidate Handbook. It is the same format used to submit your preliminary Individual Induction Plan as part of evidence supporting enrollment in student teaching. See the Enrollment in Student Teaching Special Education Supplement.

At USD the IIP is framed in the style of the *Formative Assessment for California Teachers (FACT)*. This is an action research mind set self-reflection on your presented demonstrated competencies as an education specialist. You match your self-selected evidence-based artifacts that showcase your abilities and align the self-reflection with specific standard sets.

- Thirteen Teacher Performance Expectations (TPEs)
 - Including the added criteria for an Education Specialist
 - See [Appendix D](#)
- California Standards for the Teaching Profession (CSTP)
 - See overview prepared by Chapman University Douglas Tally <http://webfolio.us/visiontree/cstp.html>
- Council for Exceptional Children Content Standards (CEC)
 - Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curricula (IGC)
 - <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/PracticeStandards/default.htm>

The actual template used by the USD Education Specialist Credential program is designed to parallel the FACT – Individual Induction Plan used by many California school districts, private, charter and agencies that employ an education specialist with a mild to moderate authorization. The FACT is an example of how an Individual Induction Plan for the Clear Induction Credential is designed. The *Beginning Teacher Support and Assessment (BTSA)* model implemented in California is the source for more information. See Appendix B for Individual Induction Plan Template. The rubric for the IIP is included in Appendix C.

Part of the ongoing Student Teaching Seminars, Meetings with your advisor, mentoring from your University Field Supervisor and asking for mentoring suggestions from your master/cooperating teacher or district support provider is designed to ensure the quality, relevance and practicality of your action Transition Individual Induction Plan.

INTERN IIP: An intern continually develops and revises a Professional Individual Induction Plan (IIP) every semester enrolled in student teaching while under a district intern contract.

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD TO MODERATE AUTHORIZATION

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL: A candidate who completes a traditional student teaching experience in a District Master Teacher’s classroom receives a *Preliminary Education Specialist Credential with Mild to Moderate Authorization*. The Preliminary Credential paperwork and fees are processed through the USD Credential Analyst.

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL: *An intern candidate who successfully completes a University Field Supervise and District Support Provider student teaching experience (minimum of 6-units) and meets the University and District criteria for credentialing automatically applies for a Preliminary Education Specialist Credential with Mild to Moderate Authorization with proof of continued employment by the appropriate District office.*

LENGTH OF CREDENTIAL: A valid *Preliminary Education Specialist Credential with Mild to Moderate Authorization* is good for five years from the date of issue. A candidate must complete a Clear Induction Education Specialist Credential within the five-year period. Failure to complete a Clear Induction Program within five years of being issued a Preliminary Education Specialist Credential will require a special educator to complete any changes added to the California credential. A Preliminary Education Specialist Credential holder may complete a Clear Induction Program at any district, agency or IHE authorized by the California Commission on Teacher Credentialing. (USD does not have plans to offer a Clear Induction Education Specialist Credential Program.

EDUCATION SPECIALIST CREDENTIALING PROCESS

A candidate files through the University of San Diego School of Leadership and Education Sciences Credential Analyst’s Office. Be sure to contact the Credential Analyst the semester prior to completing your credential requirements. The analyst will provide you with vital filing information.

USD Credential Analyst
Student Services Office – Mother Rosalie Hill

Website for SOLES Teaching Credentials:
http://www.sandiego.edu/soles/programs/certifications_credentialing/credentials/preliminary_teaching.php

Filing: A candidate files through the USD Credential Office upon completion of a student teaching experience. The Credential Analyst listserv and website provides deadline dates for filing for a California Teaching Credential. It is important you regularly check this site.

REMEMBER: Your USD e-mail account is the only official contact source. You are responsible for checking the ‘yourname’@sandiego.edu e-mail.



APPENDIX A

SYLLABI



School of Leadership and Education Sciences
Learning & Teaching Department
Special Education Program

EDSP 490P/590P
Student Teaching Mild to Moderate Disabilities (up to 6 units¹)
Student Teaching Mild Moderate

Seminar Instructor Stacey Kassendorf
Phone: (619) 260-5913
E-mail: stacyk@sandiego.edu

Fall 2012
Saturdays 8:30 am to 12:30 pm.
Class: MRH 145

Office Hours: Before or After Class and by Appointment

Every student is responsible for obtaining and checking their USD Unet Account. You can forward the e-mail to another email. You are however responsible for all information being sent to your USD e-mail account.

COURSE DESCRIPTION

The student teaching is an advanced level supervised field experience in teaching for education specialists. The student teaching experience involves increasing teaching responsibility in community and classroom education service delivery models ranging from special day to inclusive general education settings. Candidates must demonstrate engagement with appropriate California Core Content Standards. This is a performance-based experience that requires direct observation by an assigned University Field Supervisor and a district master teacher and/or *intern support provider*. Education specialist candidates develop case manager practices and strategies for students with mild to moderate disabilities and those referred for special education services. Candidates must also provide documented evidence related to demonstrated competency in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning and intervention including RtI. Observations and practical experiences with primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Candidates explore how cultural, community and individual diversity and the needs of English learners influence instructional decisions.

This is a semester long commitment and includes three mandatory formal seminar classes related to student teaching experience. *Intern candidates are responsible for attending seminar meetings each and every semester under a district intern contract.* A student teaching candidate follows the academic calendar of the district where student teaching/internship takes place. A candidate is expected to participate in all meetings, staff development and conferences assigned by the site or district. Guidelines, policies and requirements are detailed in the *Special Education Program Candidate Supplements 1) Enrollment Student Teaching Process and Procedures Manual Section Field Experience and 2) the Student Teaching Guides*. These supplements can be downloaded from the Learning and Teaching Department [website policies and handbooks section](#).

Pre-Approval: Admissions to a student teaching experience requires a midpoint Special Education Electronic Portfolio Review. The request for midpoint review occurs approximately 10 weeks into the semester prior to enrollment in student teaching. The formal midpoint portfolio review occurs during finals week the semester prior to student teaching.

¹ A traditional student teaching student enrolls for 6-units the single semester of student teaching. A candidate completing a second Preliminary Education Specialist Credential enrolls in 3-units but participates a full semester of supervised student teaching. *An intern candidate must enroll in at least 1-unit of the appropriate section of EDSP 590P every semester under district contract as an intern until the Preliminary Education Specialist coursework is completed. An intern must complete a minimum of 6-units of student teaching to meet program requirements.*

Course Purpose

Initial Preliminary Education Specialist Credential Mild to Moderate Authorization:

CEC Initial Content Standards Meeting:

1. Foundations
2. Development & Characteristics of Learning
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practices
10. Collaboration

CTC Education Specialist Preliminary Credential Common Standards Meeting:

2. Professional, Legal & Ethical Practices
3. Educating Diverse Learners
4. Effective Communication & Collaborative Partnerships
5. Assessment of Students
6. Using Educational & Assistive Technology
7. Transition & Transitional Planning
8. Participating in Individual Education Planning (IEPs) and Post-Secondary Transition Planning (ITP)
9. Preparation to Teach Reading & Language Arts
10. Preparation to Teach English Language Learners
11. Typical & Atypical Development
12. Behavioral, Social & Environmental Support for Learning
13. Curriculum & Instruction of Students with Special Needs
14. Creating Healthy Learning Environment
15. Field Experience in a Broad Range of Service Delivery Options

CTC Mild/Moderate Authorization Standards Meeting:

1. Characteristics of Students with Mild/Moderate Disabilities
2. Assessment & Evaluation of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction
4. Positive Behavior Support
5. Specific Instructional Strategies for Students with Mild/Moderate Disabilities
6. Case Management

CA TEACHER PERFORMANCE ASSESSMENT DOMAINS WITH CA TEACHING PERFORMANCE EXPECTATIONS INCLUDING EDUCATION SPECIALIST ADDENDUM

A. Making Subject Matter Comprehensible to Students

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

B. Assessing Student Learning

TPE 2. Monitoring Student Learning During Instruction

C. ENGAGING & SUPPORTING STUDENTS IN LEARNING

TPE 4. Making Content Assessable

TPE 5. Student Engagement

TPE 7. Teaching English Learners

D. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8. Learning About Students

E. Creating & Maintaining Effective Learning Experiences for Students

TPE 11. Social Environment

F. Developing as a Professional Educator

TPE 12. Professional, Legal & Ethical Obligations

TPE 13. Professional Growth

Course Objectives

Upon completion of student teaching experience, participants will be able to:

Outcome A: Academic Excellence, Critical Inquiry, and Reflection

- Understand learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.
- Select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs.
- Enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs,
- Emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.
- Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.
- Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.
- Be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.
- Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.
- To demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.
- Use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.
- Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. Visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. Attachment, temperament), and their implications for learning.
- Develop long-range individualized instructional plans anchored in both general and special education curricula.
- Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
- Individualize instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- Modify instructional plans based on ongoing analysis of the individual's learning progress.
- Be comfortable using appropriate technologies to support instructional planning and individualized instruction.
- Demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.
- Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.
- Acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards.
- Use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs.
- Regularly monitor the progress of individuals with exceptional learning needs in general and special curricula.
- Use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
- Practice in multiple roles and complex situations across wide age and developmental ranges.
- Be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.
- Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.

Outcome B: Community and Service

- Recognize the potential influence of varying cultural factors and practices on development.
- Actively and resourcefully in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
- Demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.
- Demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/ITP planning process,
- Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.
- Understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.
- Facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.
- Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
- Collaborates with personnel from other educational and community agencies to plan for successful transitions by students.
- Collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.
- Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs.
- Engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.
- Actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.
- Routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
- Promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.
- Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.
- Plan experiences and/or interactions with the full range of the service delivery system, the providers of such services,
- Experiences and/or interactions with the full range of the service delivery system, the providers of such services,
- Be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Outcome C: Ethics, Values, and Diversity

- Demonstrate of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.
- Increase their self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.
- Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs.
- Match their communication methods to an individual's language proficiency and cultural and linguistic differences.
- Be able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students from diverse populations with disabilities.
- Write an individual development plan before the exiting the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program.
- Practice requires ongoing attention to legal matters along with serious professional and ethical considerations.
- Demonstrate and practice knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

COURSE REQUIREMENTS

The student teaching experience performance by an Education Specialist Candidate is evidenced-based. Candidates will be observed and evaluated in terms of teaching, assessment, planning, product construction, and collaborative professional interaction with parents, teachers and support providers. The performance outcomes and assessment

procedures are the grounding criteria for the CA Commission on Teaching Credentialing (CCTC) approval, National Recognition by the Council for Exceptional Children (CEC) and the National Council for Accreditation of Teacher Education (NCATE). Following the pedagogical precepts outlined by Wiske (1998) in *Teaching for Understanding*², the student teaching is seen as a culminating demonstration of knowledge, understanding and skills at a level of acceptable target performance. The embedded signature assignments and demonstrated skills practiced throughout the student teaching are evaluated against the rubrics of professional competency aligned with the 10 CEC Standards for the Teaching Profession and the CCTC Standards for a Preliminary Education Specialist Credential with Mild/Moderate Authorization. The student teaching performance evaluation is also aligned with the Teaching Performance Expectations (TPEs). Detailed information about student teaching performance expectations, embedded signature assignments and development of a transitional individual induction plan is provided in the student teaching guide.

Special Education Program Student Teaching Guide: Preliminary Education Specialist Credential with Mild to Moderate Authorization. San Diego, CA: University of San Diego. <http://www.sandiego.edu/soles/students/policies.php>

Field Commitment Requirement:

The culminating student teaching placement must be in an appropriate school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. The student teaching experience occurs under the direction, and in the classroom of a USD approved experienced California credentialed education specialist with mild to moderate authorization. An USD field supervisor meets regularly with the candidate and site assigned special educator. A student teaching candidate is expected to follow the academic calendar of the district and site where student teaching is taking place. A full day shadowing of an Education Specialist assignment is expected throughout the placement.

Or

An intern enrolls in the university student teaching course each semester under an intern contract. Interns are provided mentorship and coaching by of a District Support Provider and a University Field Supervisor. The school district and the University of San Diego must have a joint intern agreement contract for this option to take place. Interns must enroll for at least 1 unit of EDSP 490/590P during each semester of employment as an intern. An intern follows the academic and faculty schedule of the district that employs them. This includes all parent meetings, staff development, school functions and other responsibilities identified in relationship to the assignment.

Student teaching Seminars:

Attendance and participation in all seminar meetings conducted during semesters enrolled in EDSP 490P/590P. This includes completion of any reading and assignments given to individual student or to the seminar group as a whole. Participation will be considered in the grade for each student teaching experience. Rare excused attendance does not remove the responsibility to completing any seminar assignments.

CANDIDATE PERFORMANCE BASED EVIDENCE

Performance in a student teaching placement is evaluated via a series of assessments. There are three primary evaluations.

- 1) Observation and performance evaluation of demonstrated performance of the roles and responsibilities of a preliminary education specialist credentialed teacher with mild to moderate authorization. Skills demonstrated by a successful student teacher align with the CTC Standards for a Preliminary Education Specialist identified under the ACE performance outcomes listed in this syllabus. In addition the ***EDSP 490P/590P Assessment Practices and Strategies Demonstrated by Mild/Moderate Student Teacher Guide*** provides a vehicle for ongoing coaching and monitoring by the University Field Supervisor and Master Teacher or District Support Provider.
- 2) Development of critical Embedded Signature Assignments (ESAs) included in the student teaching “case study” outlined in the Student Teaching Guide,

² Wiske, M. S. (Ed.). (1998). *Teaching for understanding: Linking research with practice*. San Francisco, CA: Jossey-Bass.

- 3) Development of a Transition Individual Induction Plan in the style of the Formative Assessment for California Teachers (**FACT**) clear induction plan that is supported during the student teaching seminar. The forms for the FACT are in the Student Teaching Guide and in the [TaskStream Special Ed Credential & Master Degree Folio](#) for final performance evaluation.

1. Observations and Performance Evaluation of Demonstrated Performance as an Education Specialist.

Evaluation of actual performance in the roles and responsibilities as an education specialist occur at three points:

<i>Point of Evaluation</i>	<i>Evaluation Rubric Form</i>	<i>Rubric Standards Criteria</i>	<i>Evaluation Roles</i>
A. Minimum Of Six Announced Observations By University Field Supervisor	<i>Student teaching & Intern Observation Note Form Preliminary Education Specialist with Mild to Moderate Authorization</i>	<ul style="list-style-type: none"> • <i>CEC³ Standards</i> • <i>Teaching Performance Expectations (TPEs)</i> • <i>USD ‘ACE’ Dispositions Education Specialist Credential & Degree</i> 	<ul style="list-style-type: none"> • Completed During Site Visit. • USD Field Supervisor shares with Candidate and • Master Teacher or District Support Provider
B. Midpoint Evaluation	<i>Preliminary Education Specialist Evaluation Midpoint/Final Evaluation Student Teaching/Intern</i>	<ul style="list-style-type: none"> • Teacher Performance Assessment (TPAs) • <i>Teaching Performance Expectations (TPEs)</i> • <i>USD ‘ACE’ Dispositions Education Specialist Credential & Degree</i> 	Collaborative Conference <ul style="list-style-type: none"> • Candidate, • USD Field Supervisor, • Master Teacher or District Support Provider
C. Final Evaluation	<i>Preliminary Education Specialist Evaluation Midpoint/Final Evaluation Student Teaching/Intern</i>	<ul style="list-style-type: none"> • Teacher Performance Assessment (TPAs) • <i>Teaching Performance Expectations (TPEs)</i> • <i>USD ‘ACE’ Dispositions Education Specialist Credential & Degree</i> 	Collaborative Conference <ul style="list-style-type: none"> • Candidate, • USD Field Supervisor, • Master Teacher or District Support Provider
Performance Based Criteria Measurement Scale	<ul style="list-style-type: none"> • <i>Student Teaching/Intern Midpoint/Final Point Performance Evaluation Rubric – Matrix</i> • <i>Assessment Practices and Strategies Demonstrated by Mild/Moderate Student Teacher Guide</i> 		

All evaluations are based on the CEC Standards for the Teaching Profession and the University of San Diego Learning and Teaching Department three ACE overarching themes and six dispositions. Copies of the evaluations are shared with the master teacher/support provider, candidate and uploaded into the <https://www.taskstream.com/pub/> *Special Ed Credential & Master Degree Folio*. Master Teachers provided an evaluation of the candidate in his or her classroom. A district support provider is not supervisory in nature so such an individual only attends the evaluation conferences and uses information for ongoing support and mentoring.

2. Embedded Signature Assignment Case Study

The Embedded Signature Assignment is a comprehensive analysis, planning, implementation and assessment of instructional and case manager roles of a special education candidate aligned with the Preliminary Education Specialist Credential with Mild to Moderate Authorization. The project emerges throughout the student teaching/intern experience. *An intern prepares a “case study” each semester under an intern contract.* The project models the Performance Assessment for California Teachers (**PACT**) implemented in the USD multiple and single

³ Council for Exceptional Children [Professional Preparation & Credential Standards](#).

subject student teaching experience. University Field Supervisors assist student teachers in refinement of the “case study” during the seminar sessions. There are six elements incorporated into the case study.

ELEMENTS CASE STUDY	
1.	Content for Learning (TPE 8)
2.	Planning Instruction and Assessment (TPE 1, 2, 4, 5, 6, 7, 9, 10, & 11)
3.	Instructing Students and Supporting Learning (TPE 1, 2, 3, 4, 5, 6, 7, 9, 10 & 11)
4.	Assessing Student Learning (TPE 2, 3 & 8)
5.	Reflecting on Teaching & Learning (TPE 3, 4, 5, 6, 10 & 11)
6.	Development as Professional Educator (TPE 13)

An in-depth breakdown of each of the six components are delineated in the *Special Education Program Student Teaching Guide: Preliminary Education Specialist Credential with Mild to Moderate Authorization*. San Diego, CA: University of San Diego. <http://www.sandiego.edu/soles/students/policies.php>.

- **Overview Special Education Student Teaching/Intern Case Study**

3. Individual Induction Plan

The third Embedded Signature Assignment is the Transition Individual Induction Plan. The CCTC guidelines for a Preliminary Education Specialist Credential with Mild to Moderate Authorization require that candidates’ develop an Individual Induction Plan as part of the student teaching/intern experience. This is a self-reflective critique of one’s own education specialist competencies. This plan is the foundation for the required district identified Clear Induction Plan completed after attainment of the Preliminary Education Specialist Credential.

Throughout the Preliminary Education Specialist Program at USD the California Standards for the Teaching Profession (CSTP) plan is used to construct the various preliminary and professional Individual Induction Plans. This is the same format that all California educators use for their ongoing professional assessment in their career. This model is grounded in the understanding and commitment to educators as life long professional learners. The process and procedures for developing an IIP is provided in the *Special Education Program Student Teaching Guide: Preliminary Education Specialist Credential with Mild to Moderate Authorization*. San Diego, CA: University of San Diego. <http://www.sandiego.edu/soles/students/policies.php>.

- Assessment 1 Attachment A: Directions for the Individual Induction Plan Content Knowledge Evaluation

A copy of the Individual Induction Plan template is provided in the same student teaching manual. A word-processing version of the IIP is provided in the TaskStream student teaching folder where the final Individual Induction Plan is submitted for evaluation.

- **Individual Induction Plan Preliminary Education Specialist Credential: Action Focused Self-Assessment Inquiry of Levels of Competency**

A copy of the final evaluation rubric is also included in the student teaching manual. The evaluation criteria are based on the California Standards for Teaching Profession (CSTP) & Formative Assessment for California Teachers (FACT). The actual evaluation occurs in the TaskStream folio.

- **Individual Induction Plan Rubric: Preliminary Education Specialist Credential with Mild to Moderate Authorization.**

FINAL STUDENT TEACHING RECOMMENDATION FOR A PRELIMINARY EDUCATION SPECIALIST CREDENTIAL

A student teaching student must complete the following documents before completion of a student teaching assignment, posting of a grade on the transcript, and recommendation for eligibility to the California Commission on Teacher Credentialing.

ASSIGNMENT COMPLETED PRIOR TO CREDENTIAL RECOMMENDATION
• Midterm Student teaching Evaluation (university supervisor & master teacher; <i>input from the ISP if intern</i>)
• Final Student teaching Evaluation (university supervisor & master teacher; <i>input from the ISP if intern</i>)
• Performance Based Demonstration of CEC Standards
• Performance Based Demonstration of Program Competency Checklists
• Completion of Fieldwork Assignments
• Self-Reflective Portfolio
• Individual Induction Plan
• Attendance at and Participation in All Seminars

NOTE: Prior to formal application for a recommendation for a Preliminary Education Specialist Credential with Mild to Moderate Authorization will not be processed by the USD Credential Analyst until the special education faculty review and evaluate the student teaching criteria described in this syllabus.

GRADING CRITERIA STUDENT TEACHING COURSE

Student teaching student receive both a course grade and a recommendation regarding petition for a Preliminary Education Specialist Credential. The University of San Diego Field Supervisor in consultation with the master teacher *or intern support provider* and the Seminar Instructor finalize the student teaching as a course grade. A candidate must receive a grade of B- or greater to meet the minimum criteria for successful completion of a student teaching experience. *Interns receive a student teaching course grade each and every semester enrolled in student teaching.*

Fieldwork Assignments

Candidates will be required to complete all fieldwork assignments according to the schedule provided by the Supervisor.

Documentation of Supervisor Meetings

A documented reflective observation by the university supervisor will be discussed following formal observations. A copy of the forms will be given to candidate, district supervisor or mentor and kept by the university supervisor.

Midterm and Final Outcomes-Based Performance Evaluation

Both the University Supervisor and the Master Teacher complete a midterm and final evaluation (input from the ISP to supervisor if intern). The criteria are based on the CEC Standards, Program Competency Checklist, and the California Standards for the Teaching Profession. The candidate is responsible for arranging time for the district and university support person to engage in a shared discussion of their evaluations.

Seminar Preliminary Education Specialist with Mild/Moderate Authorization Competencies

The concepts, strategies, techniques and skills listed on the seminar matrix will be observed, mentored, coached and evaluated during observations and review of artifacts by the University Field Supervisor and Master/Support Teaching at your student teaching site. Seminar sessions are designed to review, explore and develop additional competencies to clearly demonstrate your readiness to be recommended for a Preliminary Education Specialist Credential with Mild to Moderate Authorization. The case study project and Transition Individual Induction Plan must address these standards. See Appendix D.

- **PRELIMINARY EDUCATION SPECIALIST WITH MILD/MODERATE AUTHORIZATION**

EXAMPLES OF SEMINAR TOPICS

- Student teaching Requirements, Competency Log and Credential Competencies
- CEC Code of Ethics and Standards of Practice
- Interpersonal Skills, Professionalism and Teaching Dispositions
- Behavior Management and Intervention Planning
- Case Manager Roles and Responsibilities of a Preliminary Education Specialist with Mild/Moderate Authorization
- Working with Paraprofessionals
- IEP & ITP Writing
- Advanced Procedures and Due Process
- English Language Learners with Concurrent Special Needs
- Transition Planning
- Language and Culture in Eligibility and Service Delivery
- Translation and Interpretation
- Behavior and Social Skill Development & Group Participation
- Collegiality and Working with Professional Service Providers
- Collaborating and Engaging Families in Decision Making Process
- Development of Transitional Individual Induction Plan

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Credential & Degree Level Measurement Knowledge, Understanding and Evidence-Based Demonstrated Competency	
Demonstrated Level of Competency	
Level 1	• Developing
Level 2	• Meets Expectations
Level 3	• Exceeds Expectations
Level 4	• Exemplar Mastery (Mentor/Coach)

Note: The primary purpose for using TaskStream is to inform you as a teaching candidate or a master degree candidate of your present level of knowledge, understanding and skills in relationship to mandated credential and master degree conferment requirements. The Rubrics used to evaluate Credential Level Embedded Signature Assignments (ESAs) and Master Degree Level Centerpiece Artifacts (MDCLCAs) is a progress indicator of qualifying for the next step or the final recommendation. Like in a marathon this qualifier says you are deemed ready for the passage to the next level. You cannot translate a Rubric Level of Performance directly into a letter grade for a course where the assignment was completed.

Remember we are all life long professional learners striving to advance our level of expertise and competency. We never reach the end of the journey. The one absolute is you may not pass to the next step if you have any scores at the Level 1 performance rating. If you have questions discuss them with your Program Advisor and/or the Special Education Program Coordinator.

Assignments and Artifacts: The credential and degree submissions and evaluation occur in TaskStream.com: *Special Ed Credential & Master Degree Folio*, (Self-enrollment code: **X3TSD5**)



APPENDIX B

PERFORMANCE EXPECTATIONS & EMBEDDED SIGNATURE ASSIGNMENTS

**STUDENT TEACHING GUIDE
EMBEDDED SIGNATURE ASSIGNMENTS (ESAs)
STUDENT TEACHING EVALUATION CRITERIA¹:**

MASTER LISTING ASSIGNMENTS & EVALUATIONS

THE EVALUATION PROCESS

Introduction

Evaluation in student teaching is an ongoing process. It consists of multiple components that are scheduled throughout the student teaching assignment. When deemed appropriate additional assignments and evaluations may occur to strengthen a student teacher's demonstration of required roles and responsibilities of an education specialist.

The first component takes place between the special education student teacher, the university supervisor, and the cooperating teacher. The process includes formal and informal observation, reflection and self-reflective evaluation. This includes a formal mid point and final point evaluation. For interns this procedure is followed each semester in an intern contract position. The process is described in this section. The evaluation forms and rubric criteria are included in Appendix B.

The **university field supervisor** will perform a minimum of six observations. Observations should begin with a brief meeting where the student teacher provides the supervisor with the lesson plan for the observation period and the lesson plan book. In most situations providing a copy of the lesson plan and information regarding the nature and activities occurring during the scheduled lesson should be provided electronically to the field supervisor and cooperating teacher far enough in advance to ensure a successful formal evaluation of the teaching event. The length of the observation depends on individual class/subject, schedule and special education policies or procedures that may be related to the lesson. The evaluation format will also depend upon whether the lesson is provided in a special education service setting or an inclusive general education setting. After the observation, the student teacher and supervisor (and cooperating teacher when available) will meet to discuss the observation. The supervisor will provide written observation comment to the student teacher. Time outside of the classroom setting should be arranged to provide additional advice and recommendations regarding observed student teaching events. The seminar sessions would be a good day to establish time for such discussion and sharing with fellow classmates assigned to the same field supervisor.

The **district/site master cooperating teacher or support provider** is required to write and submit a minimum of six formal observation notes related to specific pre-arranged instructional and special education case management role scenarios.

Reflection—Self Evaluation

The case study required as part of the student teaching experience is another opportunity for observing and commenting on a student teacher's performance in both an inclusive general education setting and a special education learning outcome instructional session. The special education student teacher is expected to practice metacognitive "thinking about how he or she conducts special education roles and responsibilities". The special education student teacher is expected to practice and demonstrate the use of reflective action research strategies described in Bruce & Pines (2010)². This action research from an education specialist teacher preparation perspective is covered in several required special education credential and master degree courses.

¹ See Student Teaching Guide in the Learning & Teaching Handbook site for expanded guide.

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

² Bruce, S. M., & Pines, G. J. (2010). *Action Research in Special Education: An inquiry approach for effective teaching and learning*. New York: Teacher Colleges Press.

The self-reflections written after completing lesson plans designed in alignment with the Universal Design for Learning Lesson Template in the appendix in this guide should include well-articulated self-reflection on a delivered lesson. The reflection should address:

- CA Subject Matter Standards – at grade/age level appropriate for student with special needs
- Differentiated instruction for students' with special needs, English learners and the general education students in the lesson delivery
- How the learning outcomes from at least one student's Individual Induction Plan was assessed
- How the lesson plan for the next day and in the future would be revised based on the criteria listed here

The combined ongoing evaluation by cooperative teacher, University Field Supervisor and student teacher him or herself allows for practice/feedback/reflection that helps develop problem solving decision-making that enhances the learning outcomes for each and every student in settings where the student teacher is practicing the art of teaching.

EVIDENCE OF PERFORMANCE

Four criteria are used to evaluate performance in *EDSP 490P/590P Student Teaching Mild to Moderate Disabilities*.

- **Student Teaching Formal Performance Assessment**
- **Special Education Student Teaching/Intern Case Study**
- **Individual Induction Plan**
- **Student Teaching Self-Reflective Critical Inquiry Statement**
- **Seminar Meetings Attendance and Participation**

Submission and Evaluation: Submission of all performance assignments and a positive faculty evaluation is required before

- Course grade can be posted,
- Recommendation to the California Commission on Student Teaching for a Preliminary Education Specialist Credential can be submitted

TaskStream.com Upload:

- Special Ed Credential & Master Degree Folio
- Self Enroll: **X3TSD5**
- Student Teach Sections:
 - Student Teach/Intern
 - Student Teaching Case Study
 - Student Teaching IIP

SPECIFIC CRITERIA EVALUATIONS:

Collectively the evaluation evidence and criteria are the body of evidence upon which a special education student teacher is formally evaluated. The forms, rubrics and related charts and tables are located in Appendix C.

1. Student Teaching Formal Performance Assessment

- University Field Supervisor Formal Observation Form: *Student Teaching/Intern Observation Form*
Formal Observation of Performance as a Student Teacher (visits by USD Field Supervisor)

- Outcomes-Based Performance Evaluation Formal assessment of demonstration of Preliminary Education
When: Midpoint & Final Point
Form: *Preliminary Education Specialist Student Teaching/Intern Evaluation*
Supporting Document: *Preliminary Education Specialist Student Teaching/Intern Midpoint/Final Evaluation Notes*
Evaluation Meeting: (university supervisor & master teacher; input from the ISP if intern)

The criteria are based on

- California Standards for Preliminary Education Specialist Credential, and Mild to Moderate Authorization Program Competency
- CA Teacher Performance Assessments (TPEs)
- Council for Exceptional Children Content Standards,
- CEC Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curricula (IGC) Knowledge and Skill Sets

Evaluators of Student Teaching: Both the University Supervisor and the Master Teacher complete a midterm and final evaluation (input from the ISP to supervisor if intern). The candidate is responsible for arranging time for the district and university support person to engage in a shared discussion of their evaluations.

2. **Special Education Student Teaching/Intern Case Study** (developing throughout student teaching/internship under guidance of site and university support team)

Task	Components
1. Context for Learning	<ul style="list-style-type: none"> • Context For Learning Form • Context Commentary
2. Planning Instruction & Assessment	<ul style="list-style-type: none"> • Planning Commentary • Lesson Plans • Differentiated Lesson Plan Commentary
3. Instructing Students & Supporting Learning	<ul style="list-style-type: none"> • Video Clip Special Ed Setting • Video Clip Inclusive General Education Classroom • Written Reflective Instructional Commentary
4. Assessing Student Learning	<ul style="list-style-type: none"> • Samples Student Work • Charting Student Performance • Assessment Analysis Commentary
5. Reflecting Teaching & Learning	<ul style="list-style-type: none"> • Daily Reflection Journal Log • Personal Inquiry Summary Commentary

Appendix C Supporting Documents:

- *Overview Special Education Student Teaching Case Study*
- *Task 1 Context for Learning Form*
- *ELD/SDAIE Lesson Plan Builder (TaskStream) - Special Education Lesson Design Prompt UDI/UDL*
- *Special ED Lesson Design Prompt Based on ELD/SDAIE Plan Template*

3. **Individual Induction Plan** (completed by end of student teaching required for recommendation for credential to CTC)
Form: *Individual Induction Plan Action Focused Self-Assessment Inquiry Template*
Evaluation: *Individual Induction Plan Rubric*

Appendix C Supporting Documents:

- *Individual Induction Plan Alignment Professional Standards CEC, CSTPs, TPE & PACT Matrix*
 - *CA TPEs at a Glance*
4. **Student Teaching Self-Reflective Critical Inquiry Statement**
- *Reflective Pedagogy of Practice Philosophy of Education – Framing Your Personal Statement*
 - http://www.sandiego.edu/soles/programs/learning_and_teaching/policies_and_handbooks.php
5. **EDSP 490P/590P Seminar Meetings Attendance and Participation** (mandatory dates provided by seminar coordinator – Stacey Kasendorf)

Grade Minimum B- Requirement

Remember a B- or better is required in all credential and degree coursework to be recommended for a credential.

SPECIAL EDUCATION LESSON PLAN DESIGN FORM
UNIVERSAL DESIGN FOR LEARNING (UDL)¹
UNIVERSAL DESIGN OF INSTRUCTION (UDI)²
LESSON PLAN TEMPLATE SHELL

- Using ELD/SDAIE Plan in TaskStream Lesson Builder -

INSTRUCTOR INFORMATION	
Author:	
VITAL INFORMATION	
<i>Candidate's Action Plan</i>	
SUBJECT (S):	
Lesson Topic/Title:	
GRADE/LEVEL:	
ELD Level: - Add Special Education as Primary Focus. UNIVERSAL DESIGN OF INSTRUCTION (UDI)	
Content Objective:	
Summary:	
IMPLEMENTATION	
<i>Candidate's Action Plan</i>	
Prior Knowledge:	
Key Vocabulary:	
Anticipatory Set:	
Instruction:	
GUIDED PRACTICE:	
Independent Practice:	
Closure:	
INTELLIGENCE INVENTORY:	
BIG IDEAS HALO DIFFERENTIATED INSTRUCTION	
DIFFERENTIATED INSTRUCTION:	
SAMPLE STUDENT PRODUCTS:	
TIME ALLOTMENT:	
AUTHOR'S COMMENTS & REFLECTIONS:	
MATERIALS AND RESOURCES	
<i>Candidate's Action Plan</i>	
INSTRUCTIONAL MATERIALS:	
RESOURCES:	
STANDARDS & ASSESSMENT	
<i>Candidate's Action Plan</i>	

¹ Universal Design for Learning (UDL) <http://www.udlcenter.org/aboutudl/udlguidelines>

² Universal Design for Instruction (UDI) <http://www.washington.edu/doit/Faculty/Strategies/Universal/>

STANDARDS:	
ASSESSMENT RUBRICS:³	

Things Left Out to Consider in Lesson Design, Delivery and Assessment	
Self Reflection Constructive Criticism Critique:	
LEARNING CONTEXT/TOPIC OR UNIT OF STUDY:	
COLLABORATION:	

³ **NOTE:** CEC Standards mandate that a candidate provide evidence of P-12 student performance change resulting the candidate's competency level of knowledge and skills. Therefore under each of the 10 CEC Standards in your Professional Reflective Portfolio a candidate must show examples of how he or she changed the skill level of a student. The collection of evidence artifacts must include a variety of special needs areas, a cross section of grade levels as well as students with concurrent needs in the area of special education and English language learning. When appropriate this should include evidence of a student's performance at a starting point and the progress the student achieved directly resulting for a candidate's instructional practices.

**PROMPTS LESSON PLAN
UNIVERSAL DESIGN OF LEARNING (UDL)/INSTRUCTION (UDI)
SPECIAL EDUCATION LESSON PLAN TEMPLATE**

Modification for use of: ELD/SDAIE Plan Template in TaskStream

INSTRUCTOR INFORMATION	
Author:	Your name. If group lesson be sure to list all contributors to the lesson plan. <i>Note you are using the ELD/SDAIE Lesson Format.</i> Remember expanding to include students with special needs

		<i>Candidate's Action Plan</i>
SUBJECT (S):	Guide for Lesson Design. Pick from list or write specific in other box	
Lesson Topic/Title:	Title of Lesson with Unit Link including what lesson came before and what lesson follows. Align with the Center for Research on Learning Content Enhancement Unit and Lesson Planner.	
GRADE/LEVEL:	Grade and Performance Level of Content and Diversity of Students in Class. Remember this is age grade level not ability grade level.	
ELD Level: - Add Special Education as Primary Focus. UNIVERSAL DESIGN OF LEARNING (UDL) & INSTRUCTION (UDI)	This must be expanded. This is differentiated instruction group requiring Universal Design of Learning. There must be a minimum of a) one student with IEP, b) one student with CELD, c) high achiever performance requirements. ALL THREE NOT ONE OR THE OTHER!	
Content Objective:	<p>What student will know related to applicable standards? Think of triangle of learning: 1) all students will know, 2) most students will know, and 3) some students will know. This is the learning context consideration.</p> <p>Include the challenge question that requires the student(s) to use the learned concepts to answer a broad question. The best broad questions relate the learned concepts to experiences the student is likely to encounter.</p> <p>Objective should include any differentiated objective outcomes for student with special needs and English learner.</p> <p>What lesson or unit came before this one? What lesson or unit is coming next? Also relate to overall course or unit theme.</p> <p>You could use the web section of a lesson map that highlights what the lesson topic is about and how it relates to key points within lesson.</p> <p>Directly align content objectives with the CA Standards listed in the Standards & Assessment Section below.</p>	
Summary:	This is the 'review' part of the Effective	

	Instruction lesson design of 1) CUE, 2) DO, & 3) REVIEW.	
IMPLEMENTATION		<i>Candidate's Action Plan</i>
Prior Knowledge:	This is the CUE section of CUE, DO, & REVIEW. Refer to your prior lesson frame from the Center for Research on Learning Lesson Plan Graphic. Your Unit in which the specific lesson will also inform what you present here. Review the Center for Research on Learning Unit Plan Graphic you prepared.	
Key Vocabulary:	<u>Academic Language</u> . This is the working vocabulary related to the subject matter, concepts and strategies. This includes both student and instructor use of identified academic language needed to follow along in the lesson. Use a concept organizer or links similarities and differences strategies from the Center for Research Strategy instruction model. An attachment of one of these strategies needs to be attached to this section. You must list at least 3 grade subject matter vocabulary words and detail how you will teach students understanding.	
Anticipatory Set:	Put your anticipatory set here. Be sure your scenario is motivating and engages students. What are you saying or doing that draws all students into lesson? Here you should draw on the diversity in your classroom and your activities related to "Getting to Know Self and Others"	
Instruction:	There is a presumption that a word document will be uploaded into this section. The lesson instruction must be clearly presented. Can a substitute teacher conduct the lesson based on your instruction script? Take on the characteristics and traits of your students and ask yourself can I follow along and grasp the key lesson focus? Steps within the lesson described in terms of what the student will do to be actively engaged in lesson. Include the relationships (instructional strategies you will use to assist in teaching and learning of content) and the task related strategies (techniques student will use to learn, acquire, master and demonstrate understanding). This should be a working plan that approaches the lesson from both the point of view of the instructor and from within the mind set of student experiences and activities. Your plan must be developed and shown in the Cue- Do • Review format of instructional delivery. Check text and class handouts for information about this process. The lesson should tie to the CA Content Standards around which this lesson develops student knowledge and understanding.	

	<p>Describe cooperative or peer coaching/tutoring if any will be used in the learning experiences related to this lesson. If using co-teaching or problem based learning describe how it fits into your instruction.</p>	
GUIDED PRACTICE:	<p>This is the "we do it section" of the CUE--O-REVIEW. You demonstrated the concepts and strategies now do it together with the class. This can include co-teaching, paraeducator, volunteer or other additional participatory resource during practice.</p> <p>Guided practice description should clearly demonstrate your ability to address HALO in student learning. How and what will occur to provide support and guided framework for breadth and diversity of learner performance abilities?</p> <p>Remember a visitor should be able to know and see what is occurring based upon what you actually include in detail in the lesson plan!</p>	
Independent Practice:	<p><i>Differentiated Instruction Mindset:</i> At a minimum you must include how students with special needs (mild/moderate or moderate/severe) to use cognitive skills to understand and accomplish the lesson goals. In addition, you may also add behavioral or special need accommodations that will facilitate engagement in the lesson. Note do not make statements like sit near front of room. If say peer coach – explain how this will work!</p> <p>Suggest scaffolding ideas for ensuring that English language learners are included on the lesson journey. This must include a student with a concurrent special education and English Language Learner needs</p> <p>You may also add differentiated elements for gifted and talented students and/or students experiencing learning problems who are not classified as students with special needs.</p>	
Closure:	<p>Review: This is the REVIEW portion of the effective instruction CUE--O-REVIEW. This should obviously flow from your Lesson Plan Organizer. Refer back to the portion of the lesson plan organizer you created for this lesson. You might pull out and illustrate specific points from the organizer.</p> <p>This is a written statement that a substitute teacher, parent volunteer, paraeducator can carry out. It should have specific points, vocabulary or concepts that are incorporated into your Lesson Plan Organizer and the CA Content Standard you are addressing.</p>	

	<p>Remember every lesson must have a closure. Don't wait for the bell. Allow sufficient time to provide this summary. It helps solidify learning for all students across the diversity spectrum found in your class.</p>	
<p>INTELLIGENCE INVENTORY:</p> <p>BIG IDEAS HALO DIFFERENTIATED INSTRUCTION</p>	<p>This is where you include the big ideas and posed lesson questions to demonstrate expected learning outcomes. Use the effective instruction triangle model and HALO to ensure 100 percent, 90 percent and 10 percent variance demonstrated in posed big idea questions.</p> <p>USE REFLECTIVE ASSESSMENT OF STUDENTS, ENVIRONMENT AND RESOURCES TO PHRASE YOUR CHALLENGE QUESTIONS.</p> <p>Steps within the lesson described in terms of what the student will do to be actively engaged in lesson. Include the relationships (instructional strategies you will use to assist in teaching and learning of content) and the task related strategies (techniques student will use to learn, acquire, master and demonstrate understanding).</p> <p>Your plan must be developed and shown in the Cue • Do • Review format of instructional delivery. Check text and class handouts for information about this process.</p> <p>Describe cooperative or peer coaching/tutoring if any will be used in the learning experiences related to this lesson.</p> <p>IGNORE INTELLIGENCE INVENTORY</p>	
<p>DIFFERENTIATED INSTRUCTION: SPECIFIC TO STUDENTS IN INSTRUCTIONAL SETTING:</p>	<p>At a minimum you must include specific differentiated instruction for students with a) <u>special needs student</u> with IEP learning objectives (mild/moderate or moderate/severe), b) <u>English language learner</u> with CELDT score, and c) a <u>high achiever</u> student. For each provide a unique differentiated instruction strategy that helps each target student with the use of cognitive skills to understand and accomplish the lesson goals. In addition, you may also add behavioral or special need accommodations that will facilitate engagement in the lesson.</p> <p>Suggest scaffolding ideas for ensuring that English language learners are included on the lesson journey. This must include a student with a concurrent special education and English Language Learner needs</p> <p>You may also add differentiated elements for gifted and talented students and/or students experiencing learning problems who are not classified as students with special needs.</p>	
<p>SAMPLE STUDENT</p>	<p>This section can take one of several twists.</p>	

<p>PRODUCTS:</p>	<p>First you could provide a sample of work completed by a student that illustrates expected content in activity (if you do this be sure to erase student's name). This would be an attachment.</p> <p>Second, you could create a template completed by yourself that indicates the type(s) of information you expect in order for a passing grade or demonstration of learning.</p> <p>Third, you could include the specific assignment sheet that students would complete to demonstrate their learning outcome.</p> <p>If there are different products explain how and why variance is included in different forms of student responses.</p> <p>THERE MUST BE A MINIMUM OF ONE ASSIGNMENT OR WORKBOOK SHEET YOU PLAN TO USE INCLUDED AS ATTACHMENT. Discuss any required differentiated instruction modifications you plan to implement.</p>	
<p>TIME ALLOTMENT:</p>	<p>3 class periods. 50 Min. per class. (Days and time vary but looking to see if appropriateness for student learning and concept demonstration.</p>	
<p>AUTHOR'S COMMENTS & REFLECTIONS:</p>	<p>This section could serve several functions. For instance:</p> <ol style="list-style-type: none"> 1) Notes that provide instructional or activity delivery information for another teacher. 2) Notes and specific guided instructions for a substitute teacher. 3) Support information related to the lesson that could be provided to a paraeducator, volunteer or other instructional support provider (like student teacher of field experience student). 4) You could add information after the lesson where you reflect on the expected outcome and observed outcome. Then you could write notes for enhancing the lesson the next time you deliver it. <p>This can also be a 'living reflection'. You can reflect on lesson progress, student learning participation and grasping of concepts by the class as a whole or specific students you identify as being in need of differentiated instruction. Exactly why did it go as it did? What will you do tomorrow to reinforce student learning?</p> <p>Self Reflection Constructive</p>	

	<p>Criticism Critique: Identify both strengths and weaknesses that you observed during your delivery of the lesson and summative assessment of student learning. Based on your observations indicate what changes you would make that will enhance the learning experience and teaching experience the next time you teach this lesson. Be specific and focus on all learners, students with special needs and students with special needs and English language learning assistance.</p>	
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MATERIALS AND RESOURCES		<i>Candidate's Action Plan</i>
<p>INSTRUCTIONAL MATERIALS:</p>	<p>Here you put handouts, web sites, resources and other materials that will facilitate student expansion of understanding of lesson in order to complete an assigned task.</p> <p>This might include resources that are assigned to different students on a cooperative team of students. Remember if group activity the central focus is the idea that the activity cannot be completed unless all participants participate. No one is inactive or without purposeful assignment.</p> <p>Indicate if the resource is a primary, secondary, enrichment or independent practice material or site.</p> <p>Use citations and indicate if a supplement from a text, idea from another teacher, found in an article or your own creation. Citation should follow APA citation style and provide all key information for others to find the resource.</p>	
<p>RESOURCES DIFFERENTIATED INSTRUCTION INCLUDING TECHNOLOGY:</p>	<p><u>Materials and resources:</u> Here you put resources and materials for teacher and students. You are expected to go to a site or district resource center to identify and list specifically textbooks, readers, support supplements and workbooks appropriate for grade and objective.</p> <p><u>Name & Cite Evidence Based Strategies for Instruction &/or learning.</u></p> <p>Technology: Include at least one <u>high/low technology</u> resource for instruction & one high/low technology for individual and/or group learning. This is in terms of both the learner and the teacher!</p> <p>Supports for General Ed Teacher</p>	

	<p>&/or Paraeducator: Indicate if the general education teacher, paraeducator, will use resources volunteer or other adult engaged in activity. Is the resource focused on motivate, expanded instruct, practice learning or meet RtI goal.</p>	
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STANDARDS & ASSESSMENT		Candidate's Action Plan
<p>STANDARDS:</p>	<p>Standards Note In this section you use the CA K-12 Academic Content Standards set to select specific subject matter, grade level, area of focus and sub-standard. You may use National Common Core Standards here</p> <p>Remember standards and instruction for students with special needs &/or English Learners must be age appropriate. The lesson must attend to CA Standards, high stake testing, and the <i>No Child Left Behind</i> mandates.</p> <p><i>The standard and the factors must be named. Absolutely do not simply write a standard number and factor code.</i></p>	
<p>ASSESSMENT RUBRICS:¹</p>	<p>Three elements are expected in this section to earn apprentice level points.</p> <p>1) Big Questions Related to Key Concepts that students will be able to answer as indication of learning considered in terms of 3 tier ability triangle (all, most and some) or HALO (high, average, low and other levels of ability)</p> <p>2) Rubric for evaluation of performance (you would create this in the rubric tab for this section). <u>You must have clearly distinguishable observable and measurable traits that show how and why a grade is determined.</u></p> <p>3) Required activity individual students need to complete to <u>adequately demonstrate performance-based learning related to lesson content.</u></p>	

Things Left Out to Consider in Lesson Design, Delivery and Assessment		
Self Reflection	Reflective Formative and Summative Evaluation	(This was put at end of Implementations – Authors

¹ **NOTE:** CEC Standards mandate that a candidate provide evidence of P-12 student performance change resulting the candidate's competency level of knowledge and skills. Therefore under each of the 10 CEC Standards in your Professional Reflective Portfolio a candidate must show examples of how he or she changed the skill level of a student. The collection of evidence artifacts must include a variety of special needs areas, a cross section of grade levels as well as students with concurrent needs in the area of special education and English language learning. When appropriate this should include evidence of a student's performance at a starting point and the progress the student achieved directly resulting for a candidate's instructional practices.

<p>Constructive Criticism Critique:</p>	<p>Lesson, Learning and Instruction.</p> <p>Identify both strengths and weaknesses that you observed during your delivery of the lesson and summative assessment of student learning. Based on your observations indicate what changes you would make that will enhance the learning experience and teaching experience the next time you teach this lesson. Be specific and focus on all learners, students with special needs and students with special needs and English language learning assistance.</p>	<p>Comments and Reflections)</p>
<p>LEARNING CONTEXT/TOPIC OR UNIT OF STUDY:</p>	<p>Linking the lesson to the unit. Here you analyze what was learned before this lesson and what comes after this lesson. Include the big idea of what the lesson is about. This is the main concepts or ideas all students will take away from this lesson. You draw this information from your development of the Unit Organizer and Lesson Organizer from the Center for Research on Learning Content Enhancement Model.</p> <p>What lesson or unit came before this one? What lesson or unit is coming next? Also relate to overall course or unit theme.</p> <p>This section could also include the posing of the big questions (5 maximum for lesson). "What questions should I ask myself that helps me check my understanding of the big concepts?"</p> <p>Purpose: Providing UDI planning and cohesiveness of learning for all learners.</p>	<p>(This is put under Vital Information - Lesson Topic/Title)</p>
<p>COLLABORATION:</p>	<p>This includes both learner and instructor collaboration.</p> <p>Cooperative Student Learning, Peer Coaching.</p> <p>Co-Teaching, Tutoring or expanded instruction, resource specialist & general educator.</p>	<p>(This is split under Implementation – Instruction; Implement – Intelligence Inventory (Big Ideas – Halo); Materials & Resources – Instructional Materials</p>

OVERVIEW CASE STUDY MATRIX¹
SPECIAL EDUCATION STUDENT TEACHING

Teaching Event Task	Special Ed Setting	Inclusive Setting	What Submitting ²
1. Context for Learning (TPEs 8)	<ul style="list-style-type: none"> ✓ Providing Relevant information about your instructional context and your students as learners complete context form ✓ Select Student with IEP objectives requiring one-on-one or small group support ✓ Delineate Key components from IEP assessment data and Behavior Goals Aligned with Content Standards that informs context for learning in special education setting 	<ul style="list-style-type: none"> ✓ Providing Relevant information about your instructional context and your students as learners in inclusive setting complete context form ✓ Select Student with IEP objectives aligned with inclusive instruction subject matter ✓ Delineate Key components from IEP assessment data and Behavior Goals Aligned with Content Standards that informs context for learning in inclusive setting 	<ul style="list-style-type: none"> <input type="checkbox"/> Context Form <input type="checkbox"/> Context Commentary
2. Planning Instruction & Assessment (TPEs 1, 2, 4, 5, 6, 7, 9, 10, 11)	<ul style="list-style-type: none"> ✓ Instructional/Learning & management plan for academic, social, behavior and cognitive development during class time reflective commentary ✓ Select evidence based Instructional & learning practice for subject matter & context for learning focusing on small group &/or individual skill building ✓ Select 3-5 sequential lesson segment aligned with grade appropriate CA subject matter standards ✓ Identify strategies and differentiated instruction supports ✓ Identify assessment plan to analyze skill building with demands of inclusive instruction (&/or unique social or behavior learning outcomes) including both ongoing and end of learning assessment. Submit as summary document attached to lessons. ✓ Record personal daily reflections relating planning and actual experience during delivery of instruction. Submit journal log under Task 5 	<ul style="list-style-type: none"> ✓ Instructional/Learning & management plan for academic, social, behavior and cognitive development during class time reflective commentary ✓ Select evidence based Instructional & learning practice for subject matter & context for learning – focus inclusive setting techniques ✓ Select 3-5 sequential lesson segment aligned with grade appropriate CA subject matter standards ✓ Identify strategies and differentiated instruction supports ✓ Identify differential assessment plan for student with special needs & English learner including both ongoing probes of learning mastery during lessons and at end of lessons. Submit as summary document attached to lessons. ✓ Record personal daily reflections relating planning and actual experience during delivery of instruction. Submit journal log under Task 5 	<ul style="list-style-type: none"> <input type="checkbox"/> Planning Commentary <input type="checkbox"/> Lesson Builder 3-5 lessons <input type="checkbox"/> Universal Design of Instruction, Differentiated Instruction Plan Commentary

¹ Tasks and submission are required elements of case study. Setting must include two different aspects of case management roles and responsibilities of an education specialist. Elements and supporting evidence is embellished and/or modified based on student teaching/intern setting and mentoring and dialog between candidate, university supervisor and site support.

² Candidate shares documentation with site support persona and university field supervisor. Final version of submitted documents are uploaded to the student teaching folder in TaskStream for recommendation to CTC to grant an education specialist credential.

Teaching Event Task	Special Ed Setting	Inclusive Setting	What Submitting
3. Instructing Students & Supporting Learning (TPEs 1, 2, 3, 4, 5, 6, 7, 9, 10, 11)	<ul style="list-style-type: none"> ✓ Conduct instruction & identify potential elements appropriate for videotaping opportunities to demonstrate teaching, learning & practicing relevant skills & strategies in special education setting ✓ Videotape the lesson you have identified ✓ Review video clip segment portraying the required features of your teaching maximum 7- 8-minute video segment of instruction & student learning. ✓ Write a commentary that analyzes your teaching and your student's learning in the video/audio clip. 	<ul style="list-style-type: none"> ✓ Conduct instruction & identify potential elements appropriate for videotaping opportunities to demonstrate teaching, learning & practicing relevant skills & strategies in inclusive general education setting ✓ Videotape the lesson you have identified ✓ Review video clip segment portraying the required features of your teaching maximum 7- 8-minute video segment of instruction & student learning. ✓ Write a commentary that analyzes your teaching and your student's learning in the video/audio clip. 	<ul style="list-style-type: none"> <input type="checkbox"/> Video clip special education setting <input type="checkbox"/> Video clip inclusive education setting <input type="checkbox"/> Prepare written reflective Instructional Commentary
4. Assessing Student Learning (TPEs 2, 3, 8)	<ul style="list-style-type: none"> ✓ Collect data and work samples measuring ongoing progress toward goal(s). Both graphic data and student work samples. ✓ Do a comparative analysis of select student products in comparison to target learning goals and expectation for inclusive participation grade appropriate subject matter. 	<ul style="list-style-type: none"> ✓ Collect data and work samples measuring ongoing progress toward goal(s). Both graphic data and student work samples. ✓ Do a comparative analysis of select student work and average student sample illustrating trends of subject mastery of IEP and content objectives in inclusive setting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sample student work <input type="checkbox"/> Charting of student performance progress <input type="checkbox"/> Assessment Analysis Commentary
5. Reflecting on Teaching & Learning (TPEs 3, 4, 5, 6, 10, 11)	<ul style="list-style-type: none"> ✓ Gather and review daily reflections journal log from special setting focus. ✓ Write inquiry based summative introspective analysis exploring what you learned from teaching experience 	<ul style="list-style-type: none"> ✓ Gather and review daily reflections from inclusive general education setting focus journal log. ✓ Write inquiry based summative introspective analysis exploring what you learned from inclusive setting teaching experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily reflections journal log from Task 2 <input type="checkbox"/> Personal inquiry summary commentary
6. Development as Professional Educator	<ul style="list-style-type: none"> ✓ Use special education setting evidence to support IIP development ✓ Use Reflective Teaching & Learning Task 5 to assist in articulating your Individual Induction Plan 	<ul style="list-style-type: none"> ✓ Use inclusive setting evidence to support IIP development ✓ Use Reflective Teaching & Learning Task 5 to assist in articulating your Individual Induction Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual Induction Plan

CASE STUDY ASSIGNMENT ONE: Task 1.0 CONTEXT FOR LEARNING PACT ALIGNMENT (DIRECTIONS)
GENERAL K-12 EDUC 375P/575P • Special Education EDSP 375P/575P

Teaching Event Task	What to Do	What to Submit
1. Context for Learning (TPEs 1, 4, 7, 8)	<ul style="list-style-type: none"> ✓ Provide relevant information about your instructional context and your students as subject matter learners. ✓ Select two focus students with IEPs, preferably two different disabilities and goals. 	<ul style="list-style-type: none"> ○ 1.1 Context for Learning Form ○ 1.2 Context Commentary

SUBMISSION:

- TaskStream.com
- DRF FOLDER: Special Ed Credential & Master Degree Folio
- Self-Enroll Code: **X3TSD5**

EVALUATION:

- **Context for Learning Setting Diversity NARRATIVE RUBRIC (TASK 1)**

Purpose

The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' subject matter learning and the school environment.

Overview of Task

- Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities to develop students' abilities to use cognitive skills to participate in grade appropriate subject matter lessons.
- Select two focus students in your class for whom you will describe instruction and assessment in more detail. If possible, these two focus students should have two different goals in their IEPs. If this is not possible, then choose students with IEPs. If that is not possible, select students for whom you have to modify academic/learning instruction or provide special support.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

What Do I Need to Do?

1.1 Context for Learning Form

- Complete the *Context for Learning Form*. The form is located after the instructions for this task
- Respond to each of the prompts in the Context Commentary. See **Task 1.1 Context for Learning Form**.

1.2 Context Commentary

Write a *Context Commentary Narrative* of 3-6 single-spaced pages (including prompts) that addresses the following prompts. See **Task 1.2 Context Commentary Template**.

1. Briefly describe the following:
 - a. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
 - b. Kind of class you are teaching (e.g., third grade self-contained, sixth grade core English/social science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
 - c. Degree of heterogeneous or homogeneous grouping, if any
2. Describe your class with respect to the features listed below. Focus on key factors that influence your planning and

teaching of this learning segment. Be sure to describe what your students can do as well as what they are still learning to do.

- a. Academic development
Consider students' prior knowledge, key skills, developmental levels, and others special educational needs relative to grade-level expectations in the standards. (TPE 8)
 - b. Academic Language Development & Needs
Consider aspects of language proficiency in conversational and academic language. Reflect how the language abilities of your target students influences understanding, application and evaluation of subject matter standards outcomes. In addition consider the students' primary languages, if other than English. Use the CELDT and special education language assessments to back your reflection.
Describe the language development of your entire class, not just your English learners and students with special needs. (TPEs 7, 8)
 - c. Social development
Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8)
 - d. Socio-economic and cultural context
Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources. Consider any risks for *bullying* or other discrimination practice by classmates based on language, cognitive, behavior or physical abilities of students.
3. For each of your two focus students, describe (if applicable):
 - a. Goals &/or Benchmarks in their IEPs relevant to the focus of this learning segment;
 - b. Other goals relevant to the learning and assessment tasks in this learning segment;
 - c. Other special accommodations or modifications required by the IEP; and
 - d. Any behavior management plan.
 4. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

CA TEACHER PERFORMANCE EXPECTATIONS FOCUS:		
TPE	TPE Focus	Addendum Special Education
1	Specific Pedagogical Skills for Subject Matter Instruction	
4	Making Content Accessible	
7	Teaching English Learners	
8	Learning About Students	

RUBRIC: [Context for Learning Setting Diversity Narrative Rubric](#)

ASSIGNMENT ONE: Task 1.1 CONTEXTS FOR LEARNING FORM**Education Specialist Mild/Moderate • Modified PACT Consortium Form • EDSP 490P/590P Student Teaching**

Please provide the requested context information for the class selected for this Teaching Event. The blank space does not represent the space needed. Use as much space as you need.

ABOUT THE COURSE YOU ARE TEACHING

1. What is the name of the course you are documenting?

2. What is the length of the course (check one)?

One semester	<input type="checkbox"/>	One year	<input type="checkbox"/>	Other (describe)	<input type="text"/>
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3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

ABOUT THE STUDENTS IN YOUR CLASS

How many students are in the class you are documenting	<input type="text"/>	How many other adults help during this lesson? In what capacity?	<input type="text"/>
Describe instructional role of special educator or paraeducator working with student(s) with IEP			

How many students in the class are	<input type="text"/>	How many students in the class have a:	<input type="text"/>
English learners	<input type="text"/>	Response to Intervention Plan	<input type="text"/>
Redesignated English Learners	<input type="text"/>	Section 504 plans	<input type="text"/>
Proficient English speakers	<input type="text"/>	Individualized Education Plans (IEPs)	<input type="text"/>
Gifted & Talented Education Program (GATE)	<input type="text"/>	Behavior Management Plan	<input type="text"/>
Advanced Placement Students	<input type="text"/>		<input type="text"/>

How many different languages do your students speak? List languages below	<input type="text"/>	List special education classification of students with IEPs (for example: 3 learning disability, 2 autism, 1 deaf and hard of hearing)	<input type="text"/>

What is the grade-level composition of the class?	<input type="text"/>
What Type of Program are you teaching in check all that apply	
General Education Classroom (inclusive, consultative, coteaching model)	<input type="checkbox"/>
Push-in Resource Model in which the candidate serves students within a regular classroom	<input type="checkbox"/>
Pullout Resource Model in which the candidates works with small groups of students	<input type="checkbox"/>
Other Describe below:	<input type="text"/>

ABOUT THE SCHOOL CURRICULUM AND RESOURCES

Describe any specialized features of your classroom setting, e.g., bilingual, Sheltered English.
If there is a particular textbook or instructional program you primarily use for history/social science instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.) What other major resources do you use for instruction in this class?

How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., "a few" or "about 30."		
	# Of computers	# Of computers connected to the Internet
Available in classroom	<input type="text"/>	<input type="text"/>
Available elsewhere in school	<input type="text"/>	<input type="text"/>
What other types of technology, e.g., LCD projectors, smart boards, are available to support instruction in your classroom?		
What type of Assistive Technology for individual students with IEPs, e.g. Kurtzweil, Texthelp, or other specialized technology is being used to support instruction in your classroom?		

1.2 CONTEXT COMMENTARY

EDSP 490/590P Student Teaching

Write a *Context Commentary Narrative* of 3-6 single-spaced pages (including prompts) that addresses the following prompts.

<p>1. Briefly describe the following:</p> <ol style="list-style-type: none"> Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school) Kind of class you are teaching (e.g., third grade self-contained, sixth grade core English/social science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams) Degree of heterogeneous or homogeneous grouping, if any
<p>2. Describe your class with respect to the features listed below. Focus on key factors that influence your planning and teaching of this learning segment. Be sure to describe what your students can do as well as what they are still learning to do.</p> <ol style="list-style-type: none"> <u>Academic development</u> Consider students' prior knowledge, key skills, developmental levels, and others special educational needs relative to grade-level expectations in the standards. (TPE 8) <u>Academic Language Development & Needs</u> Consider aspects of <u>language proficiency</u> in <u>conversational</u> and <u>academic</u> language. Reflect how the language abilities of your target students influences understanding, application and evaluation of subject matter standards outcomes. In addition consider the students' <u>primary languages</u>, if other than English. Use the CELDT and special education language assessments to back your reflection. Describe the language development of your entire class, not just your English learners and students with special needs. (TPEs 7, 8) <u>Social development</u> Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others. (TPE 8) <u>Socio-economic and cultural context</u> Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources. Consider any risks for <i>bullying</i> or other discrimination practice by classmates based on language, cognitive, behavior or physical abilities of students.
<p>3. For each of your two focus students, describe (if applicable):</p> <ol style="list-style-type: none"> Goals &/or Benchmarks in their IEPs relevant to the focus of this learning segment; Other goals relevant to the learning and assessment tasks in this learning segment; Other special accommodations or modifications required by the IEP; and Any behavior management plan.
<p>4. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.</p>

TASK 1.3 PLANNING INSTRUCTION & ASSESSMENT FORM • EDUC 375P/575P & EDSP 375P/575P
Preliminary Education Specialist Mild/Moderate • Modified PACT Consortium Form

PLANNING COMMENTARY

Write a commentary of 5-8 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? (TPE 1)

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2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both history-social science and academic language during the learning segment.

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3. How do key learning tasks in your plans build on each other to support students' use of facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon, and to develop related academic language? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed. (TPEs 1, 4, 9)

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4. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of your students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (TPEs 4,6,7,8,9)

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5. What language demands¹ of the learning and assessment tasks are likely to be challenging for your students at different levels of language development? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands, building on what your students are currently able to do with language. Be sure to set these support plans in the context of your long-term goals for your students' development of academic language. (TPE 7)

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6. Explain how the collection of assessments from your plan allows you to evaluate your students' learning of specific student standards/objectives. (TPEs 2, 3)

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7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning. (TPEs 9, 12)

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¹ Language demands can be related to vocabulary, features of text types such as chronological accounts or historical interpretation, or other language demands such as understanding oral presentations or participating in role-plays.

TASK 1.4 INSTRUCTING STUDENTS & SUPPORTING LEARNING**Development Support Directions • EDUC 375P/575P & EDSP 375P/575P**

Teaching Event Task	What to Do	What to Submit
2. Instructing Students & Supporting Learning (TPEs 1, 2, 3, 4, 5, 6, 7, 10, 11)	<ul style="list-style-type: none"> ✓ Review your plans and prepare to video/tape your class. Identify opportunities for students to use relevant skills and strategies to comprehend and/or compose text. ✓ Video/audio tape the lesson you have identified ✓ Review the video/audio tape to identify one or two video/audio clips portraying the required features of your teaching. The total running time should not exceed 15 minutes. ✓ Write a commentary that analyses your teaching and your students' learning in the video/audio clip(s). 	<ul style="list-style-type: none"> ○ 3.1 Video/audio Clip(s) ○ 3.2 Video/audio Label Form ○ 3.3 Instruction Commentary

SUBMISSION:

- TaskStream.com
- DRF FOLDER: Special Ed Credential & Master Degree Folio
- *Universal Design for Instruction & Learning Standards Based Lesson Plan Builder* Template
 - Use *ELD/SDAIE Plan* in TaskStream Lesson Builder as Shell
 - Use *Special Education Lesson Design Prompt Universal Design of Instruction Lesson Plan Template UDI to Embellish and fill out ELD/SDAIE Lesson Plan Form*
- Self-Enroll Code: **X3TSD5**

EVALUATION:

- *Universal Design for Instruction & Learning Standards Based Lesson Plan Rubric*

Purpose

The Planning Instruction & Assessment task describes and explains your plans for the learning segment. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to English/language arts curriculum content.

Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for the learning segment. The 2-5 lessons/hours in the learning segment should develop students' abilities to comprehend and/or compose text through the use of literacy skills and strategies.
- Identify objectives for developing academic language, taking into account students' prior language development and the language demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the learning segment.
- Examine your plans for the learning segment and identify learning tasks in which students are actively engaging in learning specific skills and strategies to comprehend and/or compose text.
- If you can obtain parental permission, videotape one or more of these tasks. Otherwise, obtain permission to audiotape the tasks. Make sure that at least one of your focus students is seen and/or heard on each tape submitted. If the focus students are the only students whom you are documenting throughout the Teaching Event, provide one clip for each student.
- View the video/audio(s) to check the quality, analyze your teaching, and select the most appropriate video/audio clip(s) to submit. Be sure to save your video in "web ready reduced size".

What Do I Need to Do?

Video/audio tape your classroom teaching. Provide one or two video/audio clips of no more than fifteen minutes total. Select clip(s) that demonstrate how you engage students in learning specific skills and strategies to comprehend and/or compose text. The skills and strategies need not be new to the students; if they are not, you should be working to improve your students' use of them. The clip(s) should include interactions among you and your student(s) and your responses to student comments,

questions, and needs. (TPEs 1, 2, 4, 5, 6, II)

Video/Audio Guidelines

- A video/audio clip should be continuous and unedited, with no interruption in the events. If you elect to use two clips, they should portray key events that cannot be portrayed in a fifteen-minute clip.
- The clip(s) can feature either the whole class or a small group of students.
- Both you and your students should be visible and clearly heard on the video submitted.
- Tips for videotaping your class are available on the PACT website, www.pactpa.org. If audiotaping, read the parts of these recommendations that address sound quality.
- Before you videotape, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the videotape.
- Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video or if you audiotape. Attach this document to the Instruction Commentary.
- Complete the Video Label Form and either attach it to the videotape or put it in a folder with the video file(s). The form is located after the instructions for this task.
- Respond to each of the prompts in the Instruction Commentary.

Instruction Commentary

Write a commentary of 4-7 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video/audio clip(s) that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video/audio clip(s).
2. Describe any routines or working structures of the class or for individual students (e.g., group work roles, class discussion norms, and behavior management plan) that were operating in the learning task(s) in the clip(s). If specific routines or working structures are new to the students, how did you prepare students for them? (TPE 10)
3. In the instruction in the clip(s), how did you further the students' knowledge and skills and engage them intellectually in comprehending and/or composing text? Provide examples from the clips of both general strategies to address the needs of all of your students and strategies to address specific individual needs, including those of your focus students. (TPEs 1, 2, 4, 5, 7, 11)
4. Describe any language supports used in the clip(s) to help your students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. If possible, give one or two examples from the video/audio clip(s) of how you implemented these supports. (TPEs 4, 7)
5. Describe the strategies you used to monitor student learning during the learning task in the clip(s). Cite one or two examples of what your focus students said and/or did in the video/audio clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives. (TPEs 2, 3)
6. Reflect on the learning that resulted from the experiences featured in the clip(s). Explain how, in your subsequent planning and teaching, successes were built upon and missed opportunities were addressed.

CA TEACHER PERFORMANCE EXPECTATIONS FOCUS:		
TPE	TPE Focus	Addendum Special Education
1	Specific Pedagogical Skills for Subject Matter Instruction	
2	Monitoring Student Learning During Instruction	
3	Interpretation and Use of Assessments	
4	Making Content Accessible	
5	Student Engagement	
6	Developmentally Appropriate Teaching Practices	
7	Teaching English Learners	
10	Instructional Time	
11	Social Environment	

DIRECTIONS FOR PREPARING YOUR TRANSITION INDIVIDUAL INDUCTION PLAN

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 **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.

- 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.

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

A. Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction (CEC Stnds 1 Foundations, 7 Instructional Planning)

B. Assessing Student Learning

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)

C. Engaging and Supporting Students in Learning

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 Std 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)

D. Planning Instruction and Designing Learning Experiences for Students

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 Std 7 Instructional Planning)

E. Creating and Maintaining Effective Environments for Student Learning

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 Std 5 Learning Environments & Social Interactions)

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations (CEC Stnds 1 Foundations, 9 Professional and Ethical Practice)

TPE 13: Professional Growth (CEC Std 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.pactpa.org/_main/hub.php?pageName=Home)



INDIVIDUAL INDUCTION PLAN
PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD/MODERATE AUTHORIZATION
Action Focused Self-Assessment Inquiry of Levels of Content Knowledge & Skills Competency
California Standards for the Teaching Profession (CSTP)

Candidate	Preliminary Education Specialist Credential Area of Authorization	Date Preliminary Individual Induction Plan Submitted
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 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 Clear 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. Artifacts should come primarily from you student teaching setting, however, you may include course-based assignments that showcase your knowledge and skill set.

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 content knowledge and skills 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. Use the *Individual Induction Plan Rubric* to assist in your selection of artifacts, rational for selecting artifacts and the standards you select align your present level of content knowledge & skills and initial planning for your clear induction program. The IIP is refined to address your teaching assignment, needs of special students on your caseload, and your future professional goals in the field of education.

Add Artifacts: Your artifacts are selected from resources related to your student teaching, field-based experiences and course assignments. The evidence should show what you know and provide the supporting documentation for your self-reflective assessment of present levels of content knowledge and skills competency as an Education Specialist. 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.

Submission: This is a word processing document set up to allow you to continue embellishing your IIP throughout your student teaching/intern. The completed Individual Induction Plan is submitted in the appropriate education specialist folder in TaskStream.com for faculty evaluation.

Clear Induction Plan: This *Preliminary Individual Induction Plan* is formally integrated into the *Clear Induction Plan* you create in the district where you receive a teaching assignment contract.

Signatures: You should seek advice and mentoring throughout your student teaching experience that helps you complete the IIP. At the end of student teaching the candidate, the USD Field Supervisor, and the District/Agency Support Person (usually master teacher or intern support provider) must sign your IIP. Petition for Certification: When you petition for a recommendation for certification a faculty member will review the IIP in TaskStream as part of the recommendation process.

Candidate Signature	Date	USD Field Supervisor Signature	Date	District/Agency Support Person	Date	Faculty Member Recommending Credential	Date
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CSTP 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (HOW THEY LEARN)

1.1 Building a caring community with and among students	1.4 Using a variety of instructional strategies and resources to engage all students
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests	1.5 Promoting critical thinking through inquiry, problem solving and reflection
1.3 Linking subject matter to meaningful, real-life contexts	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:

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CSTP 1: 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.

TPE:								
CSTP:								
CSTP Element:								
CEC IGC Standard								
Induction Standard (Put an X in focus area(s):		Pedagogy		Universal Access for All Learners		English Learners		Special Population

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
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CSTP 1: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS

<u>AREA OF FOCUS:</u> 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.	<u>ACTION RESEARCH INQUIRY:</u> 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?
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Link your selected Teacher Performance Expectation to the teacher performance indicators listed in this chart.					
TPE:					
CSTP:					
CSTP Element:					
CEC IGC Standard					
Induction Standard (Put an X in focus area(s):	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black; text-align: center;">Pedagogy</td> <td style="width: 25%; border: 1px solid black; text-align: center;">Universal Access for All Learners</td> <td style="width: 25%; border: 1px solid black; text-align: center;">English Learners</td> <td style="width: 25%; border: 1px solid black; text-align: center;">Special Population</td> </tr> </table>	Pedagogy	Universal Access for All Learners	English Learners	Special Population
Pedagogy	Universal Access for All Learners	English Learners	Special Population		

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 2.2 Establishing and maintaining a physically, cognitively and emotionally safe learning environment 2.3 Promoting social development and group responsibility in a climate where each student is treated fairly and respectfully	2.4 Establishing, communicating and maintaining high standards for student behavior 2.5 Developing and implementing group norms, classroom procedures, and routines to preserve a climate in which all students learn 2.6 Using instructional time effectively
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

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	
<u>AREA OF FOCUS:</u> 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.	<u>ACTION RESEARCH INQUIRY:</u> 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?

Link your selected Teacher Performance Expectation to the teacher performance indicators listed in this chart.													
TPE:													
CSTP:													
CSTP Element:													
CEC IGC Standard													
Induction Standard (Put an X in focus area(s):	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">Pedagogy</td> <td style="width: 25%;"></td> <td style="width: 25%;">Universal Access for All Learners</td> </tr> <tr> <td></td> <td></td> <td></td> <td>English Learners</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Special Population</td> </tr> </table>		Pedagogy		Universal Access for All Learners				English Learners				Special Population
	Pedagogy		Universal Access for All Learners										
			English Learners										
			Special Population										

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 3.2 Demonstrating/Applying knowledge of students’ development and proficiencies to ensure student understanding of content 3.3 Organizing curriculum to facilitate all students’ understanding of the content through evidence-based instructional strategies	3.4 Developing student understanding through evidence-based instructional strategies that are appropriate to the subject matter for all students. 3.5 Using adopted curriculum materials, resources, and technologies to make subject- matter accessible to students
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

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 3: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
<u>AREA OF FOCUS:</u> 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.	<u>ACTION RESEARCH INQUIRY:</u> 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?

Link your selected Teacher Performance Expectation to the teacher performance indicators listed in this chart.					
TPE:					
CSTP:					
CSTP Element:					
CEC IGC Standard					
Induction Standard (Put an X in focus area(s):	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; padding: 5px;">Pedagogy</td> <td style="width: 25%; padding: 5px;">Universal Access for All Learners</td> <td style="width: 25%; padding: 5px;">English Learners</td> <td style="width: 25%; padding: 5px;">Special Population</td> </tr> </table>	Pedagogy	Universal Access for All Learners	English Learners	Special Population
Pedagogy	Universal Access for All Learners	English Learners	Special Population		

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	4.4 Planning instruction that incorporates appropriate strategies to meet the diverse learning needs of all students
4.2 Establishing and articulating goals based on academic content standards for student learning	4.5 Integrating assessment into planning for student learning
4.3 Designing short-term and long-term plans to support student learning	
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

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 4: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
<u>AREA OF FOCUS:</u> 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.	<u>ACTION RESEARCH INQUIRY:</u> 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?

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Link your selected Teacher Performance Expectation to the teacher performance indicators listed in this chart.

TPE:								
CSTP:								
CSTP Element:								
CEC IGC Standard								
Induction Standard (Put an X in focus area(s):		Pedagogy		Universal Access for All Learners		English Learners		Special Population

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

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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
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CSTP 5: WHAT I WANT TO KNOW - BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS

<p><u>AREA OF FOCUS:</u> 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.</p>	<p><u>ACTION RESEARCH INQUIRY:</u> 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?</p>
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Link your selected Teacher Performance Expectation to the teacher performance indicators listed in this chart.					
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Pedagogy	Universal Access for All Learners	English Learners	Special Population		

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 6.2 Establishing professional goals and engage in continuous, purposeful professional growth and development 6.3 Working with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning	6.5 Working with local communities to support student learning 6.6 Balancing/managing professional (and personal) responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct
Add artifacts from your Preliminary Credential courses and field experiences that showcase your skill level in this domain:	

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 6: WHAT I WANT TO KNOW – BASED ON EVIDENCE OF PERFORMANCE-BASED COMPETENCY ARTIFACTS	
<u>AREA OF FOCUS:</u> 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.	<u>ACTION RESEARCH INQUIRY:</u> 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?

Link your selected Teacher Performance Expectation to the teacher performance indicators listed in this chart.					
TPE:					
CSTP:					
CSTP Element:					
CEC IGC Standard					
Induction Standard (Put an X in focus area(s)):	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: 1px solid black;"></td> <td style="width: 25%; border: 1px solid black; text-align: center;">Pedagogy</td> <td style="width: 25%; border: 1px solid black;"></td> <td style="width: 25%; border: 1px solid black; text-align: center;">Universal Access for All Learners</td> </tr> </table>		Pedagogy		Universal Access for All Learners
	Pedagogy		Universal Access for All Learners		

Comments:

Candidate Signature	Date	USD Field Supervisor Signature	Date	District/Agency Support Person	Date	Faculty Member Recommending Credential	Date

Reflective Research Evidenced Pedagogy of Practices Critique (Personal Grounded Philosophy of Education) • End Student Teaching/Intern Final Statement

The formal presentation of your philosophy of education is required as part of your admissions process. In EDUC 375P/575P you develop your first formally crafted pedagogy of practice. This is done through both the blog assignment and the formal written presentation. At the midpoint and final point you submit a scholarly written and clearly articulated statement as part of the formal review of your program of study.

Graduate students are required to demonstrate a graduate level scholarly writing ability in the APA style of writing. The graduate product must show evidence of a grounded foundation of expertise about research, philosophies, evidence-based practices and insight from practical field experience. Graduate students must show a command of academic language used by professionals in the field. Abbreviations and acronyms must be spelled out at least the first time used in your project.

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. You will also draw from the shared blog "think aloud" completed in Blackboard. All candidates must complete the complete phrase associated with any abbreviation or acronym.

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 Candidate: are required to demonstrate a graduate level scholarly writing ability in the APA style of writing. The graduate product must show evidence of a grounded foundation of expertise about research, philosophies, evidence-based practices and insight from practical field experience. Graduate students must show a command of academic language used by professionals in the field. Abbreviations and acronyms must be spelled out at least the first time used in your project.

Submission: The project is submitted in the appropriate folder in the Master Degree Candidate Centerpiece Assignments in TaskStream.

- EDUC 375P/575P – course level submission

- EDSP 375P/575P – course level submission
- Midpoint Evaluation Student Teaching request – in TaskStream folder specific to petition to enroll in student teaching.
- Final Point Request Recommendation Preliminary Education Specialist Credential with Mild/Moderate Authorization
- Final Point Evaluation Master’s Degree – in TaskStream folder specific to credential and/or graduation submission for evaluation

Evaluation Rubric: *Personal Pedagogy of Practice Rubric*

Supporting Documentation: See the supplement guide prepared to assist in your evolving construction of your pedagogy of practice philosophy. The supplement is located on the Learning and Teacher Department handbook section of the official university website.

- *Reflective Pedagogy of Practice Philosophy of Education – Framing Your Personal Statement*
http://www.sandiego.edu/soles/programs/learning_and_teaching/policies_and_handbooks.php

FOMAT FINAL PEDAGOGY OF PRACTICE

Candidates are encouraged to be creative in design and delivery of the final version of the Pedagogy of Practice Statement. Examples of previous products created by students included:

- Podcast
- Video Presentation
- iBook Author
- WordPress site (<http://wordpress.org/hosting/>)
- iMovie
- QuickTime

Required: No matter what format you choose you must include citations, appropriate professional vocabulary, naming of theories, education philosophies and/or research. In a non-traditional paper product this requires careful planning of how you intend to say the concept or citation, add a reference addendum or other format of including evidence of scholarly communication skills and ability to cite grounded evidence-based sources.



APPENDIX C

EVALUATION RUBRICS

Universal Design for Learning & Instruction Lesson Plan Field-Based Rubric¹ [CEC/NCATE Assessment 3]

Multiple, Single Subject and Special Education Placements (EDUC 375P/575P, EDSP 375P/575P, EDSP 490P/590P)

TPEs ² , CEC-IICG ³ PACT ⁴ Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>1. Content Standards IEP Objective Alignment</p> <p>CEC 1-Foundations 3-Ind. Learn Diff. 7-Instruct Planning</p> <p>TPEs 1, 4, 9</p> <p>(Planning)</p>	<p>Standards &/or IEP objectives are alluded to or missing from the lesson.</p>	<p>-Some relevant standards & IEP objectives are referenced. The lesson is influenced by standards.</p>	<p>-Key grade appropriate standards & individual IEP objectives are referenced. -Lesson is guided by standards and differentiated needs of student with special needs.</p>	<p>-The primary subject matter standards are clearly threaded through the lesson design. -The IEP objectives for each student in the inclusive setting are tailored to ensure students learn key concepts. -Lesson includes exceptional integration of research strategies, leaning objectives & student needs</p>
<p>2. Planning Instruction & Designing Learning Experiences for All Students</p> <p>CEC 2-Dev. Char. Learners 3-Ind. Learn Diff. 4-Instruct Strategies 5-Lrn Environment 7. Instructional Planning</p> <p>TPEs 1, 4, 5, 6, 7, 8, 9</p> <p>(Planning/Instruction)</p>	<p>-Subject matter content and key learning concepts are poorly delineated, -Comprehensive grasp of CA content matter standards vague. -Planning for high, low, average and other learners is no clearly delineated</p>	<p>-Lesson draws upon background experiences of all students. -Goals for student learning outcomes are written in broad generalities. -Pacing and sequencing mentioned but attention to all levels of academic needs not threaded across the lesson. - Core content subject matter is taught &/or learned at a minimal level in alignment with grade level standards.</p>	<p>-An in-depth knowledge & skill base in relationship to both the breadth of mild/moderate classifications of student with special, needs and English language learners in learning setting. -Key concepts, strategies, information & practice of subject matter learning outcomes presented in a variety of modes. -Ongoing formative and summative assessment planning to guide lesson delivery clear and aligned with standards. -Learning setting arrangement planned to facilitate learning.</p>	<p>-Model examples of engagement skills that assist students with IEP objectives & CELDT English learner needs incorporated throughout the lesson. -Transitions and peer-to-peer experiences plan for generalization and transference of key concepts & skills. - Exemplar knowledge, understanding & skill competency specific to the subject matter emanates throughout the lesson. -Planning for collaboration, and coteaching experiences with paraeducators, general educators and other professional personnel in learning setting enrich lesson outcomes.</p>

¹ Rubric is used in both EDUC 375P/575P & EDSP 375P/575P but rubric data for CEC Assessment 3 is based solely on EDSP 375P/575P Embedded Signature Assignment (ESA)

² TPEs Teaching Performance Expectations

³ Council for Exceptional Children Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curriculum

⁴ Performance Assessment of California Teachers

TPEs, CEC-IICG PACT Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>3. Instruction & Learning Resources</p> <p>CEC 4-Instruct Strategies</p> <p>TPEs 6 (Planning/Instruction)</p>	<ul style="list-style-type: none"> -No learning or instructional resources are identified. -Overdependence on teacher guide. -No clear plan for integration of resources into instruction or learning 	<ul style="list-style-type: none"> -Some resources are present but borrowed from publisher or other teacher with weak alignment with lesson outcomes or focus on few identified content outcomes. -Technology is available but more incidental than integrated into lesson -Resources available but not always appropriate for various abilities of learners. 	<ul style="list-style-type: none"> -Uses appropriate low & high technology to enrich lesson for all levels of learners. -Preselects, purposefully plans & integrates instruction & learning supports into lesson. -Traditional & technology resources provide for student discovery & learning enrichment focus for all including special needs & EL. 	<ul style="list-style-type: none"> -Instructional & learning resources are innovative and timely and provide opportunities for transference & generalization of concepts. -Engagement of paraeducators, coteachers, volunteers & others support personnel in use of instructional resources in small group or one-on-one expansion of learning. -Material use facilitates social skill, behavior & language building through peer group collaboration, peer tutoring & coaching.
<p>4. Collaborative Integrated Instructional Planning</p> <p>CEC 4-Instruct Strategies</p> <p>6-Language</p> <p>7 Instruct Plan</p> <p>9-Prof & Ethical Practice</p> <p>10-Collaboration</p> <p>TPEs 6, 9, 10 (Planning/Instruction)</p>	<ul style="list-style-type: none"> -No identified plans to use human resources such as volunteers, paraeducators, peer coaching, paraeducators or others to assist in reaching learners. -Impractical identification of human resources or lack of planned time management, or training of individuals. 	<ul style="list-style-type: none"> -Special educator, paraeducator, general educators are identified in lesson planning, but lack of clearly articulated roles or purposeful use of collaborative personnel during learning. -Identified general and special education peer purpose is not integrated, poorly planned or a lack of time is preplanned to prepare assistance during lesson. 	<ul style="list-style-type: none"> -Peer to peer and coteaching elements included in lesson. -Directions, guides, and resources for collaborative assistance delineated in lesson design. -In field experience candidate demonstrates ability to coordinate, direct & communicate effectively with students and paraeducators regarding participation in lesson delivery. -Process includes variety of collaborative experiences that meets the academic, social, language & behavior needs of all students engaged in lesson. 	<ul style="list-style-type: none"> - In addition to Level 3 factors: -Pretraining strategies or teaching to ensure relevance of collaborative assistance is focused & goal directed. -Program guides, audio directions, podcasts or video clips like teacher-tube developed to assist collaborative resources use of time on task. -Debriefing and soliciting of input from collaborative resources is part of the lesson study reflection follow-up.

TPEs, CEC-IICG PACT Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>5. Understanding Language Demands & Resources</p> <p><u>CEC 6-Language</u> (Academic Language)</p>	<p>-Descript of students' academic language proficiency is limited to what they cannot do.</p> <p>-Language genres discussed are only tangentially related to the academic purpose of learning segment.</p> <p>-Focus is on unfamiliar vocabulary without consideration of other linguistic features</p> <p>-No identification of any language demands within the learning or assessment tasks.</p>	<p>-Academic language strengths & needs of students at different levels of academic language proficiency.</p> <p>-The language genres discussed are clearly related to the academic purposes of the learning segment & some language demands are identified</p> <p>-Vocabulary that may be problematic for students is identified.</p>	<p>-Academic language strengths & needs of students at different levels of academic proficiency delineated including EL, mild/moderate learners & individuals with autism cognitive or communication needs.</p> <p>-Language genres are clearly related to academic purpose of learning segment & language demands are identified.</p> <p>-One or more linguistic features &/or textual resources of the genre are explicitly identified for breadth of learners in setting.</p> <p>-Essential vocabulary to ensure active engagement of all learners in specific language tasks is described.</p>	<p>-In addition to Level 3 factors:</p> <p>-Full range academic language proficiency of students is described.</p> <p>-Language genre discussed is clearly related to the academic purpose of the learning segment & language demands identified.</p> <p>-A specific example of a student's language needs including resources and strategies to understand learning concepts is included.</p> <p>-Instructional language clusters of vocabulary are identified & candidate draws upon a evidence based routine or strategy that will assist students in understanding vocabulary concepts & relationships to lesson</p>
<p>6. Differentiated Instruction</p> <p><u>CEC 1-Foundations</u> 3-Ind. Lrn. Diff. 4-Instruct Strategies 7-Instruction Planning</p> <p><u>TPEs 2, 4, 5, 6, 7, 9</u> (Planning)</p>	<p>-Lesson plan includes minimal differentiated instruction, limited to one dimension of variance in student needs (such as gifted, special needs or English Learner only focus)</p> <p>-Diversity of academic, cognitive, language, behavior, social or cultural needs of class community limited in scope</p>	<p>-Lesson includes some differentiated instruction but general in scope related to a type of learning difference rather than unique individuals</p> <p>-The breadth of individual learning differences &/or depth of relevant instructional needs to engage diverse learners is limited in scope.</p> <p>-The basic of knowledge level recognition skill building is focus rather than more in-depth cognitive discovery or mastery of breadth lesson outcomes.</p>	<p>-Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels of performance including diversity of academic, cognitive, language, social or cultural needs of students in learning community.</p> <p>Special needs.</p> <p>-Includes addressing cognitive skill need of students with mild moderate disabilities to understand and accomplish the lesson goals</p> <p>-Inclusion of behavioral or special needs accommodations needs from a 504 or IEP plan that will facilitate learner engagement in lesson.</p> <p>-Suggest scaffolding ideas for ensuring that English language learners are included on the lesson journey. This must include a student with a concurrent special education and English Language Learner needs</p>	<p>-Differentiated instruction & learning strategies for each and every student in learning setting are clearly delineated.</p> <p>-Plans for peer, paraeducator, general educator, coteacher, volunteer or other resource providers is clearly articulated with guides to assist in accomplishing tasks.</p> <p>-Richness of engagement of all learners in collaborative, group or peer-to-peer exploration assignments reduces stigma of differences and enriches learning exploration of class as a whole.</p> <p>-Learning outcomes include identification and practice in understanding own learning and ability to use self-advocacy and self-determination skills to transfer & generalize learning to other content areas.</p>

TPEs, CEC-IICG PACT Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>7. Integration evidence based learning strategies into Universal Design Instruction Learning</p> <p>CEC 4-Instruct Strategies 7-Instructional Planning</p> <p>TPEs 1, 4, 6, 7, 9, 10</p> <p>(Planning/Instruction)</p>	<p>-Strategies identified in critique fail to appear in Universal Design of Instruction (UDI) & Learning Standards Based Plan.</p> <p>-Techniques identified in lesson plan not specific to differentiated instruction needs listed in teaching/learning plan.</p> <p>- Candidate demonstrates an inadequate knowledge and/or use of evidence-based instructional strategies and general and special curricula to individualize programs that promote learning, generalized skills, and enhanced independence.</p>	<p>-Strategies discussed in critique are of broad application or marginally relevant to needs of learners identified in lesson plan design.</p> <p>-Specificity regarding how evidence based techniques are integrated into lesson delivery needs further elaboration.</p> <p>- Candidate knows and uses evidence-based instructional strategies and general and special curricula to individualize programs that promote learning, generalized skills, and enhanced independence for diverse learners.</p>	<p>-Strategies identified in research critique are clearly identified and integrated into lesson design. - Assessment plan for lesson takes into account the applied instructional/learning strategies.</p> <p>- Candidate applies a repertoire of evidence-based instructional strategies and general and special curricula to individualize programs that promote learning, generalized skills, and enhanced independence. Candidates demonstrate knowledge and skills in a variety of settings with diverse groups of students and reflect on results to adjust practice as appropriate.</p>	<p>-In addition to target criteria reflection and plans for meeting the observed performance of individual(s) with special needs are detailed and applied in follow up instruction.</p> <p>And</p> <p>-Video of instruction clearly demonstrates candidate effectively implementing differentiated strategies in recorded lesson & candidate is shown working specifically with target learner.</p>
<p>8. Differentiated Assessment of Student Learning</p> <p>CEC 7. Instructional Planning 8. Assessment</p> <p>TPEs 2, 3, 4, 5, 13</p> <p>(Assessment)</p>	<p>-Assessment is vaguely related to objectives and standards.</p> <p>-Assessment is limited in ability of student with learning needs to demonstrate learning outcomes.</p>	<p>-Assessment is related to objectives and standards.</p> <p>-Assessment is less accessible for individuals with identified learning differences.</p> <p>-Focus is limited to cursory assessment of breadth of standards based subject matter outcomes.</p>	<p>-Assessment options vary according to the ability, needs and language differences amongst students in class.</p> <p>-More than one product or single activity provides multiple assessment of breadth of all students' learning.</p> <p>-Assessments include measures that ensure meeting Section 504, IEP or CELDT EL objectives of each learner.</p> <p>-Assessment is both formative and summative throughout the lesson.</p> <p>-Assessment provides indicators for teacher to adapt, reteach or prepare alternative instructional/learning opportunities for all students.</p>	<p>In addition to all Level 3 skills:</p> <p>- Individualized feedback on strength & needs areas based on assessment is used to work with each student in the class.</p> <p>-Assessment information provides specific examples of additional assistance needed for individual students with mild/moderate disability &/or EL student.</p> <p>-Student assessment products provide a visual product teacher can share with student, parent, special educator or other professional to explore additional strategies to expand learning.</p>

TPEs, CEC-IICG PACT Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>9. Analysis of Instructional Delivery & Learning Outcomes</p> <p><u>CEC</u> 2-Dev. Char. Learners 3-Ind. Lrn. Diff. 4-Instruct Strategies 5-Lrn Environment 9-Prof & Ethical Practices 10-Collaboration</p> <p><u>TPEs</u> 7, 8, 13</p> <p>(Reflection)</p>	<p>- Discussion & reflection focuses totally on why others prevent learning. -Candidate is unable to constructively inquire into how he/she can change lesson, instructional techniques or involvement of others in lesson. -Changes in teaching practice are not based on reasonable assumptions about how students' learning was affect by planning, instruction or assessment decisions.</p>	<p>-Reflections on teaching practice are consistent with principles from theory & research. -Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction or assessment decisions.</p>	<p>-Reflections on teaching practice are based on sound knowledge of research and theory linked to knowledge of students in the class. -Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction or assessment decisions. -Candidate actively plans for immediate and ongoing revision to lesson plan to ensure meeting learning needs of diversity of EL, mild/moderate and other factors that influence individual and class-as-a-whole performance. -Candidate identifies other professionals who can be called upon for advise or planning strategies for learner's particularly English learners and students with IEPs or Section 504s.</p>	<p>-Reflections on teaching practice integrate sound knowledge of research & theory about effective teaching practices, knowledge of students in the class, and knowledge of content. -Changes in teaching practice are specific and strategic to improve individual & collective student understanding of standards & objectives. -Candidate draws upon reflections in planning Individual Induction Plan and planning next step professional growth to expand ability to teach content area and concepts.</p>
<p>10. Researches & Integrates Evidence Based Learning Strategies into Universal Design Instruction/Learning Plan <i>(Based on EDSP 375/575 research assignment)</i></p> <p><u>CEC</u> 4- Instruct Strategies 7-Instruct Plan</p> <p><u>TPEs</u> 1, 6, 7, 9, 10</p> <p>(Planning/Instruction)</p>	<p>-Strategies identified in critique fail to appear in Universal Design of Instruction & Learning standards based lesson Or -Techniques identified in lesson plan are not specific to differentiated instructional needs listed in teaching learning plan.</p>	<p>-Strategies discussed in critique are of broad application or marginally relevant to needs of specific learner needs identified in lesson plan. Or Specific regarding how evidence based techniques are integrated into lesson delivery needs further elaboration. -Literature review critiquing follows the basic APA guidelines.</p>	<p>-Strategies identified in research critique are clearly identified and integrated into lesson design And Assessment plan for lesson takes into account the applied instructional learning strategies drawn upon from research investigation of instructional strategies for students with special needs including both mild/moderate disabilities and English learners -Video clip clearly shows candidate applying specific evidence based learning strategy with one or more students.</p>	<p>I-n addition to target criteria reflection & plans for meeting observed performance of individual(s) with special needs are detailed and applied in follow-up instruction. -Video of instruction clearly demonstrates candidate effectively implementing differentiated instruction strategy with individual or group of students that includes modification or additions to ensure learning goal is met. -Candidate shares learning strategy and rationale for application with paraeducator, general educator, individual with special needs and family.</p>

TPEs, CEC-IICG, PACT Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
11. Transition Planning ⁵ (ITP) & Independent Skill Building Strategies <i>(Based on EDSP 375/575 ITP assessment)</i> CEC 1-Foundations 2-Individual Learning Differences 4-Instructional Strategies 8-Assessment 10-Collaboration TPE 2, 5, 8, 11 (Planning)	-Transitional planning is left to last minute before exiting school system -Minimal engagement with parents & community resources. - Independent skill building goals are limited in transference to community -No identified rationale or focus within skill building goals.	- Families & school/agency professionals involvement seems to be limited & not a regular ongoing plan -Transition plans discuss broad options such as continuing on to college or precursory job training options -Independent skill building opportunities are not planned and implemented on a progressively more complete level of engagement	-ITP district report includes vital information and recommendations based on assessment design. The Summary of Performance documentation of student academic achievement, functional performance, & transition goal align with federal & state mandates. -Study skills &/or self-determination strategies designed to help student succeed beyond the classroom clearly delineated. -Independent skill building promotes positive participation in general community and ability to use critical thinking, problem-solving & performance skills appropriate for age & situation. -ITP shows understanding and ability to work with school & community systems to plan transition -Routinely engages family in planning transition goals & demonstrates understanding and ability to work with diverse community populations and resources. -District/Agency ITP form completion is accompanied by evidence grounding stated goals & objectives	In addition to Level 3 target criteria: - Demonstrates ability to advocate for learners across a wide range of settings & different learning experiences. -Uses multiple sources of assessment from school, family & community as part of decision-making. -Establishes a plan to regularly monitor student independent skill set & transition skill building & has a regular plan for communicating information with individuals with special needs, families, counselors, job coaches & other school & community agencies and individuals.

Technology	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4
12. Using Educational and Assistive Technology CEC 3-Individual Learning Differences 4-Instructional Strategies 5-Learning Environment & Social Interactions 6-Communication 7-Instructional Planning 8-Assessment 10-Collaboration TPE: 2, 4, 5, 8, 11, 12	- Technology and web based identified resources are not clearly aligned with learning and/or teaching needs. - Technology selected is more complicated, costly or intrusive to leaning experiences than existing options.	- Candidate identifies breadth of technology and web resources but not always aligned with specific tasks or evidence based learning and/or teacher management, assessment or delivery of instruction. -Candidate recognizes differences between high and low technology and identifies when each type of assistive technology is appropriate to facilitate communication, curriculum access, and skill development of students with disabilities. -Candidate demonstrates knowledge of appropriate use of computer-based technology for information collection, analysis and management in instructional settings.	- Candidate engages students in technology usage that is appropriate to situation and learner's needs. - Technology fits into learning experiences and engages learners in individual and group learning and communication experiences. - Technology provides teachers greater access to curriculum, data management, planning and delivery of learning experiences - Technology helps inform decision making for individual learners, groups and classes that expands access to core curriculum and inclusive learning experiences. - Candidate describes ethical and legal issues involved in the use of technology.	- In addition to all level three criteria candidate creates and designs concepts for the use of technology by teachers, students, and families. - Strategies and recommendations for sharing and mentoring others in the use of technology are evident in assignment and/or observed practice.

⁵ Transition Planning & Independent Skills Building Strategies is specific to EDSP 375P/575P Evidence Based Inclusive Practices Mild/Moderate Disabilities

Toolkit Resources	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4
<p>13. Resources Learning, Teaching, Case Management and Collaborative Communication</p> <p>CEC 1-Foundations 2-Development & Characteristics of Learner 3-Individual Learning Differences 4-Instructional Strategies 6-Communication 7-Instructional Planning 8-Assessment 10-Collaboration</p> <p>TPE 4, 5, 7, 8, 11, 12, 13</p>	<ul style="list-style-type: none"> - Family strengths, needs or resources unorganized or listed in way that lacks relevance to case goal. - Lacks of rationale for use or appropriateness of resources. 	<ul style="list-style-type: none"> - Case delineates a few of the strengths, needs or resources but details are limited in scope of time, place and breadth of family - Analysis is based on limit to one or two individuals rather than extended family - Resources identified but candidate rating of relevance of resources is missing 	<ul style="list-style-type: none"> - Family needs are prioritized and narrative details are used to support candidate conclusions. - Transitional needs of child &/or family are grounded in narrative and understanding of future life cycle strengths, needs & resources. - Candidate develops a management strategy for collection, filing and sharing resources with parents, teaches, paraeducators, administrators and personal use when appropriate. 	<ul style="list-style-type: none"> - Clear & orderly prioritization of present and future needs of individual with disability, immediate caregivers and extended members of the family. - Analysis considers several realms of influence including home, extended family, community, work and leisure settings

Case Study Task 1.1 Context for Learning Narrative – Diverse Setting Rubric

EDUC & EDSP 375P/575P, EDSP 490P/590P

Criterion - CEC Standards	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exceeds - Exemplar Mentor/Coach 4
Content for Learning Narrative CEC 1-Foundations TPEs 1, 4, 7, 8 Criterion #1	Context form is incomplete or incorrectly completes information about setting, or school site.	Context form includes some correct information but candidate ignores or under reports the needs of diverse students including English Learners and students with IEPs or at-risk students in learning setting. About the school curriculum or resources shows need to understand and identify key elements of the culture of the setting, students and professional personnel.	Form contains correct reporting of context of setting. Attention to elements that make up the school curriculum and resources is detailed.	Candidate goes out of his or her way to understand culture of the school. Candidate identifies key parts of school mission that can be embellished with information reported in context form. The way in which candidate gathered data, analyzed school curriculum and resources shows skills of a case manager, collaborative co-teacher.

Case Study Task 1.2 Context Commentary Assessment Planning Instruction & Assessment Rubric

EDUC & EDSP 375P/575P

Criterion - CEC Standards	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exceeds - Exemplar Mentor/Coach 4
Context Planning Commentary CEC 1-Foundations TPEs 1, 4, 7, 8 Criterion #2	The context planning narrative is weak. Candidate fails to align content standards with mission of setting. The commentary is unrealistic, overgeneralizes or misrepresents the needs of the diversity of students in the learning setting (such as English Learners, students with IEPs, at-risk learners, advanced placement students)	Candidate shows investigation into the course, unit and lesson goals and objectives. The content standards objectives are either underdeveloped or fail to build in planning for the diversity of students in the learning setting. Candidate focuses on one type of diverse student rather than bridging the learning plan to include all students in the lesson.	Assessment plan is noteworthy. The assessment is specific to the standard learning goals and purpose of the lesson. The assessment includes different assessment expectations and styles of evidence according to needs of students. The language demands of the lesson and strategies for ensuring all learners understand and can apply academic language is clearly described.	Assessment plan is noteworthy. The assessment is specific to the standard learning goals and purpose of the lesson. The assessment includes different assessment expectations and styles of evidence according to needs of students. The language demands of the lesson and strategies for ensuring all learners understand and can apply academic language is clearly described

Task 1.3 Instructing Student & Supporting Learning PACT Aligned Special Education Rubric

(EDUC 375/575, EDSP 375/575 & EDSP 490P/590P)

TPEs ¹ , CEC-IICG ² , PACT ³ Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>INSTRUCTION ENGAGING STUDENTS IN LEARNING</p> <p>MSM4: How does the candidate actively engage students in their own understanding of subject matter concepts and discourse?</p> <p>CEC 1-Foundations 3-Ind. Learn Diff. 7-Instruct Planning</p> <p>TPEs 1, 5, 11 (Planning)</p>	<ul style="list-style-type: none"> Students have limited opportunities in the clip(s) to engage with content in ways likely to improve their understanding of subject matter concepts and discourse. <p>OR</p> <ul style="list-style-type: none"> The clip(s) do not focus on conceptual understanding and subject matter discourse. <p>OR</p> <ul style="list-style-type: none"> Classroom management is problematic and student behavior interferes with learning. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clip(s) offer opportunities for students to develop their own understanding of subject matter concepts and discourse, according to IEP goals, when applicable. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop their own understanding of subject matter concepts and discourse, according to IEP goals, when applicable. These strategies reflect attention to student characteristics, learning needs, and/or language needs. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop their own understanding of subject matter concepts and discourse, according to IEP goals, when applicable. These strategies are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs.
<p>INSTRUCTION MONITORING STUDENT LEARNING DURING INSTRUCTION</p> <p>MSM5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?</p> <p>TPEs 2,5</p>	<ul style="list-style-type: none"> The candidate primarily monitors student understanding by asking surface-level questions and evaluating student responses as correct or incorrect. Candidate responses are not likely to promote student thinking. <p>OR</p> <ul style="list-style-type: none"> Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> The candidate monitors student understanding by eliciting student responses that require subject matter reasoning or problem solving strategies. Candidate responses represent reasonable attempts to improve student understanding of subject matter concepts and discourse. 	<ul style="list-style-type: none"> The candidate monitors student understanding by eliciting student responses that require subject matter reasoning or problem solving strategies. Candidate responses build on student input to guide improvement of students' understanding of subject matter concepts and discourse. 	<ul style="list-style-type: none"> All components of Level 3 plus: The candidate elicits explanations of students' subject matter reasoning or problem solving strategies, and uses these explanations to further the understanding of all students.

¹ TPEs Teaching Performance Expectations

² Council for Exceptional Children Initial Special Education Teachers of Individuals with Exceptional Learning Needs in Individualized General Education Curriculum

³ Performance Assessment of California Teachers

<p>ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS AND RESOURCES</p> <p>MSM11: How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?</p>	<ul style="list-style-type: none"> • Candidate's description of students' academic language proficiency at lower levels is limited to what they CANNOT do. <ul style="list-style-type: none"> • Language genre(s) discussed are only tangentially related to the academic purposes of the learning segment. • Candidate identifies unfamiliar vocabulary without considering other linguistic features. <p>OR</p> <ul style="list-style-type: none"> • Candidate did not identify any language demands within the learning and assessment tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. • The language genre(s) discussed are clearly related to the academic purposes of the learning segment and some language demands are identified. • Candidate identifies vocabulary that may be problematic for students. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at different levels of academic language proficiency. • The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more linguistic features and/or textual resources of the genre are explicitly identified. • Candidate identifies essential vocabulary for students to actively engage in specific language tasks. 	<ul style="list-style-type: none"> • Candidate describes academic language strengths and needs of students at the full range of academic language proficiency. • The language genre discussed is clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources of the specific tasks/materials are explicitly identified and related to students' varied levels of academic language proficiency. • Candidate identifies for instruction related clusters of vocabulary.
<p>ACADEMIC LANGUAGE DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE</p> <p>MSM12: How do the candidate's planning, instruction, and assessment support academic language development?</p> <p>(TPEs 1.4,7,8)</p>	<ul style="list-style-type: none"> • The candidate gives little or sporadic support to students to meet the language demands of the learning tasks. <p>OR</p> <ul style="list-style-type: none"> • Language and/or content is oversimplified to the point of limiting student access to the core content of the curriculum. 	<ul style="list-style-type: none"> • The candidate uses scaffolding or other support to address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments, including selected genres and key linguistic features. • Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features. • The candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for different levels of language proficiency. 	<ul style="list-style-type: none"> • The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency related to the demands of the learning tasks and assessments. • Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the full range of language proficiency and projects ways in which the scaffolds can be removed as proficiency increases.

Task 1.4 Assessing Student Learning PACT Special Education Rubric

EDUC375P/575P, EDSP 375P/575P & EDSP 490P/590P

Criterion - CEC Standards	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exceeds - Exemplar Mentor/Coach 4
<p>ASSESSMENT ANALYZING STUDENT WORK FROM AN ASSESSMENT</p> <p>MSM6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?</p> <p style="text-align: right;"><u>TPEs 1,3</u></p>	<ul style="list-style-type: none"> The criteria/rubric and analysis have little connection with the identified standards/objectives and/or IEP goals, when applicable. <p>OR</p> <ul style="list-style-type: none"> Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified standards/objectives and/or IEP goals, when applicable. The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to standards and learning objectives and/or IEP goals, when applicable. Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> The criteria/rubric and analysis focus on partial understandings as well. The analysis is clear and detailed.
<p>ASSESSMENT USING ASSESSMENT TO INFORM TEACHING</p> <p>MSM7: How does the candidate use the analysis of student learning to propose next steps in instruction?</p> <p style="text-align: right;"><u>TPEs 3,4</u></p>	<ul style="list-style-type: none"> Next steps are vaguely related to or not aligned with the identified student needs. <p>OR</p> <ul style="list-style-type: none"> Next steps are not described in sufficient detail to understand them. <p>OR</p> <ul style="list-style-type: none"> Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> Next steps focus on improving student performance with general support that addresses some identified student needs. Next steps are based on accurate conclusions about student performance on the assessment and are described in sufficient detail to understand them. 	<ul style="list-style-type: none"> Next steps focus on improving student performance with targeted support to individuals and groups to address specific identified needs. Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups and are described in sufficient detail to understand them. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.
<p>ASSESSMENT USING FEEDBACK TO PROMOTE STUDENT LEARNING</p> <p>MSM8: What is the quality of feedback to students?</p> <p style="text-align: right;"><u>TPEs 3,4</u></p>	<ul style="list-style-type: none"> Feedback is general and provides little guidance for improvement related to learning objectives. <p>OR</p> <ul style="list-style-type: none"> The feedback contains significant inaccuracies. 	<ul style="list-style-type: none"> Timely feedback identifies what was done well and areas for improvement related to specific learning objectives. 	<ul style="list-style-type: none"> Specific and timely feedback helps the student understand what s/he has done well, and provides guidance for improvement. 	<ul style="list-style-type: none"> Specific and timely comments are supportive and prompt analysis by the student of his/her own performance. The feedback shows strong understanding of students as individuals in reference to the content and language objectives they are trying to meet.

Task 1.5 Reflecting on Teaching & Learning PACT SPED Rubric

EDUC 375P/575P, EDSP 375P/575P & EDSP 490P/590P

TPEs ¹ , CEC-IICG ² PACT ³ Domains	Level 1 Developing	Level 2 Meets Expectations	Level 3 Exceeds Expectation	Level 4 Exemplar Mastery
<p>REFLECTION MONITORING STUDENT PROGRESS</p> <p>MSM9: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment?</p> <p>TPEs 2,10,12,13</p>	<ul style="list-style-type: none"> Daily reflections indicate inconsistent monitoring of student performance. There is limited evidence of adjusting instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management. 	<ul style="list-style-type: none"> Daily reflections identify what students could or could not do within each lesson. Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> Daily reflections indicate monitoring of student progress toward meeting the standards/objectives for the learning segment. Adjustments to instruction are focused on addressing some individual and collective learning needs. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Adjustments to instruction are focused on deepening students' conceptual understanding, procedural fluency, and subject matter reasoning.
<p>REFLECTION REFLECTING ON LEARNING</p> <p>MSM10: How does the candidate use research, theory, and reflections on teaching and learning to guide practice?</p> <p>TPEs 10,11,12,13</p>	<ul style="list-style-type: none"> Reflections on teaching practice are erroneously supported through a significant misapplication of theory or research principles. <p>OR</p> <ul style="list-style-type: none"> Changes in teaching practice are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice are consistent with principles from theory and research. Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice are based on sound knowledge of research and theory linked to knowledge of students in the class. Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content. Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.

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³ Performance Assessment of California Teachers



**STUDENT TEACHING/INTERN
OBSERVATION NOTES FORM
PRELIMINARY EDUCATION SPECIALIST WITH
MILD/MODERATE AUTHORIZATION**

Candidate:	Observer	Date Observation	Time
District or Agency	Co-operating Teacher or Intern Support Provider	USD Supervisor	
School/Site	Grade/Age	Type of Setting	Disability (ies)

Focus observations & comments around specific Teaching Performance Expectations (TPEs) which exemplify the Council for Exceptional Children Candidate Performance Content Standards (CEC) and the California Standards for the Teaching Profession (CSTPs). In addition, comment and make recommendation regarding observed ethical practices and dispositions expected to prevail in professional decorum of an education specialist. Be sure to focus on both students with special needs and English Language Learners. Commentary might focus on instructional design/delivery, differential instruction, assessment of students, engagement with other professionals, behavior management, alignment with age/grade appropriate California Content Standards, or management, curriculum, resource responsibilities, working with families or other aspects relevant to enhancing level of competencies.



**Preliminary Education Specialist
Student Teaching/Intern Midpoint/Final
Evaluation Notes**

Candidate's Name:					Semester (Check One)	Fall	Spring	Year		
School or Site:	Type Setting					Evaluation Point (Check One)				
District or Agency:	Grade/Age					Midpoint Evaluation	Final Evaluation			
District or Agency:	Grade/Age					Midpoint		Final Evaluation		
Co-op Teacher or Intern Support Provider Reviewer:	Date Review Midpoint	Domain Overall TPA Rating Teacher Performance Assessment					USD & CEC Overarching Core Value Average 'ACE' Rating			
		A	B	C	D	E	F	A	C	E
USD Supervisor:	Date Review Final Point	A	B	C	D	E	F	A	C	E
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)					

Passing Score: *Midterm* = minimum of '1' on every standard • Final = minimum of '2' on every standard. **Each Categories Rating is based on the Student Teaching/Intern Candidate Performance Rubric Preliminary Education Specialist Candidate**

TEACHER PERFORMANCE ASSESSMENT DOMAINS (TPAs) WITH EDUCATION SPECIALIST ADDENDUM TO TPES & CEC INITIAL PROFESSIONAL CONTENT STANDARDS FOR GEN ED CURRICULA (CEC-IIGC) STANDARDS	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4
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 AND DISPOSITIONS	Practice Not Consistent with Expectations 1	Beginning Practice 2	Maturing Beginning Practice 3	Exemplar Experienced Practice 4
A. ACADEMIC EXCELLENCE, CRITICAL INQUIRY & REFLECTION <u>All Students Can Learn</u> - Rich and meaningful participation in society for all individuals with exceptionalities <u>Vision of High & Challenging Standards</u> - Effective Individualized education for all individuals with exceptionalities Data Can Inform Instructional Practices				
C. COMMUNITY & SERVICE <u>Continuous Reflective Learning & Engagement In Professional Discourse</u> – Collaboration and community building to improve outcomes <u>Collaboration with Professionals, Families & Communities</u> - The importance of families in the lives and education of all individuals with exceptionalities				
E. ETHICS, VALUES & DIVERSITY <u>Professional Department: Ethical Treatment & Respect for All Stakeholders</u> - Professional Excellence, integrity, and accountability, Social justice, inclusiveness and diversity <u>Safe & Supportive Learning Environments</u> - The dignity and worth of all individuals				

Place your comments under each domain. Be sure to elaborate on factors here to elaborate on final evaluation scoring on Preliminary Education *Specialist Midpoint and Final Point Rubric*. Refer to comprehensive rubric criteria in the Student Teaching/Intern Supplement &/or on the TaskStream evaluation form. Candidate uses your comment to assist in preparation of final Transition Individual Induction Plan.

In attendance review conference (sign to indicate attendance)

Candidate in Practicum/Intern	Cooperating Teacher or Intern Support Provider	University Supervisor



**Preliminary Educational Specialist
Student Teaching/Intern Evaluation
MIDPOINT & FINAL POINT EVALUATION SUMMARY 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 <i>(Based on California Teaching Performance Expectations Assessment Rubric)</i>				
	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



STUDENT TEACHING/INTERN CANDIDATE MIDPOINT/FINAL POINT PERFORMANCE RUBRIC

**PRELIMINARY EDUCATION SPECIALIST CREDENTIAL
CA Teaching Performance Expectations (TPE) 6 Broad Domains Alignment
Council for Exceptional Children Initial Professional Content Standards
Individualized General Education Curricula (CEC-IIGC)
Alignment with Performance Assessment for California Teachers (PACT)**

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS				Domain Level Performance Evaluation	
TPEs, CEC-IIGC Standards & PACT Domains	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	TPE Supporting Evaluation
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>CEC 1: Foundations (Planning)</p> <p>CEC 7: Instructional Planning (Planning)</p>	<ul style="list-style-type: none"> Class observation of candidate teaching indicates a lack of understanding of the state adopted academic content standards &/or instructional methods appear one-dimensional and lack evidence of understanding of the range of evidence-based pedagogy practices recommended for teaching & learning content in specific subject content area(s). Demonstration or planning documents show lack of understanding of evidence based pedagogy skills how to teach subject matter in the standards to full class range including students with special needs and/or English learners Lesson, unit or course planning documentation lacks indication of knowledge of evidence based instructional strategies relevant to the outcomes addressed in content standards Lack of demonstration of ability to teach to the CA content standards at grade appropriate level for full class range including students with special needs and/or English learners 	<ul style="list-style-type: none"> Demonstrates vague emerging understanding of breadth of K-12 student learning needs ranging from gifted to average to English learners and/or individuals with special needs in relationship to lesson plans and instructional resources used in the observed content area lesson. The focus includes vague unsubstantiated connections between facts, conventions, skills & strategies for interpreting or conveying educational relevance for students with special needs &/or English learners in educational settings Student teacher/intern's instruction of specific pedagogical skills for subject matter attends to the academic needs of only a segment of students in inclusive learning environment. 	<ul style="list-style-type: none"> Demonstrated delivery of instruction and supporting planning documentation focuses on multiple dimensions of clear connections between evidence-based grounding foundations & the educational service needs of students with special needs & English learners facts/convention/skills, and strategies. A progression of multiple trial learning tasks & assessments is planned to build understanding of the central foundational & instructional planning focus of the learning segment for students with special needs & EL. Student teacher/intern includes student with disabilities during instruct in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. Candidate demonstrates understand of 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. Candidate demonstrates the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidate demonstrates ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities. 	<ul style="list-style-type: none"> Instructional artifacts and supporting reflective commentary delineate clearly integrated and connected plans that applies purpose, goals & content adaptations of a variety of evidence-based pedagogical practices & models that produce effective multiple trial teaching, learning & transitioning practices that effectively engage students with special needs & English learners at their appropriate grade/age level though logical and progressive integration of research cited methods & strategies that facilitates grade/age multiple trial appropriate active participation for students with special needs and English learners across home, community & school transitions³ aligned with CA Core Content Standards, EL Standards & identified IEP goals and objectives. During observed instruction delivery Student teacher/intern provides persuasive, documented reflective narrative and supporting evidence (student work, progressive performance charting, student assessment performance &/or audio/video clips) that shows consistent change in special need students & English learners measured performance based on candidate's own knowledge, understanding & skill performance levels measured in alignment with response to intervention (RtI). 	

Provide specific examples of rationale supporting why a higher or lower performance evaluation was not selected.

B. ASSESSING STUDENT LEARNING				Domain Level Performance Evaluation	
TPEs, CEC-IIGC Standards & PACT Domains	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	TPE Supporting Evaluation
<p>TPE 2: Monitoring Student Learning During Instruction</p> <p>CEC 3: Individual Learning Differences (Assessment)</p> <p>CEC 8: Assessment (Assessment)</p>	<ul style="list-style-type: none"> Lack of evidence of Student teacher/intern actively determining student progress toward achieving the state-adopted academic content standards Lack of demonstration or document of use of formative or summative information to guide instructional planning based on needs of students with special needs &/or English learners. No identified differentiated instruction planning or use of instructional strategies and techniques to support assessment needs of students as learners 	<ul style="list-style-type: none"> Observed &/or data evidence of assessment of ongoing student performance is primarily one-dimensional or too generalized in relationship to needs of students with special needs &/or English learners. Lesson planning, unit assessment & observed teaching show vague unsubstantiated connections between teaching of facts, conventions, skills & based on ongoing evaluation of student performance. 	<ul style="list-style-type: none"> Planning, observed instruction and documentation shows attention to the IEP goals for students with special needs. Formative ongoing assessments look at the multiple dimensions of clear connections between evidence-based grounding foundations & the educational service needs of students with special needs & English learners facts/convention/skills, and strategies across home, school, community & transitional setting A progression of multiple trial learning, tasks & assessments is planned to build understanding of the central foundational & instructional planning and ongoing evaluation of class and individual students focus of the needs of students with special needs, gifted students English learners. Assessment of student learning shows planned evaluation points in lesson or unit that check performance and understanding of the class as a whole and each student within the learning setting. 	<ul style="list-style-type: none"> Planning documents &/or observed practice as a case management showcase planning of ongoing assessments with paraeducators, general education teachers and other educators to monitor and adapt ongoing curriculum decisions in inclusive settings. Provide collaborative strategy skills working with general education teachers to ensure proactive differentiated instruction changes to match student performance outcomes and measures progression towards attainment of grade appropriate and IEP goals. Integrates evaluation of progress towards generalized transitional skill building that prepares students for next phase of home, school and community life. In classroom and community situations Student teacher/intern initiates logical and progressive evaluation of ongoing formative assessment of grade appropriate content standards, instructional decision making that integration of research cited methods & strategies that facilitates grade/age multiple trial appropriate active participation for students with special needs and English learners across home, community & school transitions aligned with CA Core Content Standards, EL Standards & identified IEP goals and objectives. Candidate provides persuasive, documented reflective narrative and supporting evidence (student work, progressive performance charting, student assessment performance &/or audio/video clips) that shows consistent change in special need students & English learners measured performance based on candidate's own knowledge, understanding & skill performance levels measured in alignment with response to intervention (RTI). 	
<p>TPE 3: Interpretation and Use of Assessments</p> <p>CEC 3: Individual Learning Differences (Planning)</p> <p>CEC 4: Instructional Strategies (Instruction)</p> <p>CEC 8: Assessment (Assessment)</p>	<ul style="list-style-type: none"> Lack of demonstrated evidence of Student teacher/interns understanding of range of assessments that evaluate progress towards grade appropriate content standards mastery Lack of demonstrated or written evidence of candidate using and interpreting a range of assessments related to full class range from gifted to average performing students, students with special needs and/or English learners Lack of evidence of demonstrated or written documentation of candidate giving feedback on assessment results to students, family, paraeducators, general education teachers, other professional service providers. Lack of demonstration of knowledge &/or application of formal and informal assessment strategies to evaluate and ensure the continuous development of diverse learners in a variety of situations 	<ul style="list-style-type: none"> Student teacher/intern is inconsistent in identifying and sharing implications of formative and summative evaluation information from ongoing student assessment to teachers, paraeducators or own adaptations to instructional planning. Candidate demonstrates knowledge and use of formal and informal assessment in some situation where the process might provide information for learning and teaching adaptations to learning. Analysis and reflection on the implications of formal and informal assessment data is sometimes vague &/or the candidate makes unsubstantiated connections between assessment information, & strategies for interpreting or conveying educational relevance to students with special needs &/or English learners performance in educational, social or behavioral settings. Limited evidence of candidate's awareness and ability to access the communication skills (verbal and nonverbal) and language development as it impacts students with ASD 	<ul style="list-style-type: none"> Student teacher/intern demonstrates an in-depth knowledge of individual learning differences and how specific assessment information might relate to characteristics and needs of a specific disability or individual intra and inter differences profile. Student teacher/interns apply formal and informal assessment strategies to evaluate and ensure the continuous development of diverse learners in a variety of areas. Candidates demonstrate ability to use a range of assessments in a variety of settings with diverse learners and reflect on results to adjust practice as appropriate. Candidate provides general educators, paraeducators and administrators with strategies for design and evaluation of response to intervention strategies within the general education setting and provides feedback on assessment results. Student teacher/intern describes plan to assist in identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability, and takes actions to incorporate differentiated instruction to offset factors leading to underperformance. 	<ul style="list-style-type: none"> Student teacher/intern teams with general educators, paraeducators, other education professional specialist, student and family to analyze and interpret formative and summative assessment to structure detailed differentiated instructional plans across all core content areas aligned with performance outcomes indicated in the CA subject matter standards Student teacher/intern uses standardized assessment tools and formative learning experience assessments to proactively plan RTI strategies to assist in identification of students whose cultural, ethnic, gender, or linguistic differences appear to indicate a disability. Candidate uses assessment information to provide K-12 students with strategies and techniques to ensure participation in the district and state high stake performance tests. 	

		or other communication disabilities.			
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING				Domain Level Performance Evaluation	
TPEs, CEC-IIGC Standards & PACT Domains	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	TPE Supporting Evaluation
<p>TPE 4: Making Content Assessable</p> <p>CEC 2: Development & Characteristic of Learners (Planning)</p> <p>CEC 3: Individual Learning Differences (Planning)</p> <p>CEC 4: Instructional Strategies (Instruction)</p> <p>CEC 7: Instructional Planning (Planning)</p>	<ul style="list-style-type: none"> Lack of demonstrated evidence of candidate addressing state-adopted academic content standards Lack of observed or written evidence of candidates focused prioritizing and sequencing of content for students with IEP differentiated instruction plans or English Learners CELDT performance to ensure effective inclusion in general core curriculum Lack of observed or written evidence of candidate selecting and using various instructional strategies, activities, and resources to facilitate learning outcomes for full class range from gifted to average performing students, students with special needs and/or English learners 	<ul style="list-style-type: none"> Observation of candidate &/or CA standards based curriculum planning documentation identifies strategies & materials to make content assessable to students focuses primarily on a one-dimensional set of instructional &/or learning strategies that is limited in scope & does not directly address the IEP or CELDT needs for students with special needs &/or English learners. The focus includes vague unsubstantiated connections between facts, conventions, skills & strategies for interpreting or conveying educational relevance for students with special needs &/or English learners in educational settings Observed delivery of instruction by Student teacher/intern &/or written plans focus more on one-to-one learning strategies than active engagement of students with IEPs or English Learners in group and whole class discovery. Student teacher/intern identifies and recognizes some but not all of the continuum options that may be needed for students with mild to moderate disabilities includes: general education settings; resource rooms or services; special education settings; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms. 	<ul style="list-style-type: none"> Observed teaching and documented instructional planning focuses on multiple dimensions of clear connections between evidence-based grounding foundations & the educational service needs of students with special needs & English learners facts/convention/skills, and strategies across home, school, community & transitional setting needs of students. A progression of multiple trial learning tasks & assessments is planned to build understanding of the central foundational & instructional planning focus of the learning segment for students with special needs & EL. Candidate demonstrates 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. 	<ul style="list-style-type: none"> Course centerpiece artifacts and supporting reflective commentary delineate clearly integrated and connected plans that applies purpose, goals & content adaptations of a variety of evidence-based pedagogical practices & models that produce effective multiple trial teaching, learning & transition practices that effectively engage students with special needs & English learners at their appropriate grade/age level though logical and progressive integration of research cited methods & strategies that facilitates grade/age multiple trial appropriate active participation for students with special needs and English learners across home, community & school transitions aligned with CA Core Content Standards, EL Standards & identified IEP goals and objectives. In student teaching assignment candidate provides persuasive, documented reflective narrative and supporting evidence (student work, progressive performance charting, student assessment performance &/or audio/video clips) that shows consistent change in special need students & English learners measured performance based on Student teacher/intern's own knowledge, understanding & skill performance levels measured in alignment with response to intervention (RtI). 	
<p>TPE 5: Student Engagement</p> <p>CEC 5: Learning Environments & Social Interactions (Instruction)</p>	<ul style="list-style-type: none"> Lack of demonstrated evidence or written planning documents indicating candidate understanding of academic learning goals for full range of students in inclusive or special setting classrooms. Limited evidence of planned effort to ensuring activity and equitable participation by the full range of students from gifted to average performing students, students with special needs and/or English learners Lack of evidence of focused attempt to monitor student progress or extend learning experiences that facilitate student thinking in inclusive settings, home or community interactions. 	<ul style="list-style-type: none"> Student teacher/intern shows effort to establish environment where student engagement occurs in some situations but there is insufficient skill training related to transference of self-determination, independence and engaged learning strategies to inclusive situations in school, home or community. Student teacher/intern fails to show consistent attention to all students needs in learning situation to strengthen engagement of the full range of student diversity including <u>understanding and acceptance of differences</u> in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. Candidate beginning to identify students who are of task or struggling in individual or group learning situations however lack of 	<ul style="list-style-type: none"> Student teacher/intern clearly communicates instructional objectives to students. During learning experiences candidate ensure the active and equitable participation of all students. Student teacher/intern ensures that students including gifted, students with special needs and English learners understand what they are to do during instruction and while continuously monitoring student progress toward academic goals. Using ongoing observation and assessment of all students in learning setting candidate identifies struggling and off-task students using action research methods to explore why and uses strategies to re-engage all students. A candidate encourage students to share and examine points of view during lessons and ensures that all gifted, students with special needs and English learners have opportunities to positively engage in this experience. Candidate uses the diversity of community resources, student experiences, and applied learning activities to 	<ul style="list-style-type: none"> 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. At all grade levels K-12 students with special needs and English Learners are taught transferability links for using these skills in transitioning to the next stage of life experience in school, community & social situations. Student teacher/interns develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills. Working collaboratively with paraeducators and general educators' candidate provides support for transferring and generalizing independence, self-determination and engaged pragmatic instructional skills across all-inclusive instructional settings. Student teacher/intern works with parents to provide support to generalize and transfer engagement skills in home, community and leisure settings. 	

		<p>evidence of consistency in attending to the engagement of all students throughout daily school experiences.</p>	<p>make instruction relevant and inclusive for the spectrum of learner diversity including <u>understanding and acceptance of differences</u> in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.</p> <ul style="list-style-type: none"> • Candidate teaches students to respond to and frame meaningful questions by extending the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. 		
<p>TPE 6: Developmental Appropriate Teaching Practices</p> <p>CEC 2: Development & Characteristics of Learners (Planning)</p> <p>CEC 4: Instructional Strategies (Instruction)</p> <p>CEC 10: Collaboration (Reflection)</p>	<ul style="list-style-type: none"> • Appears to be a lack of clear understanding of important characteristics of the learners that might facilitate learning outcomes - Lack of consisted evidence of designing instructional activities that expands learning options for full range of student ability found in learning setting. - Lack of age/grade level appropriate developmental experiences for the range of cognitive capability of the diverse population of students in learning settings. 	<ul style="list-style-type: none"> • Student teacher/intern shows attention to some of the developmental appropriate practices in design of instructional delivery but is inconsistent or misses identifying the developmental needs of every student in learning settings. • Candidate builds on the basic skill needs and cognitive ability related to some of the students but does not consistently apply appropriate teaching practices required to assist all students in progress towards understanding and use of grade appropriate state-adopted academic content standards. • Student teacher/intern develops and implements management procedures for instruction, appropriate behavior in learning setting but does not plan for full management needs for diversity of students in learning setting. 	<ul style="list-style-type: none"> • Student teacher/intern develops and implements 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. • Candidate builds 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. • Candidate teaches from grade-level texts and designs learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills that help students develop learning strategies to cope with increasingly challenging academic curriculum. • Candidate assists 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. • Candidate understands the need for developmentally appropriate teaching practices that provide access to grade appropriate academic standards and demonstrates the ability to set student expectations based on his or her knowledge of typical and atypical development. 	<ul style="list-style-type: none"> • Candidate develops and implements 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. • Candidate builds on peer relationships and support students in trying new roles and responsibilities in the classroom. The student teacher supports 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. • Student teacher/intern works collaboratively with paraeducators, general educator and other site personnel to ensure consistent planning and delivery of evidence-based practices that meets the full diversity of students. 	
<p>TPE 7: Teaching English Learners</p> <p>CEC 2: Development & Characteristics of Learners (Planning)</p> <p>CEC 3: Individual Learning Differences (Planning)</p> <p>CEC 4: Instructional Strategies (Instruction)</p> <p>CEC 6: Communication (Academic Language)</p>	<ul style="list-style-type: none"> • Lack of observed evidence of candidate's understanding and applying theories, principles, and instructional practices for English Language Developmental needs of students • Lack of observable evidence of candidates understanding how to adapt instructional practices to provide access to the state adopted student content standards of English learners with and without disabilities • Lack of observed evidence of candidate drawing upon student backgrounds and language ability to provide differentiated instruction opportunities • Student teacher/interns demonstrate inadequate knowledge and/or use of effective communication techniques to enhance language development and communication skills. 	<ul style="list-style-type: none"> • Student teacher/interns attempts to use effective communication techniques in some situations to enhance language development and communication skills for diverse learners including students with cognitive &/or communication challenges & English Learners. • Candidate demonstrates knowledge of evidence grounded pedagogical theories, principles, and instructional practices that enhances English learner participation in inclusive academic setting. However observed usage is either inconsistent or inadequate for learning needs of individual students. • Instructional planning and delivery of academic content is aligned with each English learners CELDT assessment profile. 	<ul style="list-style-type: none"> • Student teacher/intern applies effective communication techniques to enhance language development and communication skills of English learners in a variety of settings while continually using formative assessment indicates to adjust practice as appropriate. • Candidate uses assistive and/or augmented communication devices when appropriate to facilitate communication exchanges of special needs and English learners in inclusive general classrooms. • Candidate is familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion applying this knowledge when implementing 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. • Candidate draws 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 and includes strategies that address the duality of English learner and special education needs in particular cases. • Candidate understands how and when to collaborate with specialist and paraeducators to support English 	<ul style="list-style-type: none"> - Candidate demonstrates case manager skills by working with family members and other professionals to draw upon student backgrounds and language ability to provide individualized differentiated instruction for English learners. - Candidate exemplifies combination of collaborates & coteaching with general educators in identification and application of evidence grounded instructional strategies that facilitates maximization of English learners access to the state adopted student content standards • Candidate allows 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. • Candidate uses questioning strategies that model or represent familiar English grammatical constructions and makes learning strategies explicit. 	

			<p>language development when a student is identified, as an English learner with special education needs.</p> <ul style="list-style-type: none"> • Based on appropriate assessment information, candidate selects instructional materials, and strategies, including activities in the area of visual and performing arts, to develop students' ability to comprehend and produce English. The candidate uses English that extends students' current level of development yet is still comprehensible. • Candidate knows how to analyze student errors in oral and written language in order to develop how to plan differentiated instruction and when to distinguish needs of EL from a student needing assistance as an individual with a special need. • Candidate knows and applies pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. Candidate uses systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. • Candidate understand how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for English language development and for academic content. 	
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D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS				Domain Level Performance Evaluation	
TPEs, CEC-IIGC Standards & PACT Domains	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	TPE Supporting Evaluation
<p>TPE 8: Learning About Students</p> <p>CEC 2: Development & Characteristics of Learners (Planning)</p> <p>CEC 3: Individual Learning Differences (Planning)</p> <p>CEC 5: Learning Environments & Social Interactions (Instruction)</p> <p>CEC 10: Collaboration (Reflection)</p>	<ul style="list-style-type: none"> Lack of evidence of candidate's understanding of child and adolescent development Lack of evidence of candidates attempts to understand how to learn about students in different learning settings No clear evidence of candidate's use of specific methods to learn about students in learning environment Lack of evidence of candidates attempts or understanding of how to make connections from information about a student to his/her learning potential Candidate demonstrates an inadequate knowledge &/or use of collaborative practices to advocate for learners & their families. 	<ul style="list-style-type: none"> Student teacher/intern demonstrates an overall focus that is primarily one-dimensional in relationship to needs of students with special needs &/or English learners. Candidate's focus includes vague unsubstantiated connections between facts, conventions, skills & strategies for interpreting or conveying educational relevance for students with special needs &/or English learners in educational settings Candidate's knowledge and use of effective collaboration practices to advocate for learners and their families beginning to surface in identification and understanding of developmental characteristics of a learner. 	<ul style="list-style-type: none"> Student teacher/intern demonstrates focus on multiple dimensions of clear connections between evidence-based grounding foundations & the educational service needs of students with special needs & English learners facts/convention/skills, and strategies across home, school, community & transitional setting³ needs of students. A progression of multiple trial learning tasks & assessments is planned to build understanding of the central foundational & instructional planning focus of the learning segment for students with special needs & EL. Candidate applies collaborative practice in advocating for learners and their families consistently across multiple situations. Candidate demonstrates use of logical and progressive integration of research cited methods & strategies that facilitates grade/age multiple trial appropriate active participation for students with special needs and English learners across home, community & school transitions aligned with CA Core Content Standards, EL Standards & identified IEP goals and objectives. 	<ul style="list-style-type: none"> Student teacher/intern delineates and articulates clearly integrated and connected plans that applies purpose, goals & content adaptations of a variety of evidence-based pedagogical practices & models that produce effective multiple trial teaching, learning & transitioning practices that effectively engages students with special needs & English learners at their appropriate grade/age level. Candidate provides persuasive, documented reflective narrative and supporting evidence (student work, progressive performance charting, student assessment performance &/or audio/video clips) that shows consistent change in individual special need students & English learners measured performance. Candidate balances own knowledge, understanding & skills as a teacher with attention to the academic, social & behavioral performance levels of individual students that is based on evaluation of response to intervention (RtI) efforts and persistent ongoing effort to know and understand individual student's background and experiences. 	
<p>TPE 9: Instructional Planning</p> <p>CEC 7: Instructional Planning (Planning)</p>	<ul style="list-style-type: none"> Lack of evidence or limited demonstrated ability to establish academic learning goals that align CA state content standards and individual needs of specific learners No observable evidence of candidate's attempting to connect academic content to specific students' backgrounds, needs, or abilities Lack of observed of written documentation of candidate's attempts to select strategies, activities, materials, or resources that might enrich learning opportunities for the full range of gifted to average performing students, students with special needs and/or English learners in academic setting 	<ul style="list-style-type: none"> Student teacher/intern demonstrates an emerging knowledge of some of the key elements of subject matter as delineated in state adopted academic standards, and aligns this understanding with academic, cognitive, social & behavioral skill levels of individual students. Candidate demonstrates an ability to delineate present grade level curriculum goals and assesses student capacity to plan individualized instruction that modifies learning styles but does not perceive the relationship to learning and developmental needs of students at later grade levels Candidate recognizes need for development of academic language relevant to state adopted academic standards, but does not identify and adequately plan for breath of needs 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, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. 	<ul style="list-style-type: none"> Student teacher/intern plans instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. Candidate establishes 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. Candidate plans and is observed using explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. Candidate plans how to explain content clearly and make abstract concepts concrete and meaningful. The student teacher/intern 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. Student teacher/intern sequences instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, candidate selects or adapts instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Student teacher/intern connects 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, candidate plan 	<ul style="list-style-type: none"> Student teacher/intern establishes academic learning goals that ensure active engagement of students with mild to moderate disabilities in collaborative teaming, peer coaching and self-management of grade appropriate learning outcomes. Connecting academic content to the students' backgrounds, needs, abilities while identifying, assessing and integrating transitional goals (ITP) throughout learning experiences. In electing strategies, activities, materials or resources student teacher/intern is mindful of the individual diverse needs of each student in the learning environment and builds in differentiated instruction as necessary to ensure maximization of learning, behavior change, socialization and communication exchanges in direct alignment with individual plan of all mild to moderate students and English learners in instructional settings. Across planning, instruction and assessment candidate is constantly identifying and planning for transitional skills that need to be incorporated into instructional planning to meet transitional stage competencies needed at various life crossroads from kindergarten, grades 1 through 12, and classes organized primarily for adults and into adult living within community. 	


			differentiated instruction. When support personnel, such as aides and volunteers are available, student teacher/intern plans how to use them to help students reach instructional goals in alignment with state adopted academic standards and stated IEP/ITP objectives.	
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E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING				Domain Level Performance Evaluation	
TPEs, CEC-IIGC Standards & PACT Domains	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	TPE Supporting Evaluation
<p>TPE 10: Instructional Time</p> <p>CEC 2: Development & Characteristics of Learners (Planning)</p> <p>CEC 3: Individual Learning Differences (Planning)</p> <p>CEC 4: Instructional Strategies (Instruction)</p> <p>CEC 7: Instructional Planning (Planning)</p>	<ul style="list-style-type: none"> Lack of evidence of candidate's allocating instructional time that meets the demands of a subject matter or daily routines of the classroom Inconsistent or lack of demonstrated ability to manage instructional time No written or observed indication that student teacher/intern is proactively coordinating, directing and communicating with other professionals in learning setting. 	<ul style="list-style-type: none"> Student teacher/intern demonstrates or plans instruction for only a portion of the individuals or need areas in relationship to needs of students with special needs &/or English learners. The focus includes vague unsubstantiated connections between facts, conventions, skills & strategies for interpreting or conveying educational relevance for students with special needs &/or English learners in educational settings. Student teacher/intern identifies and discusses need to management of instructional time in relationship to teaching, curriculum coverage, management of paraeducators and other adults in learning setting but limited demonstration of such management skills in actual practice. 	<ul style="list-style-type: none"> Student teacher/interns allocate realistic instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. Candidate establishes procedures for routine tasks and manages transitions to maximize instructional time. Based on reflection and consultation, student teacher/intern adjust the use of instructional time to optimize the learning opportunities and outcomes for all students. Student teacher/intern focuses on multiple dimensions of clear connections between evidence-based grounding foundations & the educational service needs of students with special needs & English learners facts, convention, skills, and strategies across home, school, community & transitional setting needs of students. Observed and documented planned progression of multiple trial learning tasks & assessments to build understanding of the central foundational & instructional planning focus of the learning segment for students with special needs & EL in alignment with state adopted academic curriculum. Candidate demonstrates ability to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. Student teacher/intern utilizes standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Candidate demonstrates knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially designed curricula and methods of instruction for students with mild/moderate reading disorders. In planning and observed instructional delivery candidate demonstrates knowledge base of strategies and interventions for students who are not responding to the current instructional environment. Evidence that candidate collaborates with parents and families to create instructional and behavior support partnership. Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/ instructional assistants, and volunteers for useful instructional activities. 	<ul style="list-style-type: none"> Student teacher/intern supporting reflective commentary delineate clearly integrated and connected plans that applies purpose, goals & content adaptations of a variety of evidence-based pedagogical practices & models that produce effective multiple trial teaching, learning & transitioning practices that effectively engage students with special needs & English learners at their appropriate grade/age level though logical and progressive integration of research cited methods & strategies that facilitates grade/age multiple trial appropriate active participation for students with special needs and English learners across home, community & school transitions aligned with CA Core Content Standards, EL Standards & identified IEP goals and objectives. Student teacher/intern provides persuasive, documented reflective narrative and supporting evidence (student work, progressive performance charting, student assessment performance &/or audio/video clips) that shows consistent change in special need students & English learners measured performance based on candidate's own knowledge, understanding & skill performance levels measured in alignment with response to intervention (RTI). Candidate demonstrates exemplar skills at allocating and managing instructional time by conducting professional develop and/or one-on-one training that clearly enhances the ability of paraeducators, general education teachers, other special educations, or other professions to manage their own instructional time. 	

<p>TPE 11: Social Environment</p> <p>CEC 5: Learning Environments & Social Interactions (Instruction)</p>	<ul style="list-style-type: none"> • Student teacher/intern fails to demonstrate an understanding of the importance of the social environment and the need for all students to learn and practice social engagement skills • Lack of evidence of candidate's ability to plan or establish a positive community of learners' environment for learning and peer collaborative learning. • Lack of evidence of ability to maintain a positive environment for learning across school settings. 	<ul style="list-style-type: none"> • Student teacher/intern develops expectations for academic and social behavior, however expectations do not carry through all settings and instruction. • The candidate promotes student effort and engagement and creates a positive climate for learning. • Candidate know how attempts to write and implement student discipline plans that meets the legal mandates of CA Title V Education Code but the plan is not consistently implemented or elements of the plan do not fully address behavior needs of student. • Student teacher/intern is aware of how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. However, the ability to create rapport, or employ professional ethical practices is not consistently applied. 	<ul style="list-style-type: none"> • Education specialist candidate 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. • Candidate knows and applies differential levels of behavior intervention and self-management strategies aligned with the school wide behavior plan and the needs and abilities of each student that ensures students success in academic and social behavior situations. • Behavior plans are developed, implemented and evaluated in a collaborative partnership between candidate, individual with a disability, family members, paraeducators and general educators to ensure consistent behavior across settings and activities. • Candidate responds appropriately to sensitive issues and classroom discussions. Student teacher/intern 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. • Student teacher/intern demonstrates knowledge of communication skills (verbal and nonverbal) that facilitates social engagement across a variety of educational settings for students in general education settings including breath of needs 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, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. 	<ul style="list-style-type: none"> • Student teacher/intern leads in school wide design of a behavior program that maintains a structured and organized learning environment that includes development of systems and routines, physical arrangements, and visual strategies that support teaching and enhancing learning for all students including students with mild to moderate disabilities. • Student teacher/intern can effectively determine and implement positive behavioral support strategies and provide training and assistance to ensure other educators are able to promote behavior change in students with significant behavior challenges including students with emotional disturbance, social differences, challenging behaviors and those with autism spectrum disorder. • Candidate understands the roles and responsibilities of various service providers such as: psychologists, speech and language pathologies, paraprofessionals, and outside agencies and demonstrates a case manager's ability to lead a multidisciplinary collaborative team dialogue, sharing of recommendation and strategies that results in a clearly integrates action plan. 	
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F. DEVELOPING AS A PROFESSIONAL EDUCATOR				Domain Level Performance Evaluation	
TPEs, CEC-IIGC Standards & PACT Domains	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	TPE Supporting Evaluation
<p>TPE 12: Professional, Legal and Ethical Obligations</p> <p>CEC 1: Foundations (Planning)</p> <p>CEC 9: Ethical & Professional Practice (Reflection)</p>	<ul style="list-style-type: none"> Lack of consist evidence of Student teacher/intern taking responsibility for student academic learning outcomes Lack of evidence of candidate's knowing and applying professional and ethical obligations in interactions with students, family members, paraeducators, general educators, other professional service providers or administrators Lack of evidence of candidate's knowing and applying legal obligations 	<ul style="list-style-type: none"> Student teacher/intern understands the legal mandates and polices regarding students with special needs and English learners but is not always proactive in executing those charges particularly in relationship to responsibility for student academic learning outcomes. Student teacher/intern makes vague unsubstantiated connections between facts, conventions, skills & strategies for interpreting or conveying educational relevance of such connections in relationship to students with special needs &/or English learners in educational settings Candidate demonstrates an emerging knowledge and use of ethical practices and professional decorum in some situations but is inconsistent during interactions with the students, paraeducators, general educators, administrators, other professionals and/or families who come from the diversity of cultural, community, social and sexual orientations that make up the fabric of a school district. 	<ul style="list-style-type: none"> Student teacher/intern demonstrates an unbiased perception of the diversity of individuals and groups making up a community and makes clear connections between evidence-based grounding foundations & the educational service needs of students with special needs & English learners based on facts, convention/skills, and strategies. Candidate applies professional and ethical standards of practice that shows emerging align with the CEC Professional Ethical Standards and the USD core values in different setting and situations. Student teacher/intern takes responsibility for student academic learning outcomes and is aware of his or her own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. The candidate resists racism and acts of intolerance. Candidate appropriately manages professional time spent in teaching responsibilities to ensure that academic goals are met equally for all students. Student teacher/intern understands 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. Student teacher/intern can identify suspected cases of child abuse, neglect, or sexual harassment. Candidate maintains a non-hostile classroom environment. And carries out laws and district guidelines for reporting such cases. Candidate understands and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Student teacher/intern understands and honors legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. Candidate is aware of and acts in accordance with ethical considerations and he or she models ethical behaviors for students. Candidate understands and honors all laws relating to professional misconduct and moral fitness. 	<ul style="list-style-type: none"> Student teacher/intern goes out of his or her way to interact with students, families, & communities and outside agencies in ways that reflects the dispositions expected of professional educators as delineated in professional, state, & institutional standards. Candidate recognizes when his/her own dispositions may need to be adjusted & is able to develop plans to do so. Candidate consistently models and helps other professionals, paraeducators and colleagues to expand their understanding and application of the professional standards and dispositions espoused in the CEC professional ethical standards for educators. Student teacher/intern is actively involved in professional organizations related to special and general education such as the Council for Special Education. 	
<p>TPE 13: Professional Growth</p> <p>CEC 9: Ethical & Professional Practice (Reflection)</p>	<ul style="list-style-type: none"> Observation, writings and/or discussions with Student teacher/intern fails to demonstrate self evaluating of teaching practices and/or subject matter knowledge Lack of observed examples of candidate using self-reflection and/or feedback to improve teaching practice and/or depth of subject matter knowledge 	<ul style="list-style-type: none"> Student teacher/intern does some self-reflection but does not aggressive provide evidence of desire to continue to grow professionally. Student teacher/intern asks questions or assistance on some occasions but frequently depends too much of self rather than expanding network of fellow professionals for sharing of knowledge and practices that enhance education practices. 	<ul style="list-style-type: none"> Student teacher/intern applies professional and ethical standards of practice that shows emerging align with the CEC Professional Ethical Standards and the USD core values in different setting and situations. Candidate actively seeks out help of other educators, families, administrators or professional associations to expand professional knowledge and skills. Candidate's self-reflections following delivery of lesson plans, observation by supervisor clearly show ability to accept constructive criticism and use the input to take charge of personal changes and modifications to teaching and management routines. Student teacher/intern is constantly aware of developing an Individual Induction Plan and uses routine self-reflection and dialogue with other professionals to plan for future professional development. 	<ul style="list-style-type: none"> Student teacher/intern seeks out site administrator, general educator and other professionals to expand professional knowledge base and to increase understanding and engagement in the culture of the work site. Student teacher/intern shares professional growth information from articles, books, conferences and professional development with paraeducators, general educators and other colleagues to share in the professional growth of others. Student teacher/intern plans professional development sessions, instructs and provides families with evidence grounded strategies to use in home and community and information shared is build upon professional literature. 	

USD & CEC OVERARCHING CORE VALUES & DISPOSITIONS				Domain Level Performance Evaluation	
USD ACE & Dispositions	Developing 1	Meets Expectations 2	Exceeds Expectations 3	Exemplar Mastery Mentor/Coach 4	Supporting Factors
Academic Excellence, Critical Inquiry & Reflection Community & Services Ethics, Values & Dispositions	<ul style="list-style-type: none"> Candidate is not familiar with professional dispositions delineated in professional, state, & institutional standards. Candidate does not model these dispositions in his/her work with students, families, & community. 	<ul style="list-style-type: none"> Candidate is familiar with dispositions expected of professionals & his/her work with students, families, & communities reflects the dispositions delineated in professional, state & institutional standards. 	<ul style="list-style-type: none"> Candidate works with students, families, & communities in ways that reflects the dispositions expected of professional educators as delineated in professional, state, & institutional standards. Candidate recognizes when his/her own dispositions may need to be adjusted & are able to develop plans to do so. 	<ul style="list-style-type: none"> Candidate assists in developing self-determination abilities of student with special needs and their family to navigate services to ensure dignity, quality and access to full range of resources. Candidate serves as a model for paraeducators, volunteers, general educators and other professional support providers to affirmatively work towards social justice and full access for students with special needs, English learners and their families. 	

	<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 1
<p>1. Engaging and Supporting All Students in Learning <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 <u>different students</u> with <u>variety of mild/moderate special needs</u> and English Learners clearly present in evidence.</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>Evidence presents a <u>model for professional life long learning</u>. Candidate gives <u>vivid examples</u> of the breadth 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</u> credential.</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 1
<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 clarity regarding <u>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 <u>unique spectrum of student diversity</u> as defined by CTC of spectrum &/or <u>English language learners</u> 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 link 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 standards 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>In addition to all Level 3 skills, candidate <u>exemplifies</u> all of these abilities when working with <u>each classification of need mild/moderate</u> need area of students with special needs, <u>English learners</u> and their families. 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>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 1
<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 4. Instructional</p>	<p>Candidates demonstrate an <u>inadequate or unrealistic knowledge & skill</u> 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 subset of the <u>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 <u>only a 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 <u>only 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 <u>complete spectrum of students with 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>Strategies 10. Collaboration</p>		<p>subject matter. Insufficient information provided in <u>TPE, CSTP, CEC & Induction Standard</u> 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 in the classroom.</u></p>	
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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 1
<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</u> areas 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 <u>TPE, CSTP, CEC & Induction Standard</u> 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 <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 students with special needs, English learners and their <u>families</u>. Candidate provides <u>model examples</u> of engagement skills that <u>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>	

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 1
<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 results of assessments to guide</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 results of assessments to guide</p>	<p>Candidates demonstrate an in-depth knowledge & skill base in relationship to both the breadth of <u>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 results of assessments to guide</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</u> of engagement skills that <u>assist students and their families in expanding abilities across setting and throughout the educational experience.</u> At each grade level, candidate clearly identifies areas to evaluate related to</p>	

<p><i>Goals & Grade Appropriate State Adopted Content Standards</i></p> <p>CEC 7. Instructional Planning 8. Assessment</p>	<p>instruction; and 5) communicates with students, families & other audiences about student progress.</p>	<p>instruction; and 5) communicates with students, families & other audiences about student progress.</p> <p>The <u>link</u> between present <u>demonstrated competency</u> and the <u>induction standards</u> are underdeveloped.</p>	<p>instruction; and 5) <u>communicates</u> 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><u>transition needs</u> 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 focused induction plan.</p>	
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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 1
<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</u> of the <u>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 focused induction plan.</p>	

Personal Pedagogy of Practice Rubric

EDUC 375P/575P, EDSP 490P/590P – Midpoint & Final Point Program Review

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 ceprinciples 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 addresses 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>



APPENDIX D

STANDARDS & TEACHER PERFORMANCE EXPECTATIONS (TPES)

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, manipulatives, 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 that 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 Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. 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

D. Planning Instruction and Designing Learning Experiences for Students

TEACHER PERFORMANCE EXPECTATIONS (TPE) WITH SPECIAL EDUCATION ADDITIONAL EXPECTATIONS

<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' 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 coordinate, direct and communicate 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) 7: Instructional</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

			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>		1: Foundations (Planning) 9: Ethics & Professional Practice (Reflection)	<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

TEACHER PERFORMANCE EXPECTATIONS FIELD BASED DEMONSTRATION SUBJECT MATTER COMPETENCY**EDUC & EDSP 375/575, EDUC 383/583, EDUC 384/584 & EDSP 490P/590P**

During your 50-hour field experience during reading and language arts periods at your host school you will be developing the following set of teaching skills required of a teacher with an initial teaching credential. You will work collaboratively with your classroom host teacher to observe, plan activities and lessons and delivery instruction that builds the following Teacher Performance Expectations competencies.

TPE 1A**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);
- Understand how to deliver a comprehensive program of systematic instruction
- Know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards;
- 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;
- 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.
- 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;
- Know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction;
- Know how to determine whether students are making adequate progress on skills and concepts taught directly, and
- Know how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 1A**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);
- 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;
- Help students understand different mathematical topics and make connections among them;
- Help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations;
- Provide a secure environment for taking intellectual risks and approaching problems in multiple ways;
- Model and encourage students to
 - Use multiple ways of approaching mathematical problems, and
 - Discuss different solution strategies;
- Foster positive attitudes toward mathematics; and

- Encourage student curiosity, flexibility, and persistence in solving mathematical problems.

TPE 1A**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);
- Balance the focus of instruction between science information, concepts, and investigations;
- Illustrate science concepts and principles, scientific investigation, and experimentation through their explanations, demonstrations, and class activities

TPE 1A**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);
- Enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students;
- Use timelines and maps to give students a sense of temporal and spatial scale;
- Teach students how social science concepts and themes provide insights into historical periods & cultures;
- 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.

TPE 2**Monitoring Student Learning During Instruction****Candidates for a Teaching Credential**

- Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students;
- Pace instruction and re-teach content based on evidence gathered using assessment strategies such as
 - Questioning students and
 - Examining student work and products;
- Anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3**Interpretation and Use of Assessments****Candidates for a Multiple Subject 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;
- Know about and can appropriately implement the state-adopted student assessment program;
- Understand the purposes and uses of different types of diagnostic instruments, including
 - Entry level,
 - Progress-monitoring and
 - Summative assessments;
- Use multiple measures, including information from families, to assess student knowledge, skills, and behaviors;
- Know when and how to use specialized assessments based on students' needs;
- Know about and can appropriately use informal classroom assessments and analyze student work;
- Teach students how to use self-assessment strategies;
- Provide guidance and time for students to practice these strategies;
- Understand how to familiarize students with the format of standardized tests;
- Know how to appropriately administer standardized tests, including
 - When to make accommodations for students with special needs;
- Know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction;
- Interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language;
- Give students specific, timely feedback on their learning;

TPE 4**Making Content Accessible****Candidates for a Multiple Subject Teaching Credential**

- 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;
- Use instructional materials to reinforce state-adopted academic content standards for students;
- Prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement;
- Vary instructional strategies according to purpose and lesson content;
- Explain content clearly and reinforce content in multiple ways to meet student academic learning needs, such as
 - The use of written and oral presentation,
 - Manipulatives,
 - Physical models,
 - Visual and performing arts,
 - Diagrams,
 - Non-verbal communication, and
 - Computer technology;
- Provide opportunities and adequate time for students to practice and apply what they have learned;

- Distinguish between conversational and academic language, and
 - Develop student skills in using and understanding academic language;
- Model active listening in the classroom;
- Encourage student creativity and imagination;
- Motivate students and encourage student effort;
- Take additional steps to foster access and comprehension for all learners when students do not understand content; and
- Balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5**Student Engagement****Candidates for a Multiple Subject Teaching Credential**

- Clearly communicate instructional objectives to students;
- Ensure the active and equitable participation of all students;
- Ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. Examine why students are struggling and off-task, and use strategies to re-engage them;
- Encourage students to share and examine points of view during lessons;
- Use community resources, student experiences, and applied learning activities to make instruction relevant;
- Extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas; and
- Teach students to respond to and frame meaningful questions.

TPE 6A**Developmentally Appropriate Practices in Grades K-3****Candidates for a Multiple Subject Teaching Credential**

- Understand how to create a structured day with opportunities for movement;
- Design academic activities that suit the attention span of young learners;
- Connect their instructional activities with the children's immediate world;
- Include hands-on experiences and use of manipulatives that help students learn;
- Teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy);
 - Who require extra help in exercising self-control among their peers or
 - Who have exceptional needs or abilities?

TPE 6B**Developmentally Appropriate Practices in Grades 4-8****Candidates for a Multiple Subject Teaching Credential**

- Build on students' command of basic skills and understandings;
- Provide intensive support for students who lack basic skills as defined in state-adopted academic content standards for students;
- Teach from grade-level texts;
- Design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills;

- Help students develop learning strategies to cope with increasingly challenging academic curriculum;
- Assist students, as needed, in developing and practicing strategies for managing time and completing assignments;
- Develop students' skills for working in groups to maximize learning;
- Build on peer relationships and support students in trying new roles and responsibilities in the classroom;
- Support students' taking of intellectual risks such as sharing ideas that may include errors;
- Distinguish between misbehavior and over-enthusiasm; and
- Respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 7**Teaching English Learners****Candidates for a Multiple Subject Teaching Credential**

- Know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners;
- Know and can apply theories, principles, and instructional practices for ELD leading to comprehensive literacy in English;
- Are familiar with the philosophy, design, goals, and characteristics of programs for ELD, including structured English immersion;
- Implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers;
- Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, and their proficiency in English, to provide instruction differentiated to students' language abilities;
- Understand how and when to collaborate with specialists and para-educators to support English language development;
- Select instructional materials and strategies based on appropriate assessment information, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English;
- Use English that extends students' current level of development yet is still comprehensible;
- Know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction;
- Know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum;
- Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners;
- Allow students to express meaning in a variety of ways, including in their first language;
- Manage, if available, first language support such as para-educators, peers, and books;¹
- Use questioning strategies that model or represent familiar English grammatical constructions;
- Make learning strategies explicit;
- Understand how cognitive, pedagogical, and individual factors affect students' language acquisition; and
- Take these factors into account in planning lessons for English language development and for academic content.

¹ 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.

TPE 8**Learning About Students****Candidates for a Multiple Subject Teaching Credential**

- Draw upon an understanding of patterns of child and adolescent development to understand their students;
- Assess students' prior mastery of academic language abilities, content knowledge, and skills using formal and informal methods;
- Maximize learning opportunities for all students;
- Learn about students' abilities, ideas, interests and aspirations through interpersonal interactions;
- Encourage parents to become involved and support their efforts to improve student learning;
- Understand how multiple factors, including gender and health, can influence students' behavior;
- Understand the connections between students' health and their ability to learn;
- Identify students needing specialized instruction based on assessment data, classroom observation, reflection and consultation, including
 - Students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and
 - Students who are gifted.

TPE 9**Instructional Planning****Candidates for a Multiple Subject 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;
- Establish clear long-term and short-term goals for student learning, based on
- State and local standards for student achievement and
- Students' current levels of achievement;
- Use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations;
- Plan how to explain content clearly and make abstract concepts concrete and meaningful;
- Understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work;
- Sequence instruction so the content to be taught connects to preceding and subsequent content;
- Select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs;
- 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;
- Plan differentiated instruction to accommodate varied student needs;

TPE 10**Instructional Time****Candidates for a Multiple Subject 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;
- Establish procedures for routine tasks;
- Manage transitions to maximize instructional time; and
- Adjust the use of instructional time based on reflection and consultation to optimize the learning opportunities and outcomes for all students.

TPE 11**Social Environment****Candidates for a Multiple Subject Teaching Credential**

- Develop and maintain clear expectations for academic and social behavior;
- Promote student effort and engagement;
- Create a positive climate for learning;
- Know how to write and implement a student discipline plan;
- Know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness;
- Respond appropriately to sensitive issues and classroom discussions;
- Help students learn to work responsibly with others and independently;
- Recognize how well the social environment maximizes academic achievement for all students; and
- Make necessary changes based on observations of students and consultation with other teachers.

TPE 12**Professional, Legal, and Ethical Obligations****Candidates for a Multiple Subject Teaching Credential**

- Take responsibility for student academic learning outcomes;
- 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;
- Resist racism and acts of intolerance;
- Appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met;
- Can identify suspected cases of child abuse, neglect, or sexual harassment;
- Maintain a non-hostile classroom environment;
- Carry out laws and district guidelines for reporting such cases;
- Understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.
- Understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals;
- Are aware of and act in accordance with ethical considerations and they model ethical behaviors for students; and
- Understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13**Professional Growth****Candidates for a Multiple Subject 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;
- Improve their teaching practices by soliciting feedback and engaging in cycles of
 - Planning,
 - Teaching,
 - Reflecting,
 - Discerning problems, and
 - Applying new strategies; and
- Use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

Teacher Preparation

- Teacher Preparation Standard 5: Equity, Diversity, and Access to the Core Curriculum
- Teacher Preparation Standard 8: Pedagogical Preparation for Subject-Specific Content
- 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
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessment
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 8: Learning about Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

- Domain A: Making Subject Matter Comprehensible to Students
- Domain B: Assessing Student Learning
- Domain C: Engaging and Supporting Students in Learning
- Domain D: Planning Instruction and Designing Learning Experiences for Students
- Domain E: Creating and Maintaining Effective Environments for Student Learning
- Domain F: Developing as a Professional Educator

Teaching Performance Assessment

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

- 1.1 Connecting students' prior knowledge, life experience, and . . .
- 1.2 Using a variety of instructional strategies and resources to . . .
- 1.3 Facilitating learning experiences that promote autonomy, . . .
- 1.4 Engaging students in problem solving/critical thinking/other . . .
- 1.5 Promoting self-directed, reflective learning for all students
- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning/implementing classroom procedures and routines that . . .
- 2.6 Using instructional time effectively
- 3.1 Demonstrating knowledge of subject matter content & student . . .
- 3.2 Organizing curriculum to support student understanding of . . .
- 3.3 Interrelating ideas/information within/across subject matter areas
- 3.4 Developing student understanding through instructional . . .
- 3.5 Using materials/resources/technologies to make subject matter . . .
- 4.1 Drawing on & valuing students' backgrounds, interests, . . .
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing & sequencing instructional activities & materials . . .
- 4.4 Designing short-term and long-term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs
- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting/using multiple sources of information to assess . . .
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students/families/other audiences about . . .
- 6.1 Reflecting on teaching practice & planning professional . . .
- 6.2 Establishing professional goals & pursuing opportunities to . . .
- 6.3 Working with communities to improve professional practice
- 6.4 Working with families to improve professional practice
- 6.5 Working with colleagues to improve professional practice
- 6.6 Balancing professional responsibilities & maintaining motivation

Induction Program Standard 5: Pedagogy

Induction Program Standard 6: Universal Access — Equity for All Students
 a) Teaching English Learners
 b) Teaching Special Populations

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 Researcher 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)

**SEMINAR TEACHING COMPETENCIES EXPLORATION
PRELIMINARY EDUCATION SPECIALIST WITH MILD/MODERATE AUTHORIZATION**

The concepts, strategies, techniques and skills listed on the seminar matrix will be observed, mentored, coached and evaluated during observations and review of artifacts by the University Field Supervisor and Master/Support Teaching at your student teaching site. Seminar sessions are designed to review, explore and develop additional competencies to clearly demonstrate your readiness to be recommended for a Preliminary Education Specialist Credential with Mild to Moderate Authorization. The case study project and Transition Individual Induction Plan must address these standards.

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL COMMON STANDARDS

Teacher Performance Topic	Product or Skill Demonstration	Evaluation Process
Professional Legal and Ethical Practices (Program Std 2)		
<ul style="list-style-type: none"> - Evidence Based Pedagogy of Practice - IEP/ITP development in alignment with IDEA, CA Ed Code Title V and evidence based needs of individual with special needs - Alignment IEP goals with grade appropriate subject matter standards - Positive and self regulatory teacher behaviors - Professional Conduct and Compliance federal, state and district laws, regulations, mandates and practices - Engaging and collaborating with family in planning, decision making and evaluation student progress. - Confidentiality in role as case manager - Compliance report writing and timely updating of IEP/ITP and BIP plans 	<ul style="list-style-type: none"> - Journaling self-reflection - Practice during student teaching - Formative & summative assessment class & individual student - Participation in MDT assessment portion IEP 	<ul style="list-style-type: none"> - <i>Student Teaching Intern Observation Form</i> - <i>Intern Performance Midpoint Final Point Rubric</i> - <i>PACT aligned Case Rubric</i> - <i>Pedagogy of Practice Rubric</i>
Effective Communication and Collaboration Partnerships (Program Std 4)		
<ul style="list-style-type: none"> • Communicating, collaborating and consulting effectively with: parents, primary caregivers, and individuals with special needs • Collaborative sharing communicating, and consulting with general/special educators, co-teachers, paraeducators & other professionals • Strategies for building professional collaboration • Transdisciplinary teaming case manager and engagement education specialist across multi-tiered interventions and life transitions from 5 to 22 • The art of conversation and negotiation in coteaching • Case manager responsibilities and practices stages of IEP decision making process • Learning to ask and locate specialized health care and transitional services for individuals with special needs and their families • Collaborating and orchestrating work of 	<ul style="list-style-type: none"> • IEP/ITP in action: communicating, listening and attaining solutions that meet needs of family, individual with special needs and school setting • Alignment IEP goals with grade appropriate subject matter standards and goals and objectives family, individual with special needs and transitional planning for next cycle of life • Putting Positive and self regulatory teacher behaviors into practice • Demonstration of Professional Ethical Disposition practices • Collaboration 	<ul style="list-style-type: none"> - <i>Student Teaching Intern Observation Form</i> - <i>Intern Performance Midpoint Final Point Rubric</i> - <i>PACT aligned Case Rubric</i> - <i>Pedagogy of Practice Rubric</i> - <i>Individual Induction Plan Rubric</i>

<p>paraeducators, peer tutors, interpreters and volunteers across learning experiences</p> <ul style="list-style-type: none"> • Problem based learning and the art of negotiation and bridging differences between home, school and community 		
Assessment of Students (Program Std 5)		
<ul style="list-style-type: none"> • Identification and selection of appropriate formal and informal assessment for curriculum decision making • Analysis and interpretation of IEP aligned assessments and integration into CA Common Core Standards learning objectives • Interview and use of surveys and checklists with individuals with special needs and their family • Review of multidisciplinary team assessment to plan and analyze placement decision in alignment with federal and state mandates • Use of formative and summative examples of student work samples, observations, portfolios and curriculum-based assessment to monitor academic, social, behavior and community performance and plan age and disability appropriate strategies • Case manager roles and communication of assessment data to parents, students, teachers, paraeducators and other professionals • Planning to ensure student with special needs assessment of performance aligned with statewide assessments and accountability systems. • Performance assessment and student interest assessment for ITP planning and transition between grades and into adult community living 	<ul style="list-style-type: none"> - Journaling self-reflection - Practice during student teaching - Formative & summative assessment class & individual student - Participation in MDT assessment portion IEP 	<ul style="list-style-type: none"> - <i>Student Teaching Intern Observation Form</i> - <i>Intern Performance Midpoint Final Point Rubric</i> - <i>PACT aligned Case Rubric</i>
Using Educational & Assistive Technology (Program Std 6)		
<ul style="list-style-type: none"> • Software & Internet Design & Assessment IEP/ITP Goals & Objectives • Locating, Identifying and Description Common Core Standards (TaskStream & District electronic resources) • Selection and integration High/Low assistive and augmented communication software • Data Recording & Reporting with technology • Case Manager software & internet resources for information collection, analysis & management of instructional setting • Integration of technology devices in group & individual instruction planning & delivery • Using email, word processing & school site internet presence to communicate and collaborate with parents, agencies, teachers & administrators • Using search engines to find community and transition resources for individual with disability and family • Demonstrate use of video, audio and presentation devices in instructional and case 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • Student Teaching Performance Rubric • PACT aligned Case Rubric • Pedagogy of Practice Rubric • Observation Session Write-ups

manager roles		
Educating Diverse Learners (Program Std 3/10)		
<ul style="list-style-type: none"> • Clear articulation and demonstration of proficiency in knowing, selecting and implementing evidence based practices in special education and inclusive class settings • Positive and self regulatory teacher behaviors • Dispositions • Collaboration with families, paraeducators, general education teachers and other professionals when planning, assessing and delivering instruction • Understanding, respecting and integrating differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities into dialogue, planning, assessment and communication with diverse learners and their family • Evidence Based Pedagogy of Practice including special needs students who are English learners • IEP/ITP development that incorporates diversity and first language of student, family and community • Alignment IEP goals with grade appropriate subject matter standards • Using ACE Dispositions when working with individuals with special needs, non-English speaking families and students • Collaboration that includes awareness and support planning to ensure incorporating the primary language and mode of communication of students and families 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
Behavior, Social & Environmental Supports for Learning (Program Std 12)		
<ul style="list-style-type: none"> • Creating community of learners that supports positive behavior and interaction between students, class as a whole and teacher to student in a safe and equitable learning environment. <ul style="list-style-type: none"> ○ Assessment an planning curriculum, room, students and materials, ○ Implementing social skill building situations including English learners, individuals requiring augmented communication options and individuals with other communication difficulties ○ Establishment, explanation and implementation of positive behavior plan for learning, teaching and student interactions ○ Attends equitably to social and emotional needs and actions of everyone in class • Behavior, academic, social and inter-individual skill building: <ul style="list-style-type: none"> ○ Promoting strategies that promote situation appropriate behaviors ○ Development of self-regulatory and self-management behaviors ○ Promoting self-determination and self-advocacy learner skills • Team collaboration IEP, BIP, Section 504 legal and strategic decision making that incorporates positive behaviors and acceptable inter-communication skills • Administration, Interpretation and implementing Functional Behavior Assessment Plan to determine antecedent 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>

<p>behaviors, immediate triggers, positive consequences and learning of alternate acceptable behaviors</p> <ul style="list-style-type: none"> • Evidence Based Pedagogy of Practice for Positive Behavior Intervention • FBA and BIP design, analysis and implementation • Social Skills building including ELL, students needing language assistance devices, withdrawn students and aggressive acting out students • Behavior and social skill IEP/ITP objectives in action: communicating, listening and attaining solutions that meet needs of family, individual with special needs and school setting • Developing plan for next cycle of life grade changes, elementary to secondary and career • Putting Positive and self regulatory teacher behaviors into practice • Demonstration of Professional Ethical Disposition practices 		
<p>Transition Needs Assessment, Planning and Services at Changing Academic, Social, Behavioral and Physical Stages 5-22</p>		
<ul style="list-style-type: none"> • Pedagogy of Practice Changing Perspectives and Needs at 5-22 Stages of Life Cycle • Assessment, planning and follow through on transition steps in IEP/ITP development • Alignment IEP goals with grade appropriate subject matter standards concentration on career planning, community, family and social engagement during and following formal K-12 education • Collaboration in identifying and assisting individuals with disabilities and family in locating, accessing, and self-determination advocacy in transition resources • Assessment and strategy development of transition focused skill building for self-determination and expressive communication abilities in all phases of academic, social, community and career building situations 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
<p>Preparing to Teach Reading/Language Arts (Program Stnd 9)</p>		
<p>Instructional Delivery: Reading Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:</p> <ul style="list-style-type: none"> • Word analysis • Fluency • Vocabulary, academic language, and background knowledge • Reading comprehension • Literary response and analysis <p>Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts</p>	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>

<p>Framework (2007). For example:</p> <ul style="list-style-type: none"> • Orientation (e.g., engagement, teacher demonstration) • Presentation (e.g., explicit instruction, modeling, pacing) • Structured practice (e.g., reinforcement, questioning, feedback) • Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application • Independent practice (e.g. opportunities for students to show level of mastery) 		
<p>Instructional Delivery: Writing Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/ Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing strategies, applications, and conventions • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling) 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
<p>Instructional Delivery: Listening and Speaking Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate) 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
<p>Assessment: Reading and Writing Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts</p>	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>

<p>Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> • Entry level assessment for instructional planning • Monitoring student progress • Post test or summative assessment 	<ul style="list-style-type: none"> • Pedagogy of Practice Project 	
<p>Assessment: Listening and Speaking Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments; both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</p>	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
<p>Universal Access/Differentiated Instruction Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>, including recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) For example:</p> <ul style="list-style-type: none"> • Using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • Using flexible grouping, individualized instruction, and whole-class instruction as needed • Using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
<p>Curriculum & Instruction of Students with Disabilities (M/M) (Program Std 13)</p>		
<ul style="list-style-type: none"> - Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum <ul style="list-style-type: none"> - Demonstrate use of instruction for diagnostic purposes - Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments <ul style="list-style-type: none"> - Design & implement effective lesson 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>

<p>plans based on core curriculum standards</p> <ul style="list-style-type: none"> - Identify instructional objectives - Delineate research grounded teaching strategies - Identify and modify instructional and practice materials that meet the age/grade appropriate needs of students with mild/moderate disabilities and the CA Content Standards - Demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities - Observation and demonstration of co-teaching, collaboration and consultation within an instructional team framework - Demonstrate awareness and ability to tailor curriculum and instruction to the unique needs of students with mild to moderate disabilities - Provide evidence of practice designing and implementing instructional programs across K-12 grade spectrum aligned with CA Content Framework - Demonstrate the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings - Developing plan for next cycle of life grade changes, elementary to secondary and career - Putting Positive and self regulatory teacher behaviors into practices 		
<p>Creating Healthy Learning Environments (Program Stnd 14)</p>		
<ul style="list-style-type: none"> - Creating community of learners that supports positive behavior and interaction between students, class as a whole and teacher to student in a safe and equitable learning environment. <ul style="list-style-type: none"> ▪ Assessment an planning curriculum, room, students and materials, ○ Implementing social skill building situations including English learners, individuals requiring augmented communication options and individuals with other communication difficulties ○ Establishment, explanation and implementation of positive behavior plan for learning, teaching and student interactions ○ Attends equitably to social and emotional needs and actions of everyone in class - Behavior, academic, social and inter-individual skill building: <ul style="list-style-type: none"> ○ Promoting strategies that promote situation appropriate behaviors ○ Development of self-regulatory and 	<ul style="list-style-type: none"> • Journaling self-reflection • Practice during student teaching • Formative & summative assessment class & individual student • Participation in MDT assessment portion IEP 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • PACT aligned Case Rubric • Pedagogy of Practice Rubric • Individual Induction Plan Rubric

<ul style="list-style-type: none"> self-management behaviors <ul style="list-style-type: none"> o Promoting self-determination and self-advocacy learner skills - Team collaboration IEP, BIP, Section 504 legal and strategic decision making that incorporates positive behaviors and acceptable inter-communication skills - Administration, Interpretation and implementing Functional Behavior Assessment Plan to determine antecedent behaviors, immediate triggers, positive consequences and learning of alternate acceptable behaviors - Evidence Based Pedagogy of Practice for Positive Behavior Intervention - FBA and BIP design, analysis and implementation - Social Skills building including ELL, students needing language assistance devices, withdrawn students and aggressive acting out students - Behavior and social skill IEP/ITP objectives in action: communicating, listening and attaining solutions that meet needs of family, individual with special needs and school setting - Developing plan for next cycle of life grade changes, elementary to secondary and career - Putting Positive and self regulatory teacher behaviors into practice - Demonstration of Professional Ethical Disposition practices 		
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**PRELIMINARY EDUCATION SPECIALIST CREDENTIAL STANDARDS
MILD TO MODERATE AUTHORIZATION**

Mild to Moderate Standard 1: Characteristics of Students with Mild/Moderate Disabilities		
<ul style="list-style-type: none"> - Demonstrate ability to define and describe the learning, academic and social/emotional characteristics associated with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery. - Planning, delivering and assessing needs of students who are both gifted and have a mild/moderate disability in lesson design, IEP learning objectives and management of behavior and interest of student. - Communicating with paraeducators, parents, administrators and other teachers an understanding of the behavioral characteristics of students with specific learning disabilities and other mild/moderate disabilities and the possible resultant social/emotional/learning problem manifestations. - Demonstrate through formal and informal assessment and IEP/ITP meetings and/or review of individual with mild/moderate disabilities approaches and methods for determining eligibility for services for students across the 5 to 22 year span across inclusive and individualized learning experiences. - Assessment and planning curriculum, room, students and materials. - Establishment, explanation and implementation of positive behavior plan for learning, teaching and student interactions - Behavior, academic, social and inter-individual skill building: - Promoting strategies that promote situation appropriate behaviors - Team collaboration IEP, BIP, Section 504 legal and strategic decision making that incorporates positive behaviors and acceptable inter-communication skills 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan • Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>
Mild to Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities		
<ul style="list-style-type: none"> - Demonstration of making appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. - Demonstrate ability to assess the 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>

<p>developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress.</p> <ul style="list-style-type: none"> - Demonstrate skill in evaluating, selecting, administering and interpreting assessment devices and processes according to its purpose, technical quality, administrative considerations, disability and culture, socioeconomic and linguistics needs of student with mild to moderate disabilities, and English learners - Demonstrate ability to understand and plan for and participation of student with mild to moderate needs in state-mandated accountability measures. - Demonstrate ability to assess and determine specific curricular, instructional, behavioral, and social needs of students with mild to moderate needs. - Identification, understanding and ability to use state and district measures specific to students with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders - Evidence Based Pedagogy of Practice aligned with assessed age/grade appropriate abilities and needs of each student with mild to moderate IEP goals and learning outcomes - IEP/ITP development - Alignment IEP goals with grade appropriate subject matter standards - Formal and informal evaluation of students with mild/moderate needs in relationship to CA Frameworks, core curriculum and content standards - Positive and self regulatory teacher behaviors - Dispositions - Collaboration with paraeducators, general educators and other professional specialists to coordinate and share formal and informal assessments. - Demonstration of knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. - Identification, use and monitoring of approved measure student performance in inclusive general education and special education learning situations with attention to core curriculum and IEP learning outcomes. 	<ul style="list-style-type: none"> • Individual Induction Plan • Pedagogy of Practice Project 	
<p>Mild to Moderate Standard 3 Planning and Implementing Mild/Moderate Curriculum and Instruction</p>		
<ul style="list-style-type: none"> - Demonstrate the ability to develop, 		

<p>implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with mild to moderate disabilities with equitable access to the content and experiences found in the state-approved core curriculum across an array of environments and activities.</p> <ul style="list-style-type: none"> - Utilizes standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement - Demonstrate use of instruction for diagnostic purposes - Demonstrates ability to use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions - Development and implementation of individualized academic and behavioral assessment plans in order to evaluate student performance of individuals with mild, moderate or severe disabilities in varied learning environments, including the general education classroom - Plan, modify, deliver, and evaluate instruction based on both ELL and individual with mild to moderate special needs IEP objective needs of English learners in academic, social skill, behavioral, personal, community domains. <ul style="list-style-type: none"> - Following delivery candidate prepares a self-reflection and meets with master teacher and university field supervisor to review performance, self-critique and modifications and enhancements for future instruction in special setting and inclusive classroom. - Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with mild to moderate disabilities classification demonstrating diverse strengths and needs in a variety of educational environments - Design & implement effective lesson plans based on core curriculum standards that include differentiated instruction that addresses individual needs and abilities of students with mild to moderate disabilities and IEP learning outcomes. - Delineate research grounded teaching 		
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<p>strategies based on abilities and needs of students with mild to moderate classification</p> <ul style="list-style-type: none"> - Identify and modify instructional and practice materials that meet the age/grade appropriate needs of students with mild/moderate disabilities and the CA Content Standards - Throughout student teaching candidate plans and teaches lessons that require a variety of grouping structures to facilitate active participation and learning of diverse groups of learners in general education and special education setting with guidance, observation, coaching and follow up by university support provider and master teacher. - Identify and put into practice evidence-based curricula and instructional methods that includes specifically-designed curricula and methods in reading/language arts instruction for students with mild to moderate reading disorders - Identifies when student with mild to moderate disabilities IEP and ITP goals is not responding to current instructional environment and takes action to analyze and recommend alternate strategies, interventions and settings for instruction - Demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with mild to moderate disabilities - Observation and demonstration of co-teaching, collaboration and consultation within an instructional team framework - Demonstrate awareness and ability to tailor curriculum and instruction to the unique needs of students with mild to moderate disabilities - Provide evidence of practice designing and implementing instructional programs across K-12 grade spectrum aligned with CA Content Framework - Demonstrate the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students with mild to moderate needs and abilities across a range of instructional settings - Behavior and social skill IEP/ITP objectives in action: communicating, listening and attaining solutions that meet needs of family, individual with mild to moderate special needs and school setting - Putting Positive and self regulatory teacher behaviors into practices - Demonstrates effective communication and collaboration skills allowing for co-decision making about instructional and 		
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<p>behavior supports for both school and family home environment, community and transition to career setting.</p> <ul style="list-style-type: none"> - Demonstrates ability to see relationship, both long term and short term (age and grades prior to adolescent transition planning) between individual education program and the individualized transition plan needed for specific individual with mild to moderate abilities and needs. <p>Developing plan for next cycle of life grade changes, elementary to secondary and career for all students with mild to moderate needs in the areas of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders</p>		
Mild to Moderate Standard 4: Positive Behavior Support		
<ul style="list-style-type: none"> - Creating community of learners that supports positive behavior and interaction between students, class as a whole and teacher to student in a safe and equitable learning environment. <ul style="list-style-type: none"> - Assessment an planning curriculum, room, students and materials, - Implementing social skill building situations including English learners, individuals requiring augmented communication options and individuals with other communication difficulties - Establishment, explanation and implementation of positive behavior plan for learning, teaching and student interactions - Attends equitably to social and emotional needs and actions of everyone in class - Education environment is set up and maintained to ensure settings, rules and interactions are free from coercion and punishment - Adults and students in learning environment consciously ensure positive and proactive interactions that respect the dignity and individuality of everyone. - Behavior, academic, social and inter-individual skill building for individuals with mild to moderate disabilities: <ul style="list-style-type: none"> - Promoting strategies that promote situation appropriate behaviors - Development of self-regulatory and self-management behaviors - Promoting self-determination and self-advocacy learner skills for students to cope with difficult or unpredictable situations - Identify and utilize a variety of proactive strategies designed to prevent the occurrence and/or escalation of problem behavior in the least restrictive inclusive general education and special 		

<p>setting environments</p> <ul style="list-style-type: none"> - Provides training, coaching and assistance to paraeducators, general educators, volunteers and families to activate, monitor and adjust positive proactive behavior interventions across a variety of settings, situations and transitional needs of individual with mild to moderate disabilities across the 5 to 22 age spectrum. - Team collaboration IEP, BIP, Section 504 legal and strategic decision making that incorporates positive behaviors and acceptable inter-communication skills for students with mild to moderate disabilities - Administration, Interpretation and implementing Functional Behavior Assessment Plan to determine antecedent behaviors, immediate triggers, positive consequences and learning of alternate acceptable behaviors - Evidence Based Pedagogy of Practice for Positive Behavior Intervention <ul style="list-style-type: none"> - Group and individual behavior supports are designed and implemented based on functional behavior assessment of class-as-a-whole and the needs and abilities of each individual in the learning community - FBA and BIP design, analysis and implementation is positive, proactive and based on respect and fairness for all <ul style="list-style-type: none"> - Education specialist candidate with mild to moderate authorization participates with general educators, psychologists administrators and other professionals in manifestation hearings that address collaboratively determined effective proactive behavior supports that identify and plan for a variety of educational settings that meet the individual needs of a student with mild to moderate disability - Demonstration of ability to work across programs with the IEP team to design, implement, evaluate and modify behavior plans that are individualized, proactive, comprehensive, and based on functional analysis - Social Skills building including ELL, students needing language assistance devices, withdrawn students and aggressive acting out students with mild to moderate disabilities - Behavior and social skill IEP/ITP objectives in action: communicating, listening and attaining solutions that meet needs of family, individual with mild to moderate special needs and school setting - Developing plan for next cycle of life grade changes, elementary to secondary 		
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<p>and career for 5 to 22 year olds with mild to moderate learning disabilities</p> <ul style="list-style-type: none"> - Putting Positive and self regulatory teacher behaviors into practice - Effectively participate in school wide behavior support planning process and monitoring - Demonstration of Professional Ethical Disposition practices 		
<p>Mild to Moderate Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities</p>		
<ul style="list-style-type: none"> - Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum <ul style="list-style-type: none"> - Demonstrate use of instruction for diagnostic purposes - Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with mild to moderate disabilities with diverse strengths and needs in a variety of inclusive general education and special setting educational environments <ul style="list-style-type: none"> - Design & implement effective lesson plans based on core curriculum standards - Identify instructional objectives - Delineate research grounded teaching strategies - Identify and modify instructional and practice materials that meet the age/grade appropriate needs of students with mild/moderate disabilities and the CA Content Standards - Demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with mild to moderate disabilities <ul style="list-style-type: none"> - Observation and demonstration of co-teaching, collaboration and consultation within an instructional team framework - Demonstrate awareness and ability to tailor curriculum and instruction to the unique needs of students with mild to moderate disabilities across the categories of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders <ul style="list-style-type: none"> - Provide evidence of practice designing and implementing instructional programs across K-12 grade spectrum aligned with CA Content Framework 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>

<ul style="list-style-type: none"> - Collaborates with a general education teacher to practice CA framework instructional strategies and specific age appropriate IEP standards based objective and learning skill objective via co-teaching and collaboration with a general educator in an inclusive setting and following a specific unit and lesson plan aligned with subject-matter CA Standard - During student teaching or intern placement candidate directly teaches or shadows special educators providing CA framework instruction in age groupings other than the particular age/grades of students with mild to moderate disabilities in the host student teaching placement site - Works with master teacher/support provider and University Field Supervisor to plan and practice teaching of reading, speaking, listening, written language and mathematics related to specific instructional and learning objectives of age appropriate CA Standards for minimum of two students with different mild to moderate disabilities - Uses specific evidence based instructional strategies to teach grade appropriate science, mathematics, history/social studies, physical education, reading/language arts, visual & performing arts and health lesson - Candidate prepares a comprehensive universal design for learning lesson plan for each of the subject matters covered under the CA Frameworks that includes use of the PACT elements of context for learning, delineation of ability and needs of each of the following: gifted, average, student with mild to moderate disabilities and English learner. - Self reflection for each subject matter lesson delivery must include analysis of student outcome performance, self-analysis of delivery of lesson and plans for addressing the limitations of performance outcomes for students and changes to the lesson in alignment with the unit in future attempts at repeating each lesson. - Demonstrate the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings - Behavior and social skill IEP/ITP objectives in action: communicating, listening and attaining solutions that meet 		
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<p>needs of family, individual with special needs and school setting</p> <ul style="list-style-type: none"> - Identifies and plans for transitional skill needs across of reading, speaking. Listening, written language and mathematical skills that facilitate post secondary career options for individuals with mild to moderate disabilities - Developing plan for next cycle of life grade changes, elementary to secondary and career - Putting Positive and self regulatory teacher behaviors into practices that increase the self-determination skill set that meet the needs of specific individuals with specific category of mild to moderate disabilities - Candidate uses analysis of instructional practices in the development of the transitional individual induction plan (IIP) 		
<p>Mild to Moderate Standard 6: Case Management</p>		
<ul style="list-style-type: none"> - Demonstrates in writing, planning, service delivery, assessment and interaction with others case management practices and strategies that address the needs of K to 22 year olds with mild to moderate disabilities as well as individuals being referred for special education services - Articulates and puts to practice case management practices that meet the federal, state and district legal and instructional requirements for individuals with mild to moderate disabilities. - Plan and demonstrate coordination skills and practices that address the IFSP, IEP, and ITP process and service delivery needs for individuals with mild to moderate disabilities - During master teacher and university supervisor candidate demonstrates effective, ethically appropriate collaboration and communications practices when working in the role of a case manager with paraprofessionals, other special educators, general education teachers, other professional service providers and parents - Demonstrates highly effective skills as a case manager providing resources, materials and consultation to families and professionals - Throughout student teaching candidate in the role of education specialist case manager for K to 22 year olds demonstrates effective and consistent abilities to collaboratively monitor student progress on an ongoing basis when individuals are not demonstrating appropriate age/grade level progress as IEP and ITP outcomes 	<ul style="list-style-type: none"> • Case Study • Universal Design of Learning Lesson Plans • Observation by University Supervisor • Shadowing & observation by master teacher or support teacher • Video clips • Journaling and reflections • Individual Induction Plan Pedagogy of Practice Project 	<ul style="list-style-type: none"> • <i>Student Teaching Intern Observation Form</i> • <i>Intern Performance Midpoint Final Point Rubric</i> • <i>PACT aligned Case Rubric</i>