



## Center for Teacher Innovation Intern Program Program Sponsor Transmittal Cover Sheet

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# Center for Teacher Innovation

## Education Specialist Intern Program (MM/MS) Initial Program Review



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## **Riverside County Office of Education Pledge, Mission, & Core Values**

### **RCOE Pledge**

*All students in Riverside County will graduate from high school well prepared for college and the workforce.*

The mission of the Riverside County Office of Education (RCOE) focuses on ensuring the success of all students. Our pledge to our stakeholders serves to define student success in relevant, measurable and achievable terms. We are committed to the accomplishment of our mission by focusing on our pledge. It drives everything we do at the RCOE.

### **RCOE Mission**

*The mission of the Riverside County Office of Education (RCOE) is to ensure the success of all students through extraordinary service, support, and partnerships.*

At RCOE, our goal is for every employee in our organization to be diligently engaged in efforts to ensure the success of all students in the county. This is coordinated through extraordinary service, support and partnerships to students, families, schools, and school districts countywide.

What makes a service, support or partnership extraordinary? We believe the answer to this is in extra effort that is put forth by our employees in the right way, at the right time, with the right attitude. It also includes identifying highly effective services, programs, and supports that are not currently being provided and bringing them into the organization so they can be evaluated, piloted, and assessed for potential benefit to those we serve and support in the context of student success.

### **RCOE Core Values**

The work we are engaged in at the Riverside County Office of Education (RCOE) demands total and complete cooperation among all of us. It requires open and honest professional communication between each of us. It requires us to use important interpersonal skills for self-reflection and self-correction, and observing more closely the reaction of others when we say or do things. Building that type

of relationship takes time, it comes through experience and choosing to build it. That's why our administrative council has carefully and thoughtfully identified three bedrock values which we believe are at the very core of all that we do here at RCOE:

- Building relationships that promote trust.
- Engaging in open and honest communication.
- Focusing on the needs of students and children.

## **Center for Teacher Innovation**

### **CTI Mission Statement**

*CTI develops teacher expertise by providing research-based learning opportunities and high-quality mentoring to accelerate teacher effectiveness and student success.*

### **CTI Vision Statement**

*CTI will empower ALL teachers to greatness ensuring success for ALL students.*

**Center for Teacher Innovation  
District Intern Program  
Education Specialist Preparation Program**

## **Introduction**

The Center for Teacher Innovation (CTI) is a subsidiary of the Riverside County Office of Education. CTI has successfully operated a new teacher induction program since 1995, focused on high-quality mentoring combined with content-rich cycles of inquiry.

Over the course of the past year, CTI engaged in extensive study of current research to determine priority indicators that directly impact both beginning teacher effectiveness as well as retention rates. Current research provides evidence that new teachers are far more likely to leave the profession than seasoned teachers. In addition, teachers in an intern program, particularly in Education Specialist settings, are at an even greater risk. Research has shown that new teachers need 3-7 years in the field to reach proficiency and maximize student performance. With American schools spending more than \$2.6 billion annually replacing teachers who have dropped out of the profession, schools are faced with the challenge of building a consistent teaching faculty that continues to strengthen its mastery of effective teaching.

The Center for Teacher Innovation has designed the Education Specialist Intern Program around four identified, research-based components that affect beginning teacher success rates and teacher retention: beginning teacher support, emotional intelligence, working conditions, and the stages of teacher mastery. All components of CTI's Education Specialist Intern Program directly connect to these [four, research-based components](#) of what beginning teachers must experience to increase the likelihood of remaining in the profession long-term, thus, becoming masters of the field.

This research was heavily considered during the design of the CTI Education Specialist Intern Program. The first component emphasized is teacher support. Beginning teachers in CTI's Education Specialist Intern Program will receive support in a multitude of ways from program staff, district/agency staff, site mentors, practicum supervisors, and instructional facilitators. Support providers (instructors, practicum supervisors, and site mentors) will receive training in the four identified components of research, the California Teaching Performance Expectations (TPEs), the California Standards for the Teaching Profession (CSTPs), and Multi-Tiered Systems of Support (MTSS). Each semester, support providers will hold cohort meetings in which they will receive additional training in these areas as well as provide input and collaboration with regard to program design and course content. Support providers will also have strong content knowledge, work in the same content area of the new teacher, be skilled at teaching teachers, include time with the new

teacher for lesson planning, provide effective feedback, and have a proven track record of raising student achievement. The MOU that is signed between CTI and partnering districts/agencies includes language addressing these requirements.

The second research-based component of program design is emotional intelligence. Intern candidates will complete a self-assessment at the beginning of the program as well as at the end of each semester. This self-assessment will measure intern candidate perspectives with regards to their progress on the TPEs and CSTPs as well as their perspectives on teacher emotional intelligence, including self-efficacy, growth mindsets, and indicators of teacher burnout, which are all identified as leading indicators of high teacher attrition rates. Support providers will use the results of this self-assessment to further strengthen program design and respond to the challenges new teachers face. Program staff will look for trends in the data and respond accordingly with regards to opportunities for support. Cohort meetings will be focused on, not only the TPEs and CSTPs, but the levels of emotional intelligence and how to respond to beginning teachers who may be showing signs of teacher burnout, frustration, and/or a fixed mindset.

The third component of program design is focused on work conditions. Teacher work conditions have been shown to have a great impact on teacher success and retention. For optimum work conditions, beginning teachers should be placed with supportive administration and strong grade-level teams that participate in structured, weekly common planning. Interns should also be provided a site mentor that is experienced, has strong content knowledge, and has proven results of raising student achievement. While individual working conditions are primarily out of the control of CTI and specific to each individual district/agency, CTI plans to address this factor by bringing increased awareness to partnering districts/agencies. Currently, CTI has strong working relationships with partnering districts/agencies through our induction program. CTI holds induction meetings with agency representatives three times per year. These meetings will now include a focus on the working conditions shown to increase teacher success and retention rates. Our hope is that continued communication and collaboration will strengthen our relationships with partnering districts and lead to increased awareness of the importance of positive school climates and the specific work conditions needed to increase teacher success and retention rates.

The fourth and final component of program design is focused on the stages of teacher mastery. Our program is committed to moving teachers from novice teacher to mastery teacher through a structured and sequential teacher preparation program. Research describes four stages of development that teachers move through during the first five years of teaching: survival, consolidation, renewal, and maturity (Peer assistance and review guidebook, 1998). Support providers, as well as the interns themselves, will be informed of the stages of development as well as acceptable ratings on the Intern Performance Appraisal (IPA), in which the TPEs and CSTPs are embedded. The program will use a gradual release model, with the interns receiving assurances and support as they navigate through the identified stages, primarily focusing on survival, consolidation, and renewal. Throughout the program, the TPEs and CSTPs will be introduced, practiced, and assessed. Performance rating expectations on the IPA and in the practicum will gradually increase with



course and fieldwork experiences focused on best practices, MTSS, and opportunities for the internalizing of theory, practical application, and reflection.

In conclusion, intern programs can often be intensive and challenging, requiring beginning teachers to earn their credential while teaching full-time, and before they are fully prepared. It is our belief that an intern program has the opportunity to maximize the two years interns spend in the program, as well as the third year of induction. The Center for Teacher Innovation's goal is to provide effective research-based support, through course and fieldwork, while interns simultaneously experience the realities of teaching as well as the first three stages of teacher mastery (survival, consolidation, and renewal). CTI's subsequent goal is to increase the percentage of beginning teachers who reach the final stage of mastery (maturity) once they have exited the program, thereby positively impacting students, teacher effectiveness, and teacher retention.

## Initial Program Preconditions

*The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.*

Precondition	How the Institution Meets the Precondition
<p>(1) <b>Demonstration of Need.</b> To be granted <i>initial program</i> accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	<p>The Riverside County Office of Education Superintendent of Schools has written a <a href="#">letter</a> of assurance based on a <a href="#">sampling</a> of school administrators in multiple school districts, identifying that there will be a need to hire or assign additional personnel to serve as Education Specialists within Riverside County and within the geographic area of the regional program.</p>
<p>(2) <b>Practitioners' Participation in Program Design.</b> To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p>	<p>Practitioners in the credential category have actively participated in the design and development of the program's philosophical orientation, educational goals, and content emphasis. The Center for Teacher Innovation currently has 17 instructors in our <a href="#">instructor pool</a>. These instructors have provided input as well as resources with regards to best practices in special education. In addition, CTI established a collaborative relationship between the Tulare County Office of Education and the Riverside County Office of Education. RCOE Executive Director of Special Education (held by Ann Vessey) and TCOE Executive Director of The New Teacher Leadership and Development (held by Donna Glassman-Sommer) provided input and insight with regards to CTI's Education Specialist Intern Credential Program, the needs of beginning special education teachers, and the course design and sequence. Finally, the Center for Teacher Innovation will conduct ongoing meetings with current practitioners in the credential category to collaborate on the continuous design and development of the program.</p>

## Preconditions for Internship Programs

*In addition to the Commission’s ten General Preconditions and the Preconditions for Preliminary Education Specialist Teaching Credential programs, for initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.*

Precondition	How the Institution Meets the Precondition
(1) <b>Bachelor’s Degree Requirement.</b> Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.	Applicants to CTI’s Education Specialist Intern Program are required to hold a baccalaureate or higher degree from a regionally accredited institution prior to being admitted. This is monitored and verified by the Center for Teacher Innovation Credential Administrator. Candidates are informed of this requirement at their initial information meeting (see <a href="#">PowerPoint</a> ) and they continue to be reminded ( <a href="#">see notification email</a> ) of this requirement throughout the application process. Requirements for potential intern candidates are also detailed in the Steps to Becoming an Intern Handbook (see <a href="#">flowchart</a> ) and again in the Center for Teacher Innovation Intern Program Handbook (see “ <a href="#">detailed step information</a> ” and “ <a href="#">eligibility criteria</a> ”). Candidates track their progress of all requirements in the TalentLMS Candidate Checklist (see <a href="#">snapshot</a> ).
(2) <b>Subject Matter Requirement.</b> Each Multiple Subjects intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).	Applicants to CTI’s Education Specialist Intern Program are required to demonstrate their subject matter competence prior to being admitted to the Intern Program via subject matter examination or by completing a subject matter waiver major. This requirement is monitored and verified by the credential administrator. Candidates are informed of this requirement at their initial information meeting (see IM <a href="#">PowerPoint</a> ) as well as at the mandatory Advisement Meeting (see Advisement <a href="#">PowerPoint</a> ). Candidates are continued to be reminded of this requirement throughout the application process and can find detailed information in the Steps to Becoming an Intern Handbook (see <a href="#">flowchart</a> ) and again in the Center for Teacher Innovation Intern Program Handbook (see “ <a href="#">detailed step information</a> ” and “ <a href="#">eligibility criteria</a> ”). Candidates track their progress in TalentLMS ( <a href="#">Snapshot of Candidate Checklist</a> ). Additional support is offered to candidates who have not met this requirement through our <a href="#">Accelerated Subject-Matter Acquisition</a> , in partnership with California State University, San Bernardino.

<p><b>(3) Pre-Service Requirement.</b></p> <p>(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.</p> <p>(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.</p>	<p>The Center for Teacher Innovation operates the Intern Program for Education Specialist teaching credential candidates in compliance with the pre-service requirements set forth by the Commission and California Code of Regulations 80033.</p> <p>CTI's Education Specialist Intern Program requires potential interns to complete 120 hours of pre-service coursework plus 45 hours of preparation to teach English learners prior to being recommended as interns to the Commission on Teacher Credentialing. Coursework includes preparation in general pedagogy (<a href="#">CURR 114a</a> and <a href="#">CURR 114b</a>) as well as classroom management (<a href="#">CURR 111</a>), human development (<a href="#">CURR 112</a>), technology (<a href="#">TECH 110</a>), reading and language arts (<a href="#">CURR 117</a>), legal and ethical issues (<a href="#">CURR 113</a>), specialty specific pedagogy (<a href="#">SPED 115</a>) and teaching English learners (<a href="#">ELL 116</a>).</p> <p><b>Additional Evidence:</b>  <a href="#">Pre-Service Course Descriptions</a></p>
<p><b>(4) Professional Development Plan.</b> The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:</p> <p>(a) Provisions for an annual evaluation of the district intern.</p> <p>(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.</p> <p>(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or</p>	<p>A Professional Development Plan and <a href="#">Memorandum of Understanding</a> (MOU) is developed and implemented for each intern in consultation with the employing district.</p> <p>The plan and the MOU includes but is not limited by the following:</p> <ol style="list-style-type: none"> <li>1. Prior to beginning daily teaching responsibilities, individuals will complete one of the following: 120 clock-hours of training in child development and the methods of teaching the subjects and grade levels to which the district intern is assigned six (6) semester units of coursework in the same areas.</li> <li>2. Additional instruction in child development and teaching methods will be provided during the first semester of employment for interns who are employed in kindergarten or grades 1–6.</li> <li>3. Instruction in the culture and methods of teaching English learners will be provided during the first year of employment for interns who are employed</li> </ol>

<p>grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.</p> <p>(d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.</p>	<p>in bilingual classrooms.</p> <p>4. Courses or training as determined by the governing board of the school district.</p> <p>5. A successful annual evaluation of the district intern's performance will be conducted.</p>
<p><b>(5) Supervision of Interns.</b></p> <p>(a) In all internship programs, the participating institutions shall provide supervision of all interns.</p>	<p>All Center for Teacher Innovation interns are supervised by a practicum supervisor and a district site mentor. The <a href="#">support and supervision requirements</a> are outlined in the Center for Teacher Innovation Intern Program Handbook. Intern candidates and support providers have access to the support hour requirement as well as detailed information regarding each specific role: intern, practicum supervisor, site mentor, and district/site administrator (see <a href="#">Section Two</a> of Handbook). All support providers and interns submit an expectations agreement (see <a href="#">Support Provider Expectations Agreement</a> and <a href="#">Intern Expectations Agreement</a>) in our online database TalentLMS documenting their understanding of the support hours requirement. Further information is documented on the Intern Support and Supervision <a href="#">Log</a> that is submitted at the end of each semester by the intern with the assistance of the support providers.</p> <p>All entities partner to provide candidates with 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to regulations. A <a href="#">Memorandum of Understanding</a> clearly defines all parameters for support and supervision among all partners.</p>
<p><b>(6) Assignment and Authorization.</b> To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential.</p>	<p>This stipulation is outlined in the <a href="#">Memorandum of Understanding</a> between the Center for Teacher Innovation and districts supporting interns.</p> <p>Riverside County Office of Education authorizes the candidates in the internship program to assume the functions that are authorized by the regular standard</p>

Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.	credential. Interns' services will meet the instructional or service needs of the participating district(s) with the primary objective being to increase the effectiveness of the intern in the classroom.
<b>(7) Participating Districts.</b> Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well.)	The Center for Teacher Innovation Intern Program is a joint project of participating public school districts and county offices of education, and has been submitted to the Commission for approval. Participating districts included public schools in Riverside and San Bernardino County and charter schools served by the RCOE and DMESC SELPA. The program agrees to participate in the accreditation cycle, which includes periodic review by the Commission. The specific credentials involved are: Education Specialist, mild to moderate and Education Specialist, moderate to severe.
<b>(8) Early Program Completion Option. (Does <u>not</u> apply to an Education Specialist intern program.)</b> Each multiple and single subject intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential.	
<b>(9) Length of Validity of the Intern Certificate.</b> Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subjects or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).	<p>The Center for Teacher Innovation Intern Program operates pursuant to Commission regulations and Education Code Section 44325 (b) in terms of length and validity for intern certificates.</p> <p>The Education Specialist District Intern Credential is valid for three years. The period of validity is outlined in the <a href="#">Memorandum of Understanding</a> between CTI and districts supporting interns as well as the Center for Teacher Innovation Intern Program Handbook (see <a href="#">Period of Validity</a>). This information is reviewed at the initial orientation for the intern program.</p>
<b>(10) Non-Displacement of Certificated Employees.</b> The institution and participating districts must certify that interns do not displace certificated employees in participating districts.	This stipulation is outlined in the <a href="#">Memorandum of Understanding</a> between CTI and districts supporting interns certifying that interns do not displace certificated employees in participating districts.

<p><b>(11) Justification of Internship Program.</b> When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.</p>	<p>The Center for Teacher Innovation Intern Program is being implemented to address employment shortages in special education. The Riverside County Office of Education Superintendent of Schools has written a <a href="#">letter</a> of assurance based on a <a href="#">sampling</a> of school administrators in multiple school districts, identifying that there will be a need to hire or assign additional personnel to serve as Education Specialists within Riverside County and within the geographic area of the regional program.</p>
<p><b>(12) Bilingual Language Proficiency.</b> Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Cross-cultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).</p>	<p>At this time, CTI will not be placing interns in bilingual classrooms. If the time arises that CTI does allow for interns to be placed in bilingual classrooms, each intern who is authorized to teach in bilingual classrooms will be required to have passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Cross-cultural Language and Academic Development Certificate (BCLAD).</p>



## Preconditions for Education Specialist Programs

*The following Preconditions apply to all institutions applying to the Commission for approval to offer one or more of the Education Specialist Programs listed below. Institutions must respond to the 10 General preconditions, the 4 Program Specific Preconditions, as well as these additional preconditions.*

Precondition	How the Institution Meets the Precondition
<p>(1) <b>English Language Skills.</b> In each program of professional preparation, the college, university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission’s standards. Reference: Education Code Sections 44227, 44253.1, and 44283.</p>	<p>One of the pre-service courses (<a href="#">ELL 116</a>) for the intern credential program addresses how to meet the needs of English learners. As part of the intern credential coursework, candidates will address how to address the unique needs of learners, including English Learners (ELs). Intern candidates who do not have a valid English learner authorization, CLAD Certificate, bilingual authorization or passing score on the CTEL examination shall participate in at least 45 hours of support mentoring and supervision per school year that is specific to the needs of English learners over the first two semesters of the intern credential program.</p>
<p>(2) <b>Program Admission.</b> The sponsor of an education specialist teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).</p> <ul style="list-style-type: none"> <li>• The candidate provides evidence of having passed the appropriate subject matter examination(s).</li> <li>• The candidate provides evidence of having attempted the appropriate subject matter examination(s).</li> </ul>	<p>The Center for Teacher Innovation operates program admission practices that include advisement and assessment of each candidate’s standing in relation to required subject matter preparation during admissions process. Only candidates who meet one of the criteria under Education Code Section 44227 (a) are admitted to the program. This requirement is monitored and verified by the credential administrator. Candidates are informed of this requirement at their initial information meeting (see IM <a href="#">PowerPoint</a>) as well as at the mandatory Advisement Meeting (see Advisement <a href="#">PowerPoint</a>). Candidates are continued to be reminded of this requirement throughout the application process and can find detailed information in the Steps to Becoming an Intern Handbook (see <a href="#">flowchart</a>) and again in the Center for Teacher Innovation Intern Program Handbook (see “<a href="#">detailed step information</a>” and “<a href="#">eligibility criteria</a>”). Candidates track their progress in TalentLMS (<a href="#">Snapshot of Candidate Checklist</a>). Additional support is offered to candidates who have not met this requirement through our <a href="#">Accelerated Subject-Matter Acquisition</a>, in partnership with California State University, San Bernardino.</p>



<ul style="list-style-type: none"> <li>• The candidate provides evidence of registration for the next scheduled examination.</li> <li>• The candidate provides evidence of having completed an appropriate Commission approved subject-matter preparation program.</li> <li>• The candidate provides evidence of continuous progress toward meeting the subject matter requirement.</li> <li>• The candidate provides evidence of enrollment in an organized subject matter examination preparation program.</li> </ul>	
<p>(3) <b>Subject Matter Proficiency.</b> The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole-class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.</p> <p>To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:</p> <ol style="list-style-type: none"> <li>1. Pass the Commission-approved multiple subjects matter examination; or</li> <li>2. Pass a Commission-approved subject matter examination in art, English, mathematics including</li> </ol>	<p>The Center for Teacher Innovation operates the Education Specialist Intern Program in compliance with subject matter proficiency requirements, including but not limited to Education Code Sections 44227.</p> <p>Prior to being given daily whole-class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school, each candidate shall meet subject matter competence for an Education Specialist teaching credential by passing a Commission-approved subject matter examination or holding a California general education teaching credential, in any subject (<a href="#">see eligibility criteria</a>).</p> <p>The Center for Teacher Innovation operates the Education Specialist Intern Program Prior in compliance with Highly Qualified Teacher requirements, including but not limited to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.</p> <p>Prior to employment, each candidate shall meet the subject matter requirements of a highly qualified teacher by passing a Commission-approved subject matter examination for multiple subjects or single subject, or through completion of a Commission approved single subject program or equivalent.</p>

<p>foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or</p> <p>3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or</p> <p>4. Hold a California general education teaching credential, in any subject.</p> <p>For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446, Sections 1401 and 1412 and California Code of Regulations Section 6111.</p> <p>(a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subjects Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)</p> <p>(b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration</p>	
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<p>of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission-approved Single Subject Matter program or the equivalent.</p> <p>(c) Those Educational Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e., alternatives to the California High School Exit Exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.</p>	
<p><b>(4) Completion of Requirements.</b> A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to the following:</p> <p>Reference: Education Code Sections 44225 (a), 44227, and 44283.2 (a).</p>	<p>The Center for Teacher Innovation will determine, prior to recommending a candidate for a credential that the candidate meets all legal requirements for the credential, including but not limited to Education Code Sections 44225 (a), 44227, and 44283.2 (a).</p> <p>Prior to being recommended for the corresponding credential, each candidate shall complete all of the requirements for the credential, including:</p> <ul style="list-style-type: none"> <li>• Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution.</li> <li>• Satisfaction of the Basic Skills Requirement.</li> <li>• Completion of an accredited professional preparation program.</li> </ul>

<ul style="list-style-type: none"> <li>• Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution.</li> <li>• Satisfaction of the Basic Skills Requirement.</li> <li>• Completion of an accredited professional preparation program.</li> <li>• Completion of the subject matter requirement.</li> <li>• Demonstration of knowledge of the principles and provisions of the Constitution of the United States.</li> <li>• Passage of the Reading Instruction Competence Assessment (RICA).</li> <li>• (Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2).</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of the subject matter requirement.</li> <li>• Demonstration of knowledge of the principles and provisions of the Constitution of the United States.</li> <li>• Passage of the Reading Instruction Competence Assessment (RICA).</li> </ul> <p>See Intern Program Handbook: <a href="#">Exiting the Intern Program</a></p>
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<b>Common Standards</b>	
<i>During Initial Program Review, institutions are required to submit the additional information below. The information to be provided demonstrates how the proposed new program will integrate into the existing education unit. Directions: Provide a concise narrative and link any supporting documentation/evidence as it applies to the proposed program. Narratives should be less than 200 words.</i>	
<b>Standard</b>	<b>How the Institution Meets the Standard</b>
<b>Common Standard 1: Educational Leadership</b>	
Provide the education unit or division organizational chart where the program will be housed, the chart includes the name and title of the person in charge of said unit/division and program.	The Intern Program will be housed within the <a href="#">Center for Teacher Innovation (CTI) of the Educational Services Division of Riverside County Office of Education</a> . Barbara Howard, as the Executive Director, is responsible to, and program staff are aligned to, accredited teacher education programs.
Describe how the institution determines that qualified faculty and instructional personnel teach courses, provide professional development, and supervise field based experiences and clinical practices for the proposed program.	Riverside County Office of Education (RCOE) adheres to fair employment practices, procedures, and policies of the Riverside County Office of Education. RCOE is an equal opportunity employer and adheres to a strong policy in this regard. Processes for determining that qualified personnel teach courses, provide professional development, and supervise field based experiences are outlined in the <a href="#">handbook</a> and <a href="#">recruitment flyer</a> . The application screening process includes minimum requirements, and experience for the employment role.
<b>Common Standard 2: Candidate Recruitment and Support</b>	
Provide the requirements for admission for the proposed program.	Potential candidates for the intern program must meet all <a href="#">prerequisite requirements</a> before reaching intern status. The requirements are: attend an information meeting; hold a bachelor's degree (3.0 GPA or better); passing score on CBEST; complete 165 hours of prerequisite coursework (pre-service); certificate of clearance (fingerprints); satisfy U.S. Constitution knowledge requirement; passing score on a CSET; receive an offer of employment.
Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines).	Initial information regarding program requirements are presented during <a href="#">information</a> and advisement meetings. During these sessions, program staff provide information on the prerequisite and intern program requirements. Potential program candidates receive further information during advisement. This includes timelines and costs. Once admitted, candidates receive an account using the learning

	management system ( <a href="#">see Intern View of TalentLMS</a> ). This system provides completion record and progress status.
How will candidates requiring assistance be identified and receive guidance and support?	As candidates progress through their course of study, the <a href="#">practicum supervisor</a> and program staff are key to their successful progress. Program staff, including the program administrator and executive director ensure that staff monitor progress and provide resources and <a href="#">support</a> . These resources and support may include: <a href="#">advisement</a> , consultation, and employment guidance.
<b>Common Standard 3: Fieldwork and Clinical Practice</b>	
How will the institution implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program?	Evaluation of program implementation and effectiveness includes the collaborative efforts of <a href="#">support providers</a> , partnering school districts, and <a href="#">participant feedback</a> . Program staff, in collaboration with stakeholders and governing team members include program data within the unit assessment plan. This data analysis is used for program and candidate decisions.
How will the institution ensure that candidates are provided opportunities to experience issues of diversity?	The RCOE intern program and its site partners examine the candidates professional practice and experiences to verify a candidate's ability to effectively educate and support all students. The intern program address the diversity of students, teachers and administrators and other staff by engaging in activities across the program. One such example is found in the curriculum for <a href="#">Teaching Culturally and Linguistically Diverse Students</a> .
How will the institution ensure that site-based supervisors are certified and experienced in teaching in the specified content of the proposed program?	Riverside County Office of Education (RCOE) adheres to fair employment practices, procedures, and policies of the Riverside County Office of Education. Processes for ensuring that site-based supervisors are certified and experienced in teaching in the specified content begins during the application process where a valid credential or certification is required. The <a href="#">handbook</a> and <a href="#">recruitment flyer</a> includes minimum qualifications.
How will the institution ensure that supervisors are trained in supervision, oriented to the supervisor role, and evaluated in a systematic manner?	The primary methods to ensure that supervisors are trained, oriented, and evaluated in a systematic manner are included in their employment agreement and the roles and responsibilities. These policies are outlined in the <a href="#">handbook</a> . Both the administrator of the program and the executive director of CTI are responsible to enact these policies.

	<p><b>Additional Narrative:</b>  The program regularly evaluates the performance of supervisors in a variety of ways and collects data from a variety of sources throughout the year about program quality and effectiveness. Practicum Supervisors upload all observation forms (<a href="#">see sample</a>) into the learning management system TalentLMS and CTI program administrators review and approve the observation uploads at the end of every month, ensuring the data collected as well as the feedback provided is effective and constructive.</p> <p>In addition, interns complete a <a href="#">survey</a> at the end of each course (approximately 10 times per year) as well as a <a href="#">survey</a> at the end of each Practicum (twice per year) to provide individual perspectives and comments regarding instructors, supervisors, and site mentors to help improve the intern experience. CTI program administrators review the surveys at the end of semester 1 and again at the end of semester 2. The results are then used to ensure systematic course correction as well as to guide opportunities for growth and training. Based on multiple sources of feedback, only those personnel who model effective, professional practice are retained.</p>
<b>Common Standard 4: Continuous Improvement</b>	
How will the proposed program be incorporated into the education unit's continuous improvement process that identifies program and unit effectiveness?	RCOE, as the education unit, provides the infrastructure for ongoing evaluation of program and unit effectiveness. The unit provides for an <a href="#">Institutional Advisory Committee</a> that meets to review both unit and program effectiveness data. With the inclusion of the Intern program, this advisory body will add intern program effectiveness, progress and completion data to its review. In addition, the <a href="#">Governance Team</a> and CTI Unit meetings will include intern program data that will be included in the unit assessment plan.
How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates?	The <a href="#">Institutional Advisory</a> , <a href="#">Governance Team</a> , and <a href="#">Unit Meetings</a> provide the structure to oversee the effectiveness of the program. During these meetings, the full range of program and unit assessments are reviewed and analyzed.

## Common Standard 5: Program Impact

What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards?

### Additional Narrative:

CTI intern candidates are assessed according to the Commission adopted competency requirements, as specified by the program standards. Assessments of intern competence are secured throughout the program coursework to assure that professional knowledge and skills meets the Commission-adopted competency requirements, as specified by the program standards. Assessments are driven by the Teacher Performance Expectation (TPE) Rubrics and Continuum of Teaching Practices aligned to the California Standards for the Teaching Profession (CSTP). CTI program administrators, instructors, and practicum supervisors evaluate coursework evidence linked to program standards for completeness.

Details of the coursework minimum passing requirements are outlined in the [Instruction and Assessment](#) as well as the [Coursework Completion and Grading](#) portions of the intern handbook. Intern candidates are also assessed during their four Practicum courses (two per year). Candidates must develop an [Individual Learning Plan \(ILP\)](#), meet the [Intern Support Hours Requirement](#), submit an [Intern Support Log](#), and receive an overall rating of “developing” or higher on the [Intern Performance Appraisal \(IPA\)](#) at the end of each Practicum. Any intern not meeting standards in coursework and/or Practicum are placed on a [Corrective Action Plan](#) to ensure additional support and resources are provided to the intern. To receive a recommendation for an Education Specialist Preliminary Credential, interns must meet the [exit criteria](#) and [Intern Program Completion Checklist](#) outlined in the intern handbook.



<b><u>Program Design Standards</u> for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials</b>	
<b>Standard</b>	<b>How the Institution Meets the Standard</b> — hyperlink to supporting documentation
<b>Program Standard 1: Program Design, Rationale and Coordination</b>	
Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools.	<p>RCOE programs of professional preparation, Intern, Induction and administrative are coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of today’s technologically innovative and diverse school settings.</p> <p>Program design is based on the current framework of the <a href="#">California Multi-Tiered System of Supports</a> (MTSS). Interns are provided ongoing opportunities to provide equitable access to the Common Core State Standards (CCSS) through the MTSS focuses of “core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.”</p> <p>The three major principles of Universal Design for Learning (UDL) are also introduced, promoted and reinforced in each course to meet the needs of the full range students in the specific areas authorized by the credential. Multiple Means of Engagement, Multiple Means of Representation and Multiple Means of Action &amp; Expression are incorporated into lesson plans and course delivery for interns.</p> <p>The Center for Teacher Innovation has built the Education Specialist Intern Program around four identified, research-based components that affect beginning teacher success rates and teacher retention: beginning teacher support, emotional intelligence, working conditions, and the stages of teacher mastery. All components of CTI’s Education Specialist Intern</p>

	<p>Program directly connect to these four, research-based components of what beginning teachers must experience to increase the likelihood of remaining in the profession long-term and, thus, becoming masters of the field.</p>						
<p>The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential.</p>	<p>The CTI Intern Program is designed to reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. Interns are provided fieldwork opportunities in a variety of classroom settings and service delivery models, including general education under the mentoring and observation of their site mentor and practicum supervisor. The full range of <a href="#">courses and course curriculum</a> provide the intern with the knowledge and skills to meet the needs of students in the specific areas authorized by the credential.</p> <p>All courses are designed as a co-teaching model with both a Special Education and General Education teacher providing instruction to offer interns with the relevant and current perspectives of teacher leaders from both settings.</p> <p>The two-year course sequence is designed to provide interns with knowledge and skills in all Commission-adopted standards.</p>						
<p>The program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program.</p>	<p>The CTI Intern program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. Coursework is presented to interns in a cumulative sequence to build upon previously learned skills, allowing for both inquiry and application. Content presented by course instructors is supported in practice through concurrent Practicum classes and support provider observations and targeted feedback, the course sequence is as follows:</p> <p><u>Year 1</u></p> <table> <tr> <td>SPED275</td><td>IEPs and Transitions</td></tr> <tr> <td>SPED261</td><td>Assessment &amp; Intervention</td></tr> <tr> <td>SPED267</td><td>Autism Spectrum Disorders</td></tr> </table>	SPED275	IEPs and Transitions	SPED261	Assessment & Intervention	SPED267	Autism Spectrum Disorders
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	<p>SPED221 Exceptional Learners: Differentiation in the Classroom</p> <p>SPED260 Positive Behavior Management</p> <p>CURR232 Beginning Reading Curriculum &amp; Instruction</p> <p>SPED259 Programming Strategies for Students With Autism</p> <p>CURR252 Instructional Strategies for ELL</p> <p>CURR251 Teaching Culturally &amp; Linguistically Diverse Students</p> <p>SPED271 Specialized Health, Movement, Mobility, &amp; Sensory Development</p> <p>SPED281 Practicum Supervision</p> <p>SPED282 Practicum Supervision</p> <p><u>Year 2</u></p> <p>SPED263 SPED Law</p> <p>SPED264 Collaboration Skills</p> <p>CURR233 Language Arts &amp; Writing C &amp; I</p> <p>SPED230/270 C &amp; I for Students with Mild/Moderate or Mod/Severe Disabilities</p> <p>SPED258 Communication &amp; Behavior for Autism Spectrum Disorders</p> <p>SPED262 Typical/Atypical Development</p> <p>CURR231 Math Curriculum &amp; Instruction</p> <p>CURR234 Building Academic Language</p> <p>TECH290 Technology in the Classroom</p> <p>SPED266 History &amp; Philosophy of Special Education</p> <p>SPED283 Practicum Supervision</p> <p>SPED284 Practicum Supervision</p>
The program describes a plan that allows for multiple points of entry.	<p>The CTI Intern program has a plan which allows for multiple points of entry. Prospective interns are eligible to join the next available Pre-Service cohort as soon as they complete and can provide verification of the following prerequisites:</p> <ol style="list-style-type: none"> <li>1) Possession of a completed bachelor's degree.</li> <li>2) A passing CBEST score.</li> <li>3) A valid and current Certificate of Clearance.</li> </ol>

	<p>4) Verification of the U.S. Constitution requirement (exam or transcript analysis).</p> <p>Prospective interns then can join the next available Intern Cohort upon verification of the following prerequisites:</p> <ol style="list-style-type: none"> <li>1) A passing CSET score.</li> <li>2) A current offer of employment from a partnering school district.</li> </ol>
<b><i>Intern Program Delivery Model:</i></b>	
The intern program is a partnership between the preparation program and the employing school district.	The CTI Intern program is a partnership between RCOE and several of the local school districts in both Riverside and San Bernardino counties. Partnering school districts sign a Memorandum of Understanding (MOU) stating they will provide each intern with supports as outlined in the Commission-adopted standards, including a trained site mentor.
In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record.	<p>The CTI Intern program integrates theory and practice as appropriate for teachers of record.</p> <p>The emphasis of both inquiry and application embedded throughout the program in both fieldwork and coursework, as interns are required in their <a href="#">Final Exam / Reflection</a> for every course to demonstrate their ability to facilitate the teaching and learning processes covered in the course. They will also produce and deliver a Multimedia <a href="#">Class Presentation</a> as part of their course project for every course.</p> <p>Using video as a reflection tool is also embedded into all courses. <a href="#">The Video Reflection of Practice</a> allows interns to use a video platform as a means of self-reflection (with annotation software), targeted peer feedback and direct feedback from the instructional facilitator.</p> <p>Interns will also utilize technology in each course to interact online via their <a href="#">Interactive Journals and Curated Resources</a>. This includes posting assigned topical reflections and responding to peer's posted journal entries. The Curated Resources will be a repository of online links relevant to the</p>

	specific course which will provide a wealth of resources and video exemplars. In addition to the comprehensive items provided in the Curated Resources by the program and instructional facilitator, interns are also required to upload at least one link related to the course topic to expand access for all existing resources.								
Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15.	<p>CTI program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15.</p> <p>CTI's Education Specialist Intern Program requires potential interns to complete 120 hours of pre-service coursework plus 45 hours of preparation to teach English learners prior to being recommended as interns to the Commission on Teacher Credentialing. Coursework includes preparation in general pedagogy (CURR 114) as well as classroom management (CURR 111), human development (CURR 112), technology (TECH 110), reading and language arts (CURR 117), legal and ethical issues (CURR 113), specialty specific pedagogy (SPED 115) and teaching English learners (ELL 116).</p>								
The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards.	<p>The remaining content and fieldwork in the CTI Intern program builds on the pre-service experiences and addresses all Commission-adopted standards.</p> <p>Coursework is presented to interns in a cumulative sequence to build upon previously learned skills, allowing for both inquiry and application while addressing all of the Commission-adopted standards. The course sequence is as follows:</p> <p><u>Year 1</u></p> <table> <tr> <td>SPED275</td><td>IEPs and Transitions</td></tr> <tr> <td>SPED261</td><td>Assessment &amp; Intervention</td></tr> <tr> <td>SPED267</td><td>Autism Spectrum Disorders</td></tr> <tr> <td>SPED221</td><td>Exceptional Learners: Differentiation in the Classroom</td></tr> </table>	SPED275	IEPs and Transitions	SPED261	Assessment & Intervention	SPED267	Autism Spectrum Disorders	SPED221	Exceptional Learners: Differentiation in the Classroom
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The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.	The CTI Intern program and partnering districts jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program. Site mentors are provided to ensure that interns receive the mandated 144 hours of support, along with any needed Just-In-Time supports or mentoring. The practicum supervisor provides ongoing guidance and observation through the Practicum coursework ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and frequent on-site interactions with interns. Partnering

	school districts sign a Memorandum of Understanding (MOU) stating they will provide each intern with supports as outlined in the Commission-adopted standards.
<b>Program Standard 2: Professional, Legal and Ethical Practices</b>	
Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education.	The program provides instruction in the philosophy (UDL), history (IDEA, ADA) and legal requirements (LRE, FAPE), and ethical practices (student-first language) of special education through coursework and fieldwork in <a href="#">SPED 266</a> History and Philosophy of Special Education, <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions.
This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.	<p>The curriculum includes state and federal mandates through coursework and assigned readings in <a href="#">SPED 266</a> History and Philosophy of Special Education and <a href="#">SPED 263</a> Special Education Law. Legal requirements for assessment are introduced in <a href="#">SPED 263</a> (Assessment timelines and guidelines) and applied in <a href="#">SPED 261</a> Assessment of Learning and Teaching (Assessment Report) and <a href="#">SPED 275</a> IEPs and Transitions (using Assessments to create IEPs). Individualized Family Service Program (IFSP) and Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities is applied in <a href="#">SPED 275</a> with the development of a legally-compliant IEP. All course assignments and fieldwork are applied through the lens of meeting the needs of IEP student goals.</p> <p><b>Additional Narrative:</b>  <b>Interns are introduced to the IFSP by reviewing and reading <a href="#">Part C of IDEA</a>, including the <a href="#">Part C Final Regulations</a> and the <a href="#">Model IFSP Form</a> in <a href="#">SPED 275</a>. Candidates then practice by analyzing an IFSP from their current employing district (for a current student if possible) in the <a href="#">IFSP Case Study</a> assignment, making sure all elements of <a href="#">Part C Final Regulations</a> and the <a href="#">Model IFSP Form</a> are present. Candidates are assessed in the creation and writing of an IFSP based on a provided case study (an example case study student) in the <a href="#">IFSP Case Study</a> assignment via an <a href="#">IFSP Rubric</a>.</b></p>

<p>The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments.</p>	<p>The program provides interns with information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe educational environments in <a href="#">SPED 260</a> Positive Behavior Management where policies and procedures to promote safe classrooms and schools are modeled and reviewed.</p> <p><a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions courses discuss the legal and ethical laws and regulations pertaining to behavior. Interns examine and demonstrate knowledge of the manifestation determination process and behavior topics specifically addressed in IDEA and state Education Code. Legally-compliant behavioral PLPs, Goals and Assessment data are also crafted and included in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Referral Process Summary), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA).</p>
<p>The program provides opportunities for demonstration 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.</p>	<p>The program provides opportunities for interns to demonstrate 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 through coursework and fieldwork. Ethical standards are examined through the lens of LRE and Educational Benefit in <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom focuses on the systems of support available to individuals with disabilities within the MTSS framework. <a href="#">SPED 267</a> Autism Spectrum Disorders, <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders and <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders allow interns to review and implement evidence-based educational practices corresponding to the latest theories, research and regulations in service delivery. Interns also demonstrate evidence-based lesson plans in <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities.</p>



<b>Program Standard 3: Educating Diverse Learners</b>	
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.	Interns are provided instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. Interns reflect on their own understanding of the differences in diverse learners and learn best practices in managing the Dynamics of Difference, adapting to diversity and teaching with poverty in mind through coursework and assigned readings in <a href="#">CURR 251</a> Teaching Culturally & Linguistically Diverse Students.
In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.	Interns are provided with the knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. Pedagogical theories and principles/practices for English language usage leading to comprehensive literacy (Zone of Proximal Development, Comprehensible Input, Receptive and Productive Skills and Structured Language) are provided and applied in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. Development of a comprehensive literacy program, from universal screening to explicit instruction to progress monitoring is demonstrated and applied in <a href="#">CURR 232</a> Beginning Reading. The knowledge and application of connecting content to Academic Language, incorporating Talk Moves, aligning teaching choices to Language Goals/Needs and implementing a Comprehensive Vocabulary Program are embedded in coursework and fieldwork in <a href="#">CURR 234</a> Building Academic Language.
The program ensures each candidate is 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 with disabilities from diverse populations.	The program ensures each intern is 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 with disabilities from diverse populations. Understanding Cultural Proficiency and the guiding principles of Culturally Competent Teaching are demonstrated and implemented through the coursework and fieldwork in <a href="#">CURR 251</a> Teaching Culturally & Linguistically Diverse Students. Methodologies and strategies including Inter-cultural

	Communication Skills, Barriers to Cultural Proficiency and The Cultural Proficiency Continuum are applied in <a href="#">CURR 251</a> .
<b>Program Standard 4: Effective Communication and Collaborative Partnerships</b>	
The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers:	The program provides interns with instruction in communicating, collaborating and consulting effectively with individuals with disabilities their parents, and primary caregivers. This includes <a href="#">SPED 264</a> Collaboration Skills, where interns learn and practice research-based strategies for facilitating IFSP/IEP/ transition meetings, working with parents and families and teamwork skills. Interns demonstrate skills required to provide information to family members and primary caregivers regarding typical developmental expectations as well as the impact of the disability on developmental progress by conducting an in-depth Parent Interview in <a href="#">SPED 262</a> Typical & Atypical Development. Strategies for effective communication with family members regarding typical developmental expectations as well as the impact of the disability on developmental progress is also explicitly addressed in coursework and fieldwork in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development, <a href="#">SPED 264</a> Collaboration Skills, and <a href="#">SPED 275</a> IEPs and Transitions.
The program provides instruction in communicating, collaborating and consulting effectively with (2) general/special education teachers, and co-teachers, related service personnel, and administrators	Interns are provided instruction in communicating, collaborating and consulting effectively with general/special education teachers, and co-teachers, related service personnel, and administrators in <a href="#">SPED 264</a> Collaboration Skills. Collaborative Instruction utilizing co-teaching and co-planning models are introduced and practiced through coursework and a submitted Co-Teaching Lesson Plan. Communication tools including data-sharing strategies, shared calendars, and conducting critical conversations are applied through coursework and assigned readings for use with related service personnel, paraeducators and administrators.
The program provides instruction in communicating, collaborating and consulting effectively with (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP.	The program provides interns with instruction in communicating, collaborating and consulting effectively with trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. Interns receive instruction and research-based strategies in

	the stages of team development, developing teamwork skills, characteristics of collaborative teams and taking team action in <a href="#">SPED 264</a> Collaboration Skills for application in improving their communication, collaboration and consulting effectively with trans-disciplinary teams.
The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.	Interns are provided opportunities to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. Interns co-plan and deliver a Co-Teaching Lesson in <a href="#">SPED 264</a> Collaboration Skills. Establishing and working in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs is also demonstrated through fieldwork and coursework in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Utilizing teams of support with MTSS), <a href="#">CURR 232</a> Beginning Reading (Progress Monitoring for early literacy struggles through integrated services), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report with input from all related services) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA based on individual student needs through a team lens). Creating a legally-compliant IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions synthesizes a collaborative effort to service individual student needs.
The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.	The program informs interns of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. Collaborating with outside agencies (public and non-public) and the business community to align post-school transition supports in applied through coursework and fieldwork in <a href="#">SPED 275</a> IEPs and Transitions. Locating and establishing communication with outside agencies and the business community in applied through coursework and fieldwork in <a href="#">SPED 267</a> Autism Spectrum Disorders and the examination of the LCAP/LCFF in <a href="#">SPED 266</a> History and Philosophy of Special Education.

<b>Program Standard 5: Assessment of Students</b>	
The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.	The program provides interns with opportunities to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. The comprehensive assessment processes in Special Education, from referral to exiting, are introduced and applied in <a href="#">SPED 261</a> Assessment of Learning and Teaching. Knowledge of assessments for Early Childhood, Transition Education and Planning, Oral Language, Classroom Behavior / Behavioral Disorders, Screening for Sensory Impairments, Screening for Learning Disabilities, Discrepancy Analysis for Identification of Learning Disabilities and Cognitive Assessments are demonstrated.
Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services.	Interns demonstrate understanding and the use of multiple sources of information in order to participate in progress monitoring and in decision - making regarding eligibility and services through coursework and fieldwork in multiple courses. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (data collection and analysis of multiple interventions in an MTSS framework), <a href="#">CURR 232</a> Beginning Reading (data-driven decision-making through a comprehensive progress monitoring system for early literacy), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report with input from all stakeholders regarding eligibility and services) and <a href="#">SPED 260</a> Positive Behavior Management (writing a FBA using multiple sources of information). Creating a legally-compliant IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions also synthesizes multiple data sources into a comprehensive document.
The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.	The program provides interns with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. Coursework and fieldwork in <a href="#">SPED 261</a> Assessment of Learning and Teaching offers strategies in avoiding bias in testing, modification of testing procedures to suit diverse language, communication, and cognitive abilities. Nonverbal measures of intelligence are also modeled. Those strategies will be applied in creating and implementing a

	comprehensive assessment plan for targeted students, resulting in the writing of a legally-compliant Assessment Report.
The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.	<p>Interns are provided opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. Evidence-based practices in formal and informal assessments are introduced and applied in the coursework and fieldwork of <a href="#">SPED 261</a> Assessment of Learning and Teaching. The <a href="#">Final Exam / Reflection</a> for every course asks interns to reflect on their answer for every prompt with "How will you know/assess if the application is successful?" Interns demonstrate the utilization of data to drive accommodations, modifications, instructional decisions and ongoing program improvements through reflection and planning in the <a href="#">CTI recommended lesson template</a> in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities, <a href="#">SPED 264</a> Collaboration Skills, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. Assessment planning and data review are also embedded in all Practicum courses and ongoing structured meetings with practicum supervisors.</p>
The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.	<p>The program provides the opportunities for each intern to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. <a href="#">SPED 266</a> History and Philosophy of Special Education provides a historical framework for the evolution of assessments and accountability systems. <a href="#">SPED 263</a> Special Education Law has interns demonstrate knowledge of the current timelines and eligibility requirements of the required statewide assessments and local, state and federal accountability systems. Interns demonstrate the ability to include relevant assessment information in a legally-compliant manner for an IEP in <a href="#">SPED 275</a> IEPs and Transitions. Interns synthesize the information from required</p>

	assessments with additional comprehensive assessments to write a legally-compliant Assessment Plan in <a href="#">SPED 261</a> Assessment of Learning and Teaching.
<b>Program Standard 6: Using Educational and Assistive Technology</b>	
The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process.	<p>The program provides opportunities for interns to acquire the ability to use computer-based technologies to facilitate the teaching and learning process in all courses, specifically including <a href="#">TECH 110: Technology in the Classroom (Pre-Service)</a> and <a href="#">TECH 290 Technology in the Classroom (Intern)</a>. In <a href="#">TECH 290</a>, interns will acquire the skills to create engaging and relevant Multimedia Presentations and Screen Capture Demonstrations designed to improve access for all students. This includes introduction and practice of the Four Cs of technology Integration – Creativity, Collaboration, Communication, and Critical Thinking. The emphasis of utilizing technology effectively is embedded throughout the program, as interns are required in their <a href="#">Final Exam / Reflection</a> for every course to demonstrate their ability to facilitate the teaching and learning processes covered in the course with relevant computer-based technologies. They will also produce and deliver a Multimedia <a href="#">Class Presentation</a> as part of their course project for every course.</p> <p>Using video as a reflection tool is also embedded into all courses. <a href="#">The Video Reflection of Practice</a> allows interns to use a video platform as a means of self-reflection (with annotation software), targeted peer feedback and direct feedback from the instructional facilitator.</p> <p>Interns will also utilize technology in each course to interact online via their <a href="#">Interactive Journals and Curated Resources</a>. This includes posting assigned topical reflections and responding to peer’s posted journal entries. The Curated Resources will be a repository of online links relevant to the specific course which will provide a wealth of resources and video exemplars. In addition to the comprehensive items provided in the Curated Resources by the program and instructional facilitator, interns are also</p>

	required to upload at least one link related to the course topic to expand access for all existing technologies.
Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.	<p>Interns will demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting through a combination of fieldwork, assignments and collaborative activities.</p> <p>This includes using a digital platform to complete a student IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions, navigating their School Information System (SIS) in <a href="#">SPED 263</a> Special Education Law and using site data collection platforms in <a href="#">SPED 260</a> Positive Behavior Management to create a Positive Behavioral Intervention and Supports (PBIS) Plan and Functional Behavior Assessment (FBA). Interns will use computer-based technologies to collect and analyze data in <a href="#">CURR 232</a> Beginning Reading to construct a Progress Monitoring System and in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom to illustrate the MTSS and Referral Process. In <a href="#">SPED 261</a> Assessment of Learning and Teaching, interns will synthesize multiple online data points into a cohesive Assessment Report.</p>
Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.	<p>Interns will demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities in a variety of settings. In <a href="#">CURR 232</a> Beginning Reading low and high equipment including Speech to Text, Text to Speech, Word Prediction and AT Writing and Dictionary Assistance for curriculum access and skill development is introduced and practiced. Computer-Aided Instruction (CAI) and Video Modeling (VM) are presented with other materials to facilitate communication in <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders. Assistive Technology and Speech Generating Devices, and their possible uses and adaptations, are applied in <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders.</p>



	<p><b>Additional Narrative:</b>  Candidates practice and are assessed in their knowledge of assistive technology in their Video Reflection of Practice in the <a href="#">SPED 258</a> and <a href="#">TECH 290</a> courses. The submitted video (and accompanying lesson plan) must include the implementation of an assistive technology strategy, including a rationale the appropriateness and efficacy of the strategy and a reflection of its effectiveness.  Interns also practice using the <a href="#">Assistive Technology Checklist</a> from the CDE to create a lesson plan in the <a href="#">TECH 290</a> course and apply it to a current focus student.</p> <p>Candidates are asked in the Final Exam / Reflection for every course to address “Which concept(s) covered in this course can be adapted to incorporate instructional technologies, <u>assistive technologies</u> and 21st century learning skills? How will you know / assess if the application is successful?”</p> <p>Candidates are assessed in <a href="#">SPED 259</a> by completing <a href="#">Autism Internet Modules</a> through <a href="https://autisminternetmodules.org/">https://autisminternetmodules.org/</a> (free log in needed to access materials) on <a href="#">Computer Aided Instruction</a>, <a href="#">Language and Communication</a>, <a href="#">Speech Generating Devices</a>, and <a href="#">Functional Communication Training</a>. Candidates are expected to earn a score of 100% on the Assessment included in each module to receive credit. Candidates submit <a href="#">Printed Assessment Results</a> for each module to their instructor via a <a href="#">Completion Report</a> for verification.</p>
<b>Program Standard 7: Transition and Transitional Planning</b>	
The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the life span.	The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the life span including <a href="#">SPED 275</a> IEPs and Transitions and Practicum Courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV). Interns will plan a legally-compliant Transition Plan for implementation, including the administration and



	evaluation of age-appropriate assessments geared towards transitional life experiences and preferences for students with disabilities across the life span.
Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.	Interns will collaborate with personnel from other educational and community agencies through coursework and fieldwork to plan for successful transitions by students. Interns will research local entities and connect students to their available transition resources in <a href="#">SPED 275</a> IEPs and Transitions.
Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.	<p>Interns will demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills with age-appropriate formal and informal Transition assessments and strategies, Experiential Learning and Community-Based Instruction (CBI) in <a href="#">SPED 275</a> IEPs and Transitions. In <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders, strategies connecting Transition Goals and Self-Determination and Expression Skills for Students with Autism are practiced.</p> <p><b>Additional Narrative:</b>  <b>Candidates use the <a href="#">Secondary Transition Planning: The Basics</a> from the CA Transition Alliance, including the information contained on the mandates and best practices for self-determination and expression skills, to create their Transition Plan in the <a href="#">SPED 275</a> course. The Transition Plan is assessed to meet current district and state compliance standards.</b></p> <p><b>Interns also practice teaching a Self-Determination and Expression Skills strategy in an Assignment (<a href="#">Implement a Self Determination and Self Expression</a> strategy) in the <a href="#">SPED 275</a> course. Interns provide a written rationale to determine the appropriateness and efficacy of their selected strategy and a reflection of its effectiveness.</b></p> <p><b>Candidates are assessed in <a href="#">SPED 259</a> by completing a module through <a href="https://autisminternetmodules.org/">https://autisminternetmodules.org/</a> (free log in needed to access materials)</b></p>

	<p>on <a href="#">Social Supports for Transition-Aged Individuals</a>, which includes case studies and applications for self-determination and expression skills. Candidates are expected to earn a score of 100% on the Assessment included in each module to receive credit. Candidates submit <a href="#">Printed Assessment Results</a> for each module to their instructor via a <a href="#">Completion Report</a> for verification.</p>
<p><b>Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</b></p>	
<p>The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</p>	<p>Interns are provided multiple opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</p> <p>Interns demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process. This includes <a href="#">SPED 264</a> Collaboration Skills, where interns learn and practice research-based strategies for facilitating IFSP/IEP/ transition meetings, working with parents and families and teamwork skills. Interns complete reflective journals to detail their application of these strategies through fieldwork and IFSP/IEP/transition planning meetings they lead and attend. The pre-referral intervention and assessment processes are introduced in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom. Interns detail the pre-referral intervention and assessment processes for their district and site, and facilitate the processes for a minimum of one applicable student. Instruction and fieldwork in data collection and assessment in <a href="#">SPED 261</a> Assessment of Learning and Teaching allow interns to synthesize multiple online data points into a cohesive Assessment Report.</p> <p>Instructional facilitators and program supervisors continually reinforce the</p>

	<p>connection between planning specially-designed instruction to support access to the core curriculum and participating in ISFP/IEPs and Post-Secondary Transition planning. This is demonstrated through fieldwork and coursework in multiple courses (including <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities, <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders, <a href="#">CURR 232</a> Beginning Reading) where interns develop, implement and reflect on accessible lesson plans and evidence-based practices.</p> <p>Developing appropriate IFSP/IEP/transition planning goals based on standards are presented in <a href="#">SPED 275</a> IEPs and Transitions and Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV). Interns will plan a legally-compliant Transition Plan for implementation, utilizing age-appropriate assessments and translating them into standards-based goals for students with disabilities across the life span.</p> <p>The program provides interns the ability to demonstrate they can follow all legal requirements of the IFSP/IEP/transition planning process in <a href="#">SPED 275</a> IEPs and Transitions and Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) where interns will write both a complete legally-compliant IEP and Transition Plan for implementation for a minimum of one student.</p>
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## Preliminary Education Specialist Teaching Credentials Program Standards

Preliminary Education Specialist Teaching Credentials Program Standards	
Standard	How the Institution Meets the Standard — hyperlink to supporting documentation
<b>Standard 9: Preparation to Teach Reading-Language Arts</b>	
The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts.	The preparation program provides substantive, research-based instruction that effectively prepares each intern to teach reading/language arts by providing courses including <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language and <a href="#">CURR 252</a> Instructional Strategies for English Language Learners.
Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework.	Interns in the CTI Education Specialist program will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic instruction in reading and spelling through a structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, comprehension, encoding and progress monitoring) aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Interns demonstrate the ability to deliver writing instruction in various genres and styles (Informational, Narrative, Response to Literature, Coherence, Unity, Audience, Purpose, and Tone) in <a href="#">CURR 233</a> Language Arts and Writing aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Oral Language strategies are introduced and applied in <a href="#">CURR 232</a> , and built upon in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners where Talk Moves, Receptive and Productive Skills, Contexts for Listening and

	Comprehensible Input / Output are demonstrated through coursework and fieldwork in alignment to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework.
The program provides candidates with systematic, explicit instruction to meet the needs of <i>the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners</i> who have varied reading levels and language backgrounds.	The program provides interns with systematic, explicit instruction to meet the needs of <i>the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners</i> who have varied reading levels and language backgrounds. In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic instruction through a structured literacy approach to students with varied reading levels and language backgrounds. Coursework and fieldwork include: universal screeners are used to establish baseline skills to inform student groupings where interns can then create targeted groups. Explicit instruction and progress monitoring data are then implemented to monitor individual and group progress. Practicum supervisors and interns review data and instructional plans to ensure educational benefit for the full range of learners.
The preparation program provides each candidate with experience in a classroom where reading is taught.	Through placement in a school as defined in Education Code Sections 56031, 56360, and 56361 each candidate will be provided with experience in a classroom where reading is taught under the guidance and supervision of their practicum supervisor and site mentor. Fieldwork (Practicum Courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and coursework will occur each semester for the intern to demonstrate the teacher performance expectations for special educators. Reading strategies are embedded in multiple courses' coursework and fieldwork, with targeted feedback provided from instructional facilitators, program supervisors and site mentors.
The Education Specialist credential program prepares candidates to do the following:	
<b>Instructional Planning/ Objectives/Design</b>	
Strategically select and sequence of curricula to be taught as outlined in the Reading/ Language Arts Framework	Interns are prepared to strategically select and sequence of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with

<p>(2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.</p>	<p>opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. In <a href="#">CURR 232</a> Beginning Reading and <a href="#">CURR 233</a> Language Arts and Writing, interns demonstrate the ability to deliver a comprehensive program of systematic instruction through a sequential literacy approach to students with varied reading levels and language backgrounds with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. Selecting appropriate content sequencing and applying relevant instructional materials are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 232</a>, <a href="#">CURR 233</a>, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<p>Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.</p>	<p>Interns are prepared to understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. In <a href="#">CURR 232</a> Beginning Reading and <a href="#">CURR 233</a> Language Arts and Writing, interns demonstrate the understanding of when to introduce skills and concepts (based on both skill level and age-appropriate development). Selecting relevant examples, integrating standards, and teaching for transference and generalization of skills are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 232</a>, <a href="#">CURR 233</a>, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>

<b>Instructional Delivery: Reading</b>	
<p>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"> <li>• Word Analysis</li> <li>• Fluency</li> <li>• Vocabulary, Academic Language, and Background Knowledge</li> <li>• Reading Comprehension</li> <li>• Literary Response and Analysis</li> </ul>	<p>Interns will 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). In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic reading instruction through a structured literacy approach (word analysis, phonemic awareness, phonics, fluency, vocabulary, comprehension, encoding and progress monitoring) aligned to the RICA Content Specifications and grade-level standards as outlined in the Reading/Language Arts Framework (2007). Academic Language and background knowledge are demonstrated through coursework and fieldwork in <a href="#">CURR 234</a> Building Academic Language. Literary response and analysis is applied as outlined in the Reading/Language Arts Framework in <a href="#">CURR 233</a> Language Arts and Writing.</p>
<p>Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> <li>• Orientation (e.g., Engagement, Teacher Demonstration)</li> <li>• Presentation (e.g., Explicit Instruction, Modeling, Pacing)</li> <li>• Structured Practice (e.g., Reinforcement, Questioning, Feedback)</li> <li>• Guided Practice (e.g., Questioning, Feedback, Corrections, Peer-mediated Instruction) Independent Practice and Application</li> <li>• Independent Practice (e.g., Opportunities for Students to Show Level of Mastery)</li> </ul>	<p>Interns will demonstrate knowledge of components of effective instructional delivery in reading as described in the Reading/Language Arts Framework (2007). In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic reading instruction through a research-based instructional delivery model [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), and independent practice and application] as described in the Reading/Language Arts Framework (2007). Orientation, presentation, structured practice, guided practice and independent practice are demonstrated through coursework and fieldwork in <a href="#">CURR 234</a> Building Academic Language and <a href="#">CURR 233</a> Language Arts and Writing.</p>
<b>Instructional Delivery: Writing</b>	
<p>Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:</p>	<p>The preparation program provides interns the opportunity to demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/ Language Arts Framework (2007)s by providing</p>



	courses including <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 234</a> Building Academic Language and <a href="#">CURR 252</a> Instructional Strategies for English Language Learners.
<ul style="list-style-type: none"> <li>The systematic progression of instruction and application of foundational writing strategies, applications, and conventions.</li> </ul>	<p>Interns demonstrate the systematic progression of instruction and application of foundational writing strategies, applications, and conventions in <a href="#">CURR 233</a> Language Arts and Writing, including the planning, implementation and reflection of the Writing Lesson Plan. Demonstration of foundational writing strategies, applications, and conventions are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 233</a>, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<ul style="list-style-type: none"> <li>Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision.</li> </ul>	<p>Interns demonstrate writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revisions in <a href="#">CURR 233</a> Language Arts and Writing, including the planning, implementation and reflection of Writing Lesson Plan. Application of writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revisions are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 233</a>, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<ul style="list-style-type: none"> <li>Writing applications according to genres (grade-level appropriate) and their characteristics.</li> </ul>	<p>Interns demonstrate writing applications according to genres (grade-level appropriate) and their characteristics in <a href="#">CURR 233</a> Language Arts and Writing, including the planning, implementation and reflection of Writing Lesson Plan. Demonstration of writing applications according to genres (grade-level appropriate) and their characteristics are embedded in multiple courses'</p>



	coursework and fieldwork ( <a href="#">CURR 233</a> , <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.
<ul style="list-style-type: none"> <li>Writing conventions appropriate to grade-level standards (i.e., sentence structure, grammar, punctuation, capitalization, and spelling).</li> </ul>	<p>Interns demonstrate writing conventions appropriate to grade-level standards (i.e., sentence structure, grammar, punctuation, capitalization, and spelling) in <a href="#">CURR 233</a> Language Arts and Writing, including the planning, implementation and reflection of Writing Lesson Plan. Demonstration of writing conventions appropriate to grade-level standards (i.e., sentence structure, grammar, punctuation, capitalization, and spelling) are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 233</a>, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<b>Instructional Delivery: Listening and Speaking</b>	
Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:	The preparation program provides interns the opportunity to demonstrate knowledge of listening and speaking components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007) by providing courses including <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 234</a> Building Academic Language and <a href="#">CURR 252</a> Instructional Strategies for English Language Learners.
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Interns demonstrate 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 in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, including the planning and implementation of a Language Objective Lesson Plan and Reflection and</p>

	<p>Receptive Language Strategy Lesson Plan and Reflection. Demonstration of 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 are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Interns demonstrate 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 in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, including the planning and implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection. Demonstration of listening comprehension strategies, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate) are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<b>Assessment: Reading and Writing</b>	
<p>Understand that assessment and instruction are linked within any curriculum.</p>	<p>Interns will demonstrate understanding that reading and writing assessments and instruction are linked within any curriculum. Coursework and fieldwork in <a href="#">CURR 232</a> Beginning Reading specifically targets the link between Assessment and Instruction in Teaching Reading. <a href="#">SPED 261</a> Assessment of Learning and Teaching links assessment and instruction to other subject matter courses and formal educational processes with targeted feedback provided</p>

	from instructional facilitators, program supervisors and site mentors.
<p>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 Framework (2007).</p> <p>Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</p> <p>Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> <li>• Entry-level assessment for instructional planning.</li> <li>• Monitoring student progress.</li> <li>• Post-test or summative assessment.</li> </ul>	<p>Interns will demonstrate knowledge and ability to use multiple monitoring measures within entry-level assessments for instructional planning, monitoring student progress, post-tests or summative assessments to determine students' crucial progress towards state-adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Coursework and fieldwork in <a href="#">CURR 232</a> Beginning Reading specifically targets best practices entry-level assessments for instructional planning, monitoring student progress, post-tests or summative assessments in reading instruction.</p> <p>Candidates demonstrate the ability to analyze and interpret results to plan effective and differentiated instruction and interventions <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive data-driven Assessment Report), <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (data collection and analysis of multiple interventions in an MTSS framework), <a href="#">CURR 232</a> Beginning Reading (data-driven decision-making through a comprehensive progress monitoring system for early literacy) and <a href="#">SPED 260</a> Positive Behavior Management (writing an FBA using multiple sources of information). Creating a legally-compliant IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions also synthesizes multiple data sources into a comprehensive document with relevant student goals and present levels of performance.</p>
<b>Assessment: Listening and Speaking</b>	
Understand that assessment and instruction are linked within any curriculum.	The preparation program provides interns the opportunity to demonstrate understanding that listening and speaking assessments and instruction are linked within any curriculum by providing courses including <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 234</a> Building Academic Language and <a href="#">CURR 252</a> Instructional Strategies for English Language Learners.
Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state-	Interns demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state-adopted content standards in listening and speaking through the planning and

adopted content standards.	implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. Demonstration of the utilization of formal and informal assessments in listening and speaking are embedded in multiple courses' coursework and fieldwork ( <a href="#">CURR 252</a> , <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.
Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.	<p>Interns demonstrate the ability to analyze and interpret results to plan effective and differentiated instruction and interventions in listening and speaking through the planning and implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection in <a href="#">CURR 252 Instructional Strategies for English Language Learners</a>.</p> <p>Demonstration of effective and differentiated instruction and interventions in listening and speaking are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<b>Universal Access/Differentiated Instruction</b>	
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).	Interns will 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). In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic instruction through a structured literacy approach to

<p>For example:</p> <ul style="list-style-type: none"> <li>• Using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students.</li> <li>• Using flexible grouping, individualized instruction, and whole-class instruction as needed.</li> <li>• Using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i>.</li> </ul>	<p>make grade-level content accessible to all students. Coursework and fieldwork include: Universal screeners are used to establish baseline skills to inform student present levels of performance where interns can then create flexible groupings, individualized instruction, and whole-class instruction as needed. Selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> can be used when appropriate. Explicit instruction and progress monitoring data are then implemented to monitor individual and group progress. Practicum supervisors and interns review data and instructional plans to ensure educational benefit for the full range of learners.</p>
<p><b><i>Intern Program Delivery Model:</i></b> The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.</p>	<p>The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction as well as ongoing preparation throughout the program.</p> <p>In the required pre-service structure, candidates must complete the course <a href="#">ELL 116</a>: English Learner Knowledge and Skill and complete the assignments with a passing score as measured by the rubric and incorporate targeted feedback from the instructional facilitator to demonstrate skills and knowledge relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction as required prior to entering the classroom as the teacher of record.</p>

**NOTE:** Standard 9 is not entirely required for the ECSE authorization since it focuses on school age reading skills. Programs who prepare Early Childhood Special Education candidates to provide literacy programs should be aligned to “*The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations*.”

<b>Preliminary Education Specialist Teaching Credentials Program Standards</b>	
<b>Standard</b>	<b>How the Institution Meets the Standard</b> — hyperlink to supporting documentation
<b>Program Standard 10: Preparation to Teach English Language Learners</b>	
The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.	<p>The program provides interns opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners. Interns understand the local and school organizational structures and resources designed to meet English learners' needs through the coursework and fieldwork in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners.</p> <p>The emphasis of effective teaching and support of English Learners is embedded throughout the program, as interns are required in their <a href="#">Final Exam / Reflection</a> for every course to demonstrate their ability to facilitate the teaching and learning processes covered in the course as they apply to working with English learners. They are also encouraged to focus on English learners in their Multimedia <a href="#">Class Presentation</a> as part of their Course Project for every course.</p> <p>Using video as a reflection tool is also embedded into all courses. <a href="#">The Video Reflection of Practice</a> allows interns to use a video platform as a means of self-reflection (with annotation software), targeted peer feedback and direct feedback from the instructional facilitator. This will allow multiple growth opportunities in implementing strategies for English learners.</p> <p>Interns can also reflect in each course on supports for English learners as they interact online with the <a href="#">Interactive Journals and Curated Resources</a>. This includes posting assigned topical reflections and responding to peer's posted journal entries, many of which focus on strategies relevant to English learners. The Curated Resources will be a repository of online links relevant to the specific course which will provide a wealth of resources and video</p>

	exemplars specific to English learners.
Candidates possess skills to collaborate with specialists and paraprofessionals.	<p>Interns are provided instruction in communicating, collaborating and consulting effectively with general/special education teachers, and co-teachers, related service personnel, and administrators in <a href="#">SPED 264</a> Collaboration Skills. Collaborative Instruction utilizing co-teaching and co-planning models are introduced and practiced through coursework and a submitted Co-Teaching Lesson Plan. Communication tools including data-sharing strategies, shared calendars, and conducting critical conversations are applied through coursework and assigned readings for use with related service personnel, paraeducators and administrators.</p> <p><b>Additional Narrative:</b>  <b>Interns meet with both EL specialists and paraprofessionals to collaborate on a linguistically appropriate lesson plan for EL students in the <a href="#">Collaborating with EL Specialists and Paraprofessionals</a> assignment in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners.</b></p> <p><b>Candidates will also complete a <a href="#">Focus EL Student Support Plan</a> as a Course Project which includes mandated collaboration with both EL specialists and paraprofessionals.</b></p>
Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.	<p>Interns learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners through the coursework and fieldwork in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. The CA ELA/ELD Framework (standards, structure of designated and integrated ELD) and Understanding the Proficiency Levels and Descriptors for the CELDT and CA Framework are modeled. Interns research and reflect the ELD levels of their current students to ensure correct placement and instructional strategies.</p> <p><b>Additional Narrative:</b>  <b>Interns research and create a <a href="#">Local, State and Federal Requirements for</a></b></p>



	<p><a href="#">English Learners</a> reference that includes the legal requirements for placement and instruction, including ethical obligations, in <a href="#">CURR 252 Instructional Strategies for English Language Learners</a>.</p> <p>Candidates will also complete a <a href="#">Focus EL Student Support Plan</a> as a Course Project where they will detail the legal requirements for placement and instruction, including ethical obligations, for a focus student.</p>
Candidates demonstrate how to write IEP goals and objectives that are linguistically appropriate for English Learners.	<p><b>Additional Narrative:</b>  Interns analyze and create <a href="#">Linguistically Appropriate IEP Goals and Objectives in an assignment in CURR 252 Instructional Strategies for English Language Learners</a>.</p> <p>Candidates will also complete a <a href="#">Focus EL Student Support Plan</a> as a Course Project where they will provide the rationale behind the linguistic appropriateness of the IEP Goals and Objectives of a focus student.</p>
Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.	<p>Interns are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for English language development leading to comprehensive literacy in English through the coursework and fieldwork in <a href="#">CURR 252 Instructional Strategies for English Language Learners</a>. This includes the planning and implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection. Demonstration of the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with</p>



	<p>targeted feedback provided from instructional facilitators, program supervisors and site mentors. Focused attention is given in <a href="#">CURR 252</a>, <a href="#">CURR 232</a> and <a href="#">TECH 290</a> Technology in the Classroom to Instructional Technology Tools (Text to Speech, Speech to Text, Personal Dictionaries, Word Prediction, and Smart Dictation) now plentiful in the classroom which can immediately improve access to grade-level content for all learners. Practicum supervisors and site mentors provide ongoing feedback and support of intern's targeted ELD instruction through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV).</p>
<p>Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade-level reading/language arts program for English speakers.</p>	<p>Interns learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade-level reading/language arts program for English speakers through the coursework and fieldwork in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners and <a href="#">CURR 232</a> Beginning Reading. This includes the planning and implementation of a Reading Lesson Plan, Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection. Demonstration of the development of strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade-level reading/language arts program for English speakers are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors. Focused attention is given in <a href="#">CURR 252</a>, <a href="#">CURR 232</a> and <a href="#">TECH 290</a> Technology in the Classroom to Instructional Technology Tools (Text to Speech, Speech to Text, Personal Dictionaries, Word Prediction, and Smart Dictation) now</p>

	<p>plentiful in the classroom which can immediately improve access to grade-level content for all learners. Practicum supervisors and site mentors provide ongoing feedback and support of intern's targeted ELD instruction through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV).</p>
<p>Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.</p>	<p>Interns acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language developments through the coursework and fieldwork in <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students and <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. This includes a Parent Interview of home language, the planning and implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection. Demonstration of the development of strategies designed for linguistic development and first and second language acquisition are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors. Focused attention is given in <a href="#">CURR 252</a>, <a href="#">CURR 232</a> and <a href="#">TECH 290</a> Technology in the Classroom to Instructional Technology Tools (Text to Speech, Speech to Text, Personal Dictionaries, Word Prediction, and Online Translators) now plentiful in the classroom which can immediately provide support for language acquisition and linguistic development.</p>
<p>Candidates 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.</p>	<p>Interns 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 through the coursework and fieldwork in <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners</p>

	<p>and <a href="#">SPED 261</a> Assessment of Learning and Teaching. This includes a Parent Interview of home language, the planning and implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection and creating a formal Assessment Report. Interns research and reflect on the ELD levels of their current students to utilize initial, formative, and summative assessment information to diagnose students' language abilities. Demonstration of using ELD data to develop lessons that promote students' access to and achievement in the state-adopted academic content standard are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 252</a>, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 232</a> Beginning Reading, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors. Focused attention is given in <a href="#">CURR 252</a>, <a href="#">CURR 232</a> and <a href="#">TECH 290</a> Technology in the Classroom to Instructional Technology Tools (Text to Speech, Speech to Text, Personal Dictionaries, Word Prediction, and Online Translators) now plentiful in the classroom which can immediately improve access and achievement in the content standards for all learners. Practicum supervisors and site mentors provide ongoing feedback and support of intern's targeted ELD instruction through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV).</p>
<p>Candidates are able to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).</p>	<p><b>Additional Narrative:</b>  <b>Interns will collaborate with content teachers on an assignment to analyze the <a href="#">Language and Literacy Demands of Content Area Classrooms</a> in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. Interns analyze the responses of multiple content area instructors to implement a change in practice to improve the readiness of their EL students for core-content material.</b></p> <p><b>Candidates will also complete a <a href="#">Focus EL Student Support Plan</a> as a</b></p>

	<p><b>Course Project where they will collaborate with content teachers to analyze and articulate the language and literacy demands needed for a focus student to be successful in content area instruction in the following areas: Linguistic Demands, Language Function and Form, Audience and Purpose, Academic Vocabulary, Comprehension of Multiple Oral and Written Genres.</b></p>
<p>Candidates learn how cognitive, pedagogical, and individual factors affect students' language acquisition.</p>	<p>Interns learn how cognitive, pedagogical, and individual factors affect students' language acquisition through the coursework and fieldwork in <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners and <a href="#">SPED 262</a> Typical &amp; Atypical Development. This includes an Atypical Development and Implications for Learning Action Plan (focusing on individual factors that might affect students' language acquisition), the planning and implementation of a Language Objective Lesson Plan and Reflection and Receptive Language Strategy Lesson Plan and Reflection for individual and targeted students. Interns research and reflect on the ELD levels of their current students to connect how cognitive, pedagogical, and individual factors can affect students' language acquisition. Application of strategies addressing the cognitive, pedagogical, and individual factors that affect students' language acquisition are embedded in multiple courses' coursework and fieldwork (<a href="#">SPED 262</a>, <a href="#">CURR 251</a>, <a href="#">CURR 252</a>, <a href="#">SPED 261</a> Assessment of Learning and Teaching, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, and <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities), with targeted feedback provided from instructional facilitators, program supervisors and site mentors. Focused attention is given in <a href="#">CURR 252</a>, <a href="#">CURR 232</a> and <a href="#">TECH 290</a> Technology in the Classroom to Instructional Technology Tools (Text to Speech, Speech to Text, Personal Dictionaries, Word Prediction, and Online Translators) now plentiful in the classroom which can immediately support cognitive, pedagogical, and individual factors that affect students' language acquisition.</p>

	<p><b>Additional Narrative:</b>  <b>Interns complete the assignment <a href="#">Language Acquisition: Current Research and Practice</a> in <a href="#">CURR 252 Instructional Strategies for English Language Learners</a>. Interns summarize from the current research in student language acquisition to cite how they will distill key findings into practical applications for their classrooms and students.</b></p> <p><b>Candidates will also complete a <a href="#">Focus EL Student Support Plan</a> as a Course Project where they will apply the current research and practice in the areas of cognition, pedagogy and individual factors to a focus student's language acquisition growth.</b></p>
<b><i>Intern Program Delivery Model:</i></b>	
The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.	<p>The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.</p> <p>In the required pre-service structure, candidates must complete the course <a href="#">ELL 116</a>: English Learner Knowledge and Skill and complete the assignments with a passing score as measured by the rubric and incorporate targeted feedback from the instructional facilitator to demonstrate skills and knowledge relative to Standard 10: Preparation to Teach English Language Learners as required prior to entering the classroom as the teacher of record.</p>
<b>Program Standard 11: Typical and Atypical Development</b>	
The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.	The program prepares interns to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Curriculum and fieldwork in <a href="#">SPED 262</a> Typical & Atypical Development and <a href="#">CURR 112</a> : Understanding the Physiology of Learning (Pre-Service) offer interns direct instruction and practical

	applications in typical and atypical human development. This includes the introduction, practice and assessment in learning the typical periods of development and how to adapt prevailing learning theories to meet the needs of atypical learners.
Candidates will 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.	<p>Interns 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 by creating an Action Plan in <a href="#">SPED 262</a> for two focus students and outlining supports to elevate them successfully to their next developmental stage/milestone.</p> <p>Interns will demonstrate an understanding of the underlying factors of common disabilities and developmental disorders in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom where they create and present a Profile of an IDEA Categorized Disability.</p>
Candidates will recognize the potential influence of varying cultural factors and practices on development.	<p>Interns will recognize the potential influence of varying cultural factors and practices on development through fieldwork and coursework. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns will study and gather data of the cultural diversity present in their classroom and school site and develop an <a href="#">Action Plan</a> to address an Equity issue that exists in the current scope of practice.</p> <p>For every course, including <a href="#">SPED 262</a> Typical &amp; Atypical Development, the Final Project explicitly asks interns to research and reflect on equity issues which often includes the potential influence of varying cultural factors and practices on development.</p>
Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.	<p>Interns demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress by conducting an in-depth <a href="#">Parent Interview</a> in <a href="#">SPED 262</a> Typical &amp; Atypical Development.</p> <p>Strategies for effective communication with family members regarding</p>

	<p>typical developmental expectations as well as the impact of the disability on developmental progress is also explicitly addressed in coursework and fieldwork in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development, <a href="#">SPED 264</a> Collaboration Skills, and <a href="#">SPED 275</a> IEPs and Transitions.</p>
<p>Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.</p>	<p>Interns will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs. The fundamentals of LRE and appropriate placement are studied through readings and coursework in <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions. Applying interventions appropriate to the student's chronological age, developmental differences, and disability-specific needs occurs through fieldwork and coursework in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Utilizing MTSS), <a href="#">CURR 232</a> Beginning Reading (Progress Monitoring for early literacy struggles), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA).</p> <p><b>Additional Narrative:</b>  <b>Interns use the <a href="#">CDE Ages and Stages of Development</a> to create a case study of a current focus student based on their chronological age and developmental differences in an assignment in <a href="#">SPED 221</a>. Interns provide a written rationale to determine the appropriateness and efficacy of a selected strategy for a focus student including a reflection of its overall effectiveness.</b></p> <p><b>Interns will demonstrate appropriate interventions and/or instructional environments to a student's chronological age and the underlying factors of IDEA recognized disabilities and developmental disorders in a <a href="#">Course Project for SPED 221</a>. Candidates create and present a Profile of an <a href="#">IDEA Categorized Disability</a> based on a focus student (or case</b></p>



	<p><b>study student if applicable). Interns select <u>one appropriate strategy to implement in their classroom and record for their <a href="#">Video Reflection of Practice</a>, including a lesson plan and two-page post-lesson reflection.</u></b></p>
<p><b><i>Intern Program Delivery Model:</i></b></p>	
<p>The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program.</p>	<p>The intern pre-service component (providing skills and knowledge required prior to the candidate entering the classroom as the teacher of record) includes coursework and assignments which serve as the introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program.</p> <p>In the required pre-service structure, candidates must complete the course <a href="#">CURR 112: Understanding the Physiology of Learning</a> and complete the assignments with a passing score as measured by the rubric and incorporate targeted feedback from the instructional facilitator to demonstrate skills and knowledge relative to Standard 11: Typical and Atypical Development as required prior to entering the classroom as the teacher of record.</p>
<p><b>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning</b></p>	
<p>The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.</p>	<p>The program ensures that interns demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. In <a href="#">SPED 260</a> Positive Behavior Management, interns will use coursework and fieldwork to use explicitly taught best practices in Positive Behavior Management to assess students of all needs. Interns will examine their class level, site level and district level PBIS system to ensure proper planning, assessing and implementation of PBIS in their unique context. Interns will create a complete and compliant evidence-based Positive Behavior Support Plan and Functional Behavior Analysis (FBA) for two focus students. <a href="#">The Video Reflection of Practice</a> will be used to reflect on the implementation of the PBIS Support Plan and FBA.</p>



	<p><b>Additional Narrative:</b></p> <p><b>Interns implement a social skill strategy for focus students with complex social communication, behavioral and emotional needs in an assignment and video in <a href="#">SPED 260</a>. Interns select a Social Skill strategy to implement in their classroom and record for their <a href="#">Video Reflection of Practice</a>, including a lesson plan and two-page post-lesson reflection.</b></p> <p><b>Candidates also create and present both a compliant Positive Behavioral Intervention and Supports (PBIS) Plan and compliant Functional Behavior Assessment (FBA) based on a focus student (or case study student if applicable). Each assignment must include academic and social skill supports with a written rationale to determine the appropriateness and efficacy of the selected supports, including a reflection of their effectiveness.</b></p> <p><b>Candidates are also assessed in <a href="#">SPED 259</a> to support positive behavior by completing Modules through <a href="https://autisminternetmodules.org/">https://autisminternetmodules.org/</a> (free log in needed to access materials). These modules contain evidence-based practices for students with Autism, but also include strategies which can be generalized to any classroom setting. The modules completed which address supporting students with complex emotional, behavioral and emotional needs include: <a href="#">Antecedent Based Interventions</a>, <a href="#">Functional Behavior Assessments</a>, <a href="#">Overview of Social Skills Functioning</a>, <a href="#">Response Interruption / Redirection</a>, <a href="#">Social Narratives</a> and <a href="#">Social Skills Groups</a>. Candidates are expected to earn a score of 100% on the Assessment included in each module to receive credit. Candidates submit <a href="#">Printed Assessment Results</a> for each module to their instructor via a <a href="#">Completion Report</a> for verification.</b></p>
The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.	Interns will be provided information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools in <a href="#">SPED 260</a> Positive Behavior Management where policies and procedures to promote safe classrooms and schools are

	<p>modeled and reviewed.</p> <p><a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions courses discuss the legal and ethical laws and regulations pertaining to behavior. Interns examine and demonstrate knowledge of the manifestation determination process and behavior topics specifically addressed in IDEA and state Education Code. Legally-compliant behavioral PLPs, Goals and Assessment data are also crafted and included in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Referral Process Summary), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA).</p>
<b>Program Standard 13: Curriculum and Instruction of Students with Disabilities</b>	
The program provides opportunity for candidates 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.	<p>The program provides opportunity for interns 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. Interns develop lesson plans which they implement, adapt, modify, and evaluate in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. <a href="#">The Video Reflection of Practice</a> and instructor feedback will be used to reflect on the impact of the lesson to provide equitable access to state-approved core curriculum and appropriate instructional sequencing and connection to the larger unit of study.</p>
Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse	With a program-wide emphasis on Universal Design for Learning (UDL), interns acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for

<p>strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.</p>	<p>individuals with diverse strengths and needs in a variety of educational environments. Interns develop lesson plans with a foundation in UDL using the <a href="#">CTI recommended Lesson Plan Template</a> in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. <a href="#">The Video Reflection of Practice</a> and instructor feedback will be used to reflect on the impact of the lesson to provide appropriate differentiation for individuals with diverse strengths and needs in a variety of educational environments with instructional sequencing rooted in evidence-based practices. Interns apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels through coursework and fieldwork. Practicum supervisors observe application with students in specialization across age and grade levels through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV).</p>
<p>Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.</p>	<p>Interns demonstrate the ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities by creating and implementing a Co-Teaching Lesson Plan in <a href="#">SPED 264</a> Collaboration Skills. The <a href="#">CTI recommended Lesson Plan Template</a>, used in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities also provides a required field to specify the ability to maximize opportunities to co-teach, collaborate, consult and work in instructional teams.</p>

<b><i>Intern Program Delivery Model:</i></b>	
The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.	<p>The intern pre-service component (provides candidates skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.</p> <p>In the required pre-service structure, candidates must complete the courses <a href="#">CURR 114a</a>: Thinking about Planning and <a href="#">CURR 114b</a>: Thinking about Planning and complete the assignments with a passing score as measured by the rubric and incorporate targeted feedback from the Instructional Facilitator to demonstrate skills and knowledge in general and specialty specific pedagogy relative to the authorized as required prior to entering the classroom as the teacher of record.</p>
<b>Program Standard 14: Creating Healthy Learning Environments</b>	
Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being.	<p>Interns learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Coursework and fieldwork in <a href="#">SPED 260</a> Positive Behavior Management focus on evidence-based practices to implement Social-Emotional Learning strategies for students, families and the school environment. Interns create an Action Plan in <a href="#">SPED 266</a> History and Philosophy of Special Education which details a current equity issue affecting their immediate school or student community. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns conduct a Parent Interview to gain insight into the home lives and cultures of targeted students. <a href="#">TECH 290</a> Technology in the Classroom highlights 21st century skills and instructional technologies to encourage student choice and access.</p>
Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.	<p>Interns learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development and <a href="#">SPED 263</a> Special Education Law. Coursework and fieldwork make</p>

	specific connections between the legal responsibilities of teachers (HIPAA guidelines, ethical practices, medication handling and delivery, feeding, toileting and positioning) to student health and safety. Interns must conduct an in-depth interview with a school nurse and create a legally-compliant Student Health Plan in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development.
Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.	The program provides professional development for interns to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. The teacher's role in health and safety is highlighted in each course session in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development through coursework and fieldwork. Current best practices from health care practitioners are shared and demonstrated in the intern-created legally-compliant Student Health Plan.
Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships.	<p>Interns acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Communicating health concerns to site personnel and parents is introduced in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns conduct a parent interview to gain insight into the home lives and cultures of targeted students. Interns also connect possible impacts on diverse family structures, community cultures, and child rearing practices in a Profile of Disability in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom.</p> <p>Communication strategies to develop respectful and productive relationships with families and communities are practiced in coursework and fieldwork in <a href="#">SPED 264</a> Collaboration Skills.</p>
Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.	<p><b>Additional Narrative:</b>  <b>Interns research and create an <a href="#">Agencies and Resources List</a> including Site, District, and Community services for social, health, educational, language service providers in <a href="#">SPED 271</a>. Interns will use the created list to refer a minimum of one student for needed support(s).</b></p>

	<p><b>Candidates will also complete a <a href="#">Student Health Plan</a> as a Course Project where they will detail a plan of integrated support with site and community resources for a focus student.</b></p>
<p>Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.</p>	<p>Interns learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development. Coursework and fieldwork introduce current evidence-based practices surrounding common behaviors and health risks. Interns conduct an in-depth interview with a school nurse to learn current trends occurring at the school site and local district impacting student health and safety.</p> <p><b>Additional Narrative:</b>  <b>Interns conduct a <a href="#">School Nurse Interview</a> in <a href="#">SPED 271</a>. The interview process includes a classroom walkthrough with the school nurse. The candidate will then implement classroom changes (physical, procedural, or other) based on nurse feedback.</b></p> <p><b>Candidates will also complete a <a href="#">Student Health Plan</a> as a Course Project, creating a plan to enhance the health and safety of a focus student. Interns are also assessed on a recorded lesson implementing a strategy for encouraging the healthy nutrition of students in their <a href="#">Video Reflection of Practice</a> during <a href="#">SPED 271</a>, including a lesson plan and two-page post-lesson reflection.</b></p>
<p>Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.</p>	<p>Interns learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Coursework and assigned readings in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development introduce interns to the most common, chronic and communicable diseases of children and adolescents. The referral process for communicating health concerns, including communicating with families and related service providers, is aligned to fieldwork and coursework in <a href="#">SPED 271</a>.</p>

	<p><b>Additional Narrative:</b>  <b>Interns will create and collaborate in a SPED 271 assignment to demonstrate the ability of <a href="#">Recognizing and Referring Common, Chronic and Communicable Diseases</a>. They will detail the identification and referral process for a focus student (or case study if applicable) with a recognizable disease.</b></p> <p><b>Interns also research and create an <a href="#">Agencies and Resources List</a> including Site, District, and Community services for health services in <a href="#">SPED 271</a>, including the referral process for those health services.</b></p> <p><b>Interns will conduct a <a href="#">School Nurse Interview</a> in <a href="#">SPED 271</a> . The interview process includes specific questions pertaining to known common, chronic and communicable diseases of children and how to make referrals when these diseases are recognizable.</b></p>
Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.	<p>Interns learn effective strategies for encouraging the healthy nutrition of children and youth. Coursework and assigned readings in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development introduce interns to effective strategies for encouraging the healthy nutrition of children and youth.</p> <p><b>Additional Narrative:</b>  <b>Interns are assessed in <a href="#">SPED 271</a> on a recorded lesson implementing a strategy in their classrooms for encouraging the healthy nutrition of students for their <a href="#">Video Reflection of Practice</a>, including a lesson plan and two-page post-lesson reflection.</b></p>
Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.	<p>Interns develop knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development. The physiological and sociological effects of alcohol, narcotics, drugs and tobacco are</p>



	<p>introduced through coursework and assigned readings. The referral and support process for communicating physical, psychological, emotional or social health problems to families and related service providers is aligned to fieldwork and coursework in <a href="#">SPED 271</a>.</p> <p><b>Additional Narrative:</b>  <b>Interns are assessed on the researching and creation of an <a href="#">Agencies and Resources List</a> including Site, District, and Community supports and referral procedures for students and their families who may be at risk of the effects of alcohol, narcotics, drugs and tobacco in <a href="#">SPED 271</a>. Interns will use the created list to refer a minimum of one student for needed support(s).</b></p> <p><b>Candidates will also be assessed on a completed <a href="#">Student Health Plan</a> as a Course Project in <a href="#">SPED 271</a> where they will be expected to detail physical, psychological, emotional and social health supports for a focus student.</b></p>
Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.	Interns will complete an infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross, and submit verification to the program before program completion.
<b>Program Standard 15: Field Experience in a Broad Range of Service Delivery Options</b>	
The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education.	The program will ensure that interns have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. Through placement in a school as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services, interns will plan experiences within the full range of the service delivery system under the guidance and supervision of their practicum supervisor and site mentor through Practicum Courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV). Fieldwork and coursework will occur each



	semester for the intern to demonstrate the teacher performance expectations for special educators. Interactions with service providers, parents and families are embedded in coursework and fieldwork, with targeted feedback provided from instructional facilitators, program supervisors and site mentors. Experiences in the general education will be provided at the interns' school site and specified in coursework and fieldwork.
The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.	Interns will experience the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization through the full-time placement in a school as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education service. Opportunities for experiences in additional classrooms will be provided at interns' school site or district/agency (if applicable) and specified in coursework and fieldwork.
The experiences are planned from the beginning of the program to 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.	Intern experiences are planned from the beginning of the program to 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 intern working towards 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. Interns' growth and progress in meeting the TPEs is frequently measured through direct observation and coursework submissions by both the Practicum Supervisor through Practicum Courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and Instructional Facilitator. Using video as a reflection tool to measure growth in the TPEs is also embedded into all courses. <a href="#">The Video Reflection of Practice</a> allows interns to use a video platform as a means of self-reflection (with annotation software), receive targeted peer feedback and direct feedback from the instructional facilitator and/or practicum supervisor. Coursework and fieldwork are designed to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options.

<p>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.</p>	<p>Acceptance to the CTI Intern Program and participation as an intern is contingent upon verified proof and continued employment and culminating placement in a school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.</p>
<p><b><i>Intern Program Delivery Model:</i></b></p>	
<p>This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.</p>	<p>Visits and interactions with service providers are embedded in coursework and fieldwork. It is not intended that interns leave their work assignments for an extended period and will demonstrate mastery through coursework intentional in the promotion of collaborative experiences with service providers. These include <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Referral Process Summary), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA), <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development (health plan), and <a href="#">SPED 275</a> IEPs and Transitions (creating a compliant IEP and Transition Plan).</p>
<p><b>Program Standard 16: Assessment of Candidate Performance</b></p>	
<p>Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes.</p>	<p>Prior to recommending each intern for a teaching credential, several qualified program personnel shall determine, on the basis of thoroughly documented evidence, that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential.</p> <p>During the program, interns are guided and coached on their performance in relation to the TPEs using formative processes. The TPEs will be continually assessed via rubric through coursework, fieldwork, self-evaluation, growth plans and Practicum Supervisor Observations. If the practicum supervisor through evaluation, or the intern themselves through self-evaluation, discover an area of need, an Improvement Plan is then</p>

	<p>created to improve proficiency in that targeted TPE area.</p> <p>The practicum supervisor regularly observes the interns in their classrooms in the Practicum courses assigned in each semester (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV). Each practicum supervisor is trained in effective feedback practices to provide timely and ongoing targeted and explicit feedback to interns.</p> <p>The Lesson Plan Template ensures interns develop proficiency in creating high-valued lessons and lesson objectives to meet the needs of all students in a diverse setting. Instructor and practicum supervisor feedback on lessons, along with intern self-reflections embedded in each Lesson Plan Template submitted, ensure the development of a reflective mindset informing subsequent lesson planning and delivery.</p> <p>All assignments and reflections are stored in the Intern's online profile, creating an ongoing Electronic Portfolio of work to chronicle intern growth and proficiency. CTI administrative and credentialing staff will monitor intern performance after each semester to ensure progress towards the credential.</p> <p>Prior to recommending each intern for a teaching credential, the CTI administrators and credential team will thoroughly review all intern coursework and fieldwork to ensure that each intern has fully demonstrated satisfactory performance on all of the Teaching Performance Expectations (TPEs) applicable to their credential.</p>
<p>Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.</p> <p>At least one assessor shall hold authorization in the candidate's credential area.</p>	<p>The assigned program supervisor will hold authorization in the intern's credential area. Verification of the practicum supervisor's credentials will be verified and held on file by the CTI credential team.</p> <p>Verification of intern performance will be provided by the supervising teacher, or site mentor, available to the intern at their own school site and</p>

	<p>their practicum supervisor who is trained to assess the TPEs through a Practicum course assigned each semester (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and frequent classroom observations.</p>
<p>An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program.</p>	<p>An individual development plan or <a href="#">CTI Bridge Document</a> will be written before the intern exits the Preliminary Credential Preparation Program in their final Practicum Course, <a href="#">SPED 284</a> Practicum IV. This individual development plan/<a href="#">CTI Bridge Document</a> will be used to inform their induction experience and will include recommendations for further study during the candidate's Induction Program based on intern's strengths and areas of need as measured against the TPEs throughout the preparation program.</p>

## Preliminary Education Specialist Mild Moderate

<b>Mild/Moderate Disabilities (M/M)</b> In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)	
<b>Standard</b>	<b>How the Institution Meets the Standard</b> — hyperlink to supporting documentation
<b>M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities</b>	
<p>The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.</p>	<p>The program provides a series of courses for interns to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders, and to determine the implications of these characteristics for service delivery.</p> <p>Interns demonstrate comprehensive knowledge of characteristics of students with mild to moderate disabilities by creating an Action Plan in <a href="#">SPED 262</a> Typical &amp; Atypical Development for two students and outlining supports to elevate them successfully to their next developmental stage/milestone.</p> <p>Interns will demonstrate an understanding of the underlying factors of common disabilities and developmental disorders (including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders) in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom where they create and present a Profile of an IDEA Categorized Disability.</p> <p>In <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders and <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders, interns research an evidence-based practice as defined by the National Professional Development Center and National Autism Center to</p>

	<p>create an Implementation Checklist for use in the classroom with a targeted student with autism.</p> <p>Interns determine the implications of these characteristics for service delivery through coursework and fieldwork. They develop lesson plans which consider the implications of the characteristics of mild to moderate disabilities for service delivery through lesson plan creation, implementation and reflection in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities.</p> <p>Guidance and supervision of effective service delivery designed for students with mild to moderate disabilities are provided by Practicum Supervisor through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and ongoing observations.</p>
<b>M/M Standard 2: Assessment and Evaluation of Students With Mild/Moderate Disabilities</b>	
The program prepares candidates to demonstrate 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.	The program prepares interns to demonstrate 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. The comprehensive assessment processes in Special Education, from referral to exiting, are introduced and applied in <a href="#">SPED 261</a> Assessment of Learning and Teaching. Knowledge of assessments for Early Childhood, Transition Education and Planning, Oral Language, Classroom Behavior/Behavioral Disorders, Screening for Sensory Impairments, Screening for Learning Disabilities, Discrepancy Analysis for Identification of Learning Disabilities and Cognitive Assessments are demonstrated.
The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased	The program prepares interns to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized

<p>standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students.</p>	<p>techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. Interns demonstrate understanding and the use of multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services through coursework and fieldwork in multiple courses. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (data collection and analysis of multiple interventions in an MTSS framework), <a href="#">CURR 232</a> Beginning Reading (data-driven decision-making through a comprehensive progress monitoring system for early literacy), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report with input from all stakeholders regarding eligibility and services) and <a href="#">SPED 260</a> Positive Behavior Management (writing a FBA using multiple sources of information). Creating a legally-compliant IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions also synthesizes multiple data sources into a comprehensive document. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns learn how to implement culturally-relevant techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students.</p> <p>Guidance and supervision 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, curriculum-based, and appropriate to the diverse needs of individual students for students with mild to moderate disabilities is provided by practicum supervisor through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and ongoing observations.</p>
<p>The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress.</p>	<p>The program prepares interns to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. Interns are provided opportunities for using both formal and informal</p>

	<p>assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. Evidence-based practices in formal and informal assessments are introduced and applied in the coursework and fieldwork of <a href="#">SPED 261</a> Assessment of Learning and Teaching. The <a href="#">Final Exam / Reflection</a> for every course asks interns to reflect on their answer for every prompt with, "How will you know/assess if the application is successful?" Interns demonstrate the utilization of data to drive accommodations, modifications, instructional decisions and ongoing program improvements through reflection and planning in the <a href="#">CTI recommended lesson template</a> in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities. Assessment planning and data review are also embedded in all Practicum courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and ongoing structured meetings with Practicum Supervisors.</p>
The program prepares candidates to plan for and participate in state-mandated accountability measures.	<p>The program prepares interns to plan for and participate in state-mandated accountability measures. <a href="#">SPED 266</a> History and Philosophy of Special Education provides a historical framework for the evolution of assessments and accountability systems. <a href="#">SPED 263</a> Special Education Law has interns demonstrate knowledge of the current timelines and eligibility requirements of the required statewide assessments and local, state and federal accountability systems. Interns demonstrate the ability to include relevant assessment information in a legally-compliant manner for an IEP in <a href="#">SPED 275</a> IEPs and Transitions. Interns synthesize the information from required assessments with additional comprehensive assessments to write a legally-compliant Assessment Plan in <a href="#">SPED 261</a> Assessment of Learning and Teaching.</p>



	<p><b>Additional Narrative:</b>  <b>Interns are assessed on their planning in a <a href="#">Classroom At A Glance: State Mandated Accountability Measures</a> assignment in <a href="#">SPED 261 Assessment of Learning and Teaching</a>. Interns detail the relevant data for compliant participation in state-mandated accountability measures for students in their classroom.</b></p>
<p><b>M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction</b></p>	
<p>The program prepares candidates to select curricula 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.</p>	<p>The program prepares interns to select curricula 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.</p> <p>Interns are prepared to understand features of instructional design, including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. In <a href="#">CURR 232</a> Beginning Reading and <a href="#">CURR 233</a> Language Arts and Writing, interns demonstrate the understanding of when to introduce skills and concepts (based on both skill level and age-appropriate development).</p> <p>Selecting relevant examples, integrating standards, and teaching for transference and generalization of skills are embedded in multiple courses' coursework and fieldwork (<a href="#">CURR 232</a> , <a href="#">CURR 233</a>, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom, and <a href="#">SPED 261</a> Assessment of Learning and Teaching), with targeted feedback provided from instructional facilitators, program supervisors and site mentors.</p>
<p>The program prepares candidates to utilize 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</p>	<p>The program prepares interns to utilize 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. Ethical standards</p>

<p>to promote maximum learning and academic achievement.</p>	<p>are examined through the lens of LRE and Educational Benefit in <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom focuses on the systems of support available to individuals with disabilities within the MTSS framework. <a href="#">SPED 267</a> Autism Spectrum Disorders, <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders and <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders allow interns to review and implement evidence-based educational practices corresponding to the latest theories, research and regulations in service delivery. Interns also demonstrate evidence-based lesson plans in <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities. Utilizing standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans is embedded in all Practicum courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and ongoing structured meetings with practicum supervisors.</p>
<p>The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders.</p>	<p>The program prepares interns to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic instruction in reading and spelling through a structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, comprehension, encoding and progress monitoring) aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Interns demonstrate the ability to deliver writing instruction in various genres and styles (Informational, Narrative, Response to Literature, Coherence, Unity, Audience, Purpose, and Tone) in <a href="#">CURR 233</a> Language Arts and Writing aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Oral Language strategies are introduced and applied in <a href="#">CURR 232</a>, and built</p>

	<p>upon in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners where Talk Moves, Receptive and Productive Skills, Contexts for Listening and Comprehensible Input / Output are demonstrated through coursework and fieldwork in alignment to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Interns are provided with the knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. Pedagogical theories and principles/practices for English language usage leading to comprehensive literacy (Zone of Proximal Development, Comprehensible Input, Receptive and Productive Skills and Structured Language) are provided and applied in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. Development of a comprehensive literacy program, from universal screening to explicit instruction to progress monitoring is demonstrated and applied in <a href="#">CURR 232</a> Beginning Reading. The knowledge and application of connecting content to Academic Language, incorporating Talk Moves, aligning teaching choices to Language Goals/Needs and implementing a Comprehensive Vocabulary Program are embedded in coursework and fieldwork in <a href="#">CURR 234</a> Building Academic Language.</p>
<p>The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment.</p>	<p>The program provides interns a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic instruction through a structured literacy approach to students with varied reading levels and language backgrounds. Coursework and fieldwork include: Universal screeners are used to establish baseline skills to inform student groupings where interns can then create targeted groups. Explicit instruction and progress monitoring data are then implemented to monitor individual and group progress. Practicum supervisors and interns review data and instructional plans to ensure educational benefit for the full range of</p>

	<p>learners. Ensuring the current instructional environment is providing Educational Benefit is examined in <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom focuses on the systems of support available to individuals with disabilities who need additional interventions within the MTSS framework.</p>
<p>The program prepares candidates to create instructional and behavior support partnerships with parents/families.</p>	<p>The program prepares interns to create instructional and behavior support partnerships with parents/families. This includes <a href="#">SPED 264</a> Collaboration Skills, where interns learn and practice research-based strategies for facilitating IFSP/IEP/transition meetings, working with parents and families, and teamwork skills. Interns demonstrate skills required to provide information to family members and primary caregivers regarding typical developmental expectations, as well as the impact of the disability on developmental progress by conducting an in-depth parent interview in <a href="#">SPED 262</a> Typical &amp; Atypical Development. Strategies for effective communication with family members regarding typical developmental expectations, as well as the impact of the disability on developmental progress, is also explicitly addressed in coursework and fieldwork in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development, <a href="#">SPED 264</a> Collaboration Skills, and <a href="#">SPED 275</a> IEPs and Transitions.</p>
<p><b>M/M Standard 4: Positive Behavior Support</b></p>	
<p>The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students.</p>	<p>The program prepares interns to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. In <a href="#">SPED 260</a> Positive Behavior Management, policies and procedures to promote safe classrooms and schools are modeled and reviewed. Interns are provided instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. Interns reflect on their own understanding of the differences in diverse learners and learn best practices in managing the Dynamics of Difference, adapting to diversity and teaching</p>

	with poverty in mind through coursework and assigned readings in <a href="#">CURR 251</a> Teaching Culturally & Linguistically Diverse Students. People-first language is stressed as a core tenant of all coursework and all assignments and class participation must promote people-first language.
The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.	The program prepares interns to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions courses discuss the legal and ethical laws and regulations pertaining to behavior. Interns examine and demonstrate knowledge of the manifestation determination process and behavior topics specifically addressed in IDEA and state Education Code. Legally-compliant behavioral PLPs, Goals and Assessment data are also crafted and included in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Referral Process Summary), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA).
The program prepares candidates to participate effectively in school-wide behavior support processes.	The program prepares interns to participate effectively in school-wide behavior support processes. In <a href="#">SPED 260</a> Positive Behavior Management, interns will use coursework and fieldwork to use explicitly taught best practices in Positive Behavior Management to assess students of all needs. Interns will examine their class level, site level and district level PBIS system to ensure proper planning, assessing and implementation of PBIS in their unique context. Interns will create a complete and compliant evidence-based Positive Behavior Support Plan and Functional Behavior Analysis (FBA) for two focus students. <a href="#">The Video Reflection of Practice</a> will be used to reflect on the implementation of the PBIS Support Plan and FBA.
<b>M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities</b>	
The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.	The program provides interns with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a

	<p>comprehensive program of systematic instruction in reading and spelling through a structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, comprehension, encoding and progress monitoring) aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Interns demonstrate the ability to deliver writing instruction in various genres and styles (Informational, Narrative, Response to Literature, Coherence, Unity, Audience, Purpose, and Tone) in <a href="#">CURR 233</a> Language Arts and Writing aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Oral language strategies are introduced and applied in <a href="#">CURR 232</a>, and built upon in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners where Talk Moves, Receptive and Productive Skills, Contexts for Listening and Comprehensible Input / Output are demonstrated through coursework and fieldwork in alignment to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. Interns are provided with the knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. Pedagogical theories and principles/practices for English language usage leading to comprehensive literacy (Zone of Proximal Development, Comprehensible Input, Receptive and Productive Skills and Structured Language) are provided and applied in <a href="#">CURR 252</a> Instructional Strategies for English Language Learners. Development of a comprehensive literacy program, from universal screening to explicit instruction to progress monitoring is demonstrated and applied in <a href="#">CURR 232</a> Beginning Reading. The knowledge and application of connecting content to Academic Language, incorporating Talk Moves, aligning teaching choices to Language Goals/Needs and implementing a Comprehensive Vocabulary Program are embedded in coursework and fieldwork in <a href="#">CURR 234</a> Building Academic Language. The program provides opportunity for interns to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical</p>
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	<p>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. Interns develop lesson plans which they implement, adapt, modify, and evaluate in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities. In <a href="#">CURR 231</a> Math Curriculum and Instruction, interns learn how to select and adapt curricula, including the Eight Standards of Mathematical Practice, Differentiating Math Instruction, Mastering Basic and Complex Skills in Math and Delivering Math Lessons. <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities includes additional UDL and MTSS strategies to allow greater access to standards-based instruction and materials across all subject matter and skill areas.</p> <p><a href="#">The Video Reflection of Practice</a> and instructor feedback will be used to reflect on the impact of the lesson to provide equitable access to state-approved core curriculum and appropriate instructional sequencing and connection to the larger unit of study.</p>
<p>The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities.</p>	<p>The program prepares interns to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. In <a href="#">CURR 232</a> Beginning Reading, interns demonstrate the ability to deliver a comprehensive program of systematic instruction in reading and spelling through a structured literacy approach (phonemic awareness, phonics, fluency, vocabulary, comprehension, encoding and progress monitoring) aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</p>



	Utilizing evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities is embedded in all Practicum courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and ongoing structured meetings with practicum supervisors.
The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.	The program prepares interns to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas. Interns demonstrate the ability to deliver writing instruction in various genres and styles (Informational, Narrative, Response to Literature, Coherence, Unity, Audience, Purpose, and Tone) in <a href="#">CURR 233</a> Language Arts and Writing, aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework. In <a href="#">CURR 231</a> Math Curriculum and Instruction, interns learn how to select and adapt curricula, including the Eight Standards of Mathematical Practice, Differentiating Math Instruction, Mastering Basic and Complex Skills in Math and Delivering Math Lessons. <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities includes additional UDL and MTSS strategies to allow greater access to standards-based instruction and materials across all subject matter and skill areas.
<b>M/M Standard 6: Case Management</b>	
The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.	The program prepares interns in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services. The program provides instruction in the philosophy (UDL), history (IDEA, ADA) and legal requirements (LRE, FAPE), and ethical practices (student-first language) of special education through coursework and fieldwork in <a href="#">SPED 266</a> History and Philosophy of Special Education, <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions.



	<p>The comprehensive assessment processes in Special Education, from referral to exiting, are introduced and applied in <a href="#">SPED 261</a> Assessment of Learning and Teaching. Knowledge of assessments for Early Childhood, Transition Education and Planning, Oral Language, Classroom Behavior/Behavioral Disorders, Screening for Sensory Impairments, Screening for Learning Disabilities, Discrepancy Analysis for Identification of Learning Disabilities and Cognitive Assessments are demonstrated.</p> <p>The curriculum includes state and federal mandates through coursework and assigned readings in <a href="#">SPED 266</a> History and Philosophy of Special Education and <a href="#">SPED 263</a> Special Education Law. Legal requirements for assessment are introduced in <a href="#">SPED 263</a> (assessment timelines and guidelines) and applied in <a href="#">SPED 261</a> Assessment of Learning and Teaching (assessment report) and <a href="#">SPED 275</a> IEPs and Transitions (using assessments to create IEPs). Individualized Family Service Program (IFSP) and Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities is applied in <a href="#">SPED 275</a> with the development of a legally-compliant IEP. All course assignments and fieldwork are applied through the lens of meeting the needs of IEP student goals.</p> <p>The program provides opportunities for interns to demonstrate 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 through coursework and fieldwork. Ethical standards are examined through the lens of LRE and Educational Benefit in <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions and focuses on the systems of support available to individuals with disabilities within the MTSS framework. <a href="#">SPED 267</a> Autism Spectrum Disorders, <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders and <a href="#">SPED 259</a> Programming</p>
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	<p>Strategies Autism Spectrum Disorders allow interns to review and implement evidence-based educational practices corresponding to the latest theories, research and regulations in service delivery. Interns also demonstrate evidence-based lesson plans in <a href="#">SPED 230</a> Curriculum and Instruction for Students with Mild Moderate Disabilities. The program provides interns with instruction in communicating, collaborating and consulting effectively with trans-disciplinary teams, including but not limited to multi-tiered intervention strategies, Section 504, and IEP/IFSP/ITP. Interns receive instruction and research-based strategies in the stages of team development, developing teamwork skills, characteristics of collaborative teams and taking team action in <a href="#">SPED 264</a> Collaboration Skills for application in improving their communication, collaboration and consulting effectively with trans-disciplinary teams.</p> <p><b>Additional Narrative:</b>  <b>Interns are assessed on the completion of a <a href="#">Case Management Duties</a> assignment in <a href="#">SPED 275</a> IEPs and Transitions. Interns demonstrate the practiced knowledge of case management practices and strategies for students with mild to moderate disabilities.</b></p> <p><b>Interns are also assessed on the completion of <a href="#">Case Management Duties: Referral to SPED</a> in <a href="#">SPED 263</a> Special Education Law. Interns demonstrate the practiced knowledge of case management practices and strategies for students referred for special education services.</b></p>
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## Preliminary Education Specialist Moderate/Severe

<b>Moderate/Severe Disabilities (M/S)</b> In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)	
<b>Standard</b>	<b>How the Institution Meets the Standard</b> — hyperlink to supporting documentation
In addition to the <b>Program Design</b> (1-8) and <b>Preliminary Teaching Standards (9-16)</b> ,	
<b>M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities</b>	
<p>The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound intellectual disabilities, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.</p>	<p>The program provides opportunities for interns to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound intellectual disabilities, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.</p> <p>Interns demonstrate comprehensive knowledge of characteristics of students with mild to moderate disabilities by creating an Action Plan in <a href="#">SPED 262</a> Typical &amp; Atypical Development for two students and outlining supports to elevate them successfully to their next developmental stage/milestone. Interns will demonstrate an understanding of the underlying factors of common disabilities and developmental disorders (including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders) in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom where they create and present a Profile of an IDEA Categorized Disability.</p> <p>In <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum</p>

	<p>Disorders and <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders, interns research an evidence-based practice as defined by the National Professional Development Center and National Autism Center to create an Implementation Checklist for use in the classroom with a targeted student with autism.</p> <p>Interns determine the implications of these characteristics for service delivery through coursework and fieldwork. They develop lesson plans which consider the implications of the characteristics of moderate to severe disabilities for service delivery through lesson plan creation, implementation and reflection in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities.</p> <p>Guidance and supervision of effective service delivery designed for students with mild to moderate disabilities are provided by practicum supervisor through Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) and ongoing observations.</p>
<b>M/S Standard 2: Communication Skills</b>	
<p>The program provides opportunities for each candidate to demonstrate the ability to assess their students' verbal and non-verbal communication abilities.</p> <p>Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques; 2) develop needed augmentative and alternative systems; 3) implement instruction of communication and social skills; 4) create and facilitate opportunities for interaction; 5) develop</p>	<p>The program provides opportunities for each intern to demonstrate the ability to assess their students' verbal and non-verbal communication abilities in several courses and methods. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (data collection and analysis of multiple interventions in an MTSS framework), <a href="#">CURR 232</a> Beginning Reading (data-driven decision-making through a comprehensive progress monitoring system for early literacy), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report with input from all stakeholders regarding eligibility and services) and <a href="#">SPED 260</a> Positive</p>

<p>communication methods to demonstrate student academic knowledge.</p>	<p>Behavior Management (writing a FBA using multiple sources of information). Creating a legally-compliant IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions also synthesizes multiple data sources into a comprehensive document. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns learn how to implement culturally-relevant techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students.</p> <p>Each intern utilizes assessment data to: 1) identify effective intervention and support techniques; 2) develop needed augmentative and alternative systems; 3) implement instruction of communication and social skills; 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge. <a href="#">SPED 221</a></p> <p>Exceptional Learners: Differentiation in the Classroom focuses on the systems of support available to individuals with disabilities who need additional interventions within the MTSS framework. In <a href="#">CURR 232</a></p> <p>Beginning Reading, low and high equipment including Speech to Text, Text to Speech, Word Prediction and AT Writing and Dictionary Assistance for curriculum access and skill development is introduced and practiced.</p> <p>Computer-Aided Instruction (CAI) and Video Modeling (VM) are presented with other materials to facilitate communication in <a href="#">SPED 259</a></p> <p>Programming Strategies Autism Spectrum Disorders. Assistive Technology and Speech Generating Devices, and their possible uses and adaptations, are applied in <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders. This includes Picture Exchange Communication Systems, Nonverbal Cueing, Functional Communication and Discrete Trial Training.</p> <p><b>Additional Narrative:</b>  <b>Interns are assessed on an <a href="#">Assessing Verbal and Non-Verbal Communication Abilities</a> assignment as a Course Project in <a href="#">SPED 258</a></b></p>
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	<p><b>Communication and Behavior Strategies Autism Spectrum Disorders. Interns demonstrate the practiced knowledge to assess and use assessment data to improve a students' verbal and non-verbal communication abilities in all areas listed in program standard.</b></p>
<p><b>M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.</b></p>	
<p>Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.</p>	<p>Each intern collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. In <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders, coursework and application includes Teaching Social Skills, Using Visual Supports, Task Analysis and Reinforcement and Social Narratives. Interns are provided instruction in communicating, collaborating and consulting effectively with general/special education teachers, and co-teachers, related service personnel, and administrators in <a href="#">SPED 264</a> Collaboration Skills. Collaborative Instruction utilizing co-teaching and co-planning models are introduced and practiced through coursework and a submitted co-teaching lesson plan. Communication tools, including data-sharing strategies, shared calendars, and conducting critical conversations are applied through coursework and assigned readings for use with related service personnel, paraeducators and administrators to achieve and expand meaningful social relationships across all settings.</p> <p><b>Additional Narrative:</b>  <b>Interns are assessed on the completion of <a href="#">Developing Social Interaction Skills</a> in <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders. Interns demonstrate the practiced knowledge to increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. Interns collaborate with their colleagues and cohort to complete assignment and to facilitate each student's ability to effectively communicate.</b></p> <p><b>Candidates are also assessed in <a href="#">SPED 259</a> to facilitate social interaction</b></p>

	<p>skills by completing Modules through <a href="https://autisminternetmodules.org/">https://autisminternetmodules.org/</a> (free log in needed to access materials). The modules completed which address developing students with social skills needs include: <a href="#">Overview of Social Skills Functioning</a>, <a href="#">Social Narratives</a> and <a href="#">Social Skills Groups</a>. Candidates are expected to earn a score of 100% on the Assessment included in each module to receive credit. Candidates submit <a href="#">Printed Assessment Results</a> for each module to their instructor via a <a href="#">Completion Report</a> for verification.</p>
<b>M/S Standard 4: Assessment, Program Planning and Instruction</b>	
<p>Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives.</p>	<p>Each intern demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The comprehensive assessment processes in Special Education, from referral to exiting, are introduced and applied in <a href="#">SPED 261</a> Assessment of Learning and Teaching. Knowledge of assessments for Early Childhood, Transition Education and Planning, Oral Language, Classroom Behavior/Behavioral Disorders, Screening for Sensory Impairments, Screening for Learning Disabilities, Discrepancy Analysis for Identification of Learning Disabilities and Cognitive Assessments are demonstrated. Interns demonstrate understanding and the use of multiple sources of information leading to their students' meaningful participation in core, standards-based curriculum through coursework and fieldwork in multiple courses. <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (data collection and analysis of multiple interventions in an MTSS framework), <a href="#">CURR 232</a> Beginning Reading (data-driven decision-making through a comprehensive progress monitoring system for early literacy), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report with input from all stakeholders regarding eligibility and services, including life skills curriculum) and <a href="#">SPED 260</a> Positive Behavior Management (writing a FBA using multiple sources of</p>

	information). Creating a legally-compliant IEP and Transition Plan in <a href="#">SPED 275</a> IEPs and Transitions and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities also synthesizes multiple data sources into a comprehensive document to track progress toward IEP goals and objectives. Wellness Curriculum is introduced and practiced in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development and <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders. Assistive Technology. Assessment planning and data review are also embedded in all Practicum courses and ongoing structured meetings with practicum supervisors.
The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.	Instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. With a program-wide emphasis on Universal Design for Learning (UDL), interns 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. Interns develop lesson plans with a foundation in UDL using the <a href="#">CTI recommended Lesson Plan Template</a> in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. <a href="#">The Video Reflection of Practice</a> and instructor feedback will be used to reflect on the impact of the lesson to provide appropriate differentiation for individuals with diverse strengths and needs in a variety of educational environments with instructional sequencing rooted in evidence-based practices. Interns apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels through coursework and fieldwork. Practicum supervisors observe application with students in specialization across age and grade levels through Practicum Courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV).



<p>Each candidate is able to develop and implement systematic, evidence-based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.</p>	<p>Each intern is able to develop and implement systematic, evidence-based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. The program provides the opportunities for each intern to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems, including the CAA. <a href="#">SPED 266</a> History and Philosophy of Special Education provides a historical framework for the evolution of assessments and accountability systems. <a href="#">SPED 263</a> Special Education Law has interns demonstrate knowledge of the current timelines and eligibility requirements of the required statewide assessments and local, state and federal accountability systems. Interns demonstrate the ability to include relevant assessment information in a legally-compliant manner for an IEP in <a href="#">SPED 275</a> IEPs and Transitions. Interns synthesize the information from required assessments with additional comprehensive assessments to write a legally-compliant Assessment Plan in <a href="#">SPED 261</a> Assessment of Learning and Teaching. Interns are provided opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. Evidence-based practices in formal and informal assessments are introduced and applied in the coursework and fieldwork of <a href="#">SPED 261</a> Assessment of Learning and Teaching. The <a href="#">Final Exam / Reflection</a> for every course asks interns to reflect on their answer for every prompt with "How will you know/assess if the application is successful?" Each intern is able to utilize assessment data from multiple sources to develop effective programs and guide instruction. Interns demonstrate the utilization of data to drive accommodations, modifications, instructional decisions and ongoing program improvements through reflection and planning in the <a href="#">CTI recommended lesson template</a> in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic</p>
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	Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, <a href="#">SPED 264</a> Collaboration Skills, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. Assessment planning and data review are also embedded in all Practicum courses and ongoing structured meetings with practicum supervisors.
<b>M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care</b>	
Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community.	Each intern demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Interns learn about the effects of student health and safety on learning, and study the legal responsibilities of teachers related to student health and safety in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development and <a href="#">SPED 263</a> Special Education Law. Coursework and fieldwork make specific connections between the legal responsibilities of teachers (HIPAA guidelines, ethical practices, medication handling and delivery, feeding, toileting and positioning) to student health and safety. Interns must conduct an in-depth interview with a school nurse and create a legally-compliant Student Health Plan in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development. Interns will complete an infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross, and submit verification to the program before program completion.
The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.	The intern uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. The program provides professional development for interns to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. The teacher's role in health and safety is highlighted in each course session in <a href="#">SPED 271</a> Specialized Health Movement & Sensory Development through coursework and fieldwork. Current best practices from health care practitioners are shared and demonstrated in the intern-created legally-compliant Student Health Plan. Interns will demonstrate knowledge of assistive technology, including low

	<p>and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities in <a href="#">TECH 290</a> Technology in the Classroom. In <a href="#">CURR 232</a> Beginning Reading, low and high equipment including Speech to Text, Text to Speech, Word Prediction and AT Writing and Dictionary Assistance for curriculum access and skill development is introduced and practiced. Computer-Aided Instruction (CAI) and Video Modeling (VM) are presented with other materials to facilitate communication in <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders. Assistive Technology and Speech Generating Devices, and their possible uses and adaptations, are applied in <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders.</p>
Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.	<p>Each intern demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings. Interns learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development and <a href="#">SPED 263</a> Special Education Law. Coursework and fieldwork make specific connections between the legal responsibilities of teachers (HIPAA guidelines, ethical practices, medication handling and delivery, feeding, toileting and positioning) to student health and safety. Interns must conduct an in-depth interview with a school nurse and create a legally-compliant Student Health Plan in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development.</p> <p><b>Additional Narrative:</b>  <b>Interns create a <a href="#">Local, State and Federal Health Care Policies</a> reference demonstrating the knowledge of federal, state and local policies related to specialized health care in educational settings in <a href="#">SPED 271</a>. Interns will include links to policy memos, reference guides and materials.</b></p> <p><b>Candidates will also complete a <a href="#">School Nurse Interview</a> as a Course Project where they will detail the local implementation of federal, state and district policies from the school nurse perspective.</b></p>

<p>Each candidate will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.</p>	<p>Each intern will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. Interns acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Communicating health concerns to site personnel and parents is introduced in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns conduct a parent interview to gain insight into the home lives and cultures of targeted students. Interns also connect possible impacts on diverse family structures, community cultures, and child rearing practices in a Profile of Disability in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom. Communication strategies to develop respectful and productive relationships with designated staff and parents, to provide the appropriate, safe, and consistent support across all setting are practiced in coursework and fieldwork in <a href="#">SPED 264</a> Collaboration Skills.</p>
<p>Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.</p>	<p>Each intern demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services. Coursework and assigned readings in <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development introduce interns to the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services. The referral process for communicating health concerns, including communicating with families and related service providers, is aligned to fieldwork and coursework in <a href="#">SPED 271</a>.</p> <p><b>Additional Narrative:</b>  <b>Interns are assessed on <a href="#">Coordinating Health Care Services for Students</a> including acquiring information and procuring services regarding student's sensory, movement, mobility and specialized health care</b></p>

	<p>services in <a href="#">SPED 271</a>. Interns will use the created list to refer a minimum of one student for needed support(s) in each area of specialization.</p> <p>Candidates will also complete a <a href="#">School Nurse Interview</a> and <a href="#">Student Health Plan</a> as a Course Project where they will be expected to detail integrated support and information sharing with site and community resources for a focus student.</p>
<b>M/S Standard 6: Positive Behavioral Support</b>	
Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students.	Each intern demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment, and where interventions are positive, proactive, and respectful of students. In <a href="#">SPED 260</a> Positive Behavior Management, policies and procedures to promote safe classrooms and schools are modeled and reviewed. Interns are provided instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. Interns reflect on their own understanding of the differences in diverse learners and learn best practices in managing the Dynamics of Difference, adapting to diversity and teaching with poverty in mind through coursework and assigned readings in <a href="#">CURR 251</a> Teaching Culturally & Linguistically Diverse Students. People-first language is stressed as a core tenant of all coursework and all assignments, and class participation must promote people-first language.
Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.	Each intern demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. <a href="#">SPED 263</a> Special Education Law and <a href="#">SPED 275</a> IEPs and Transitions courses discuss the legal and ethical laws and regulations pertaining to behavior. Interns examine and demonstrate knowledge of the manifestation determination process and behavior topics specifically addressed in IDEA and state Education Code. Legally-compliant behavioral PLPs, Goals and

	Assessment data are also crafted and included in <a href="#">SPED 221</a> Exceptional Learners: Differentiation in the Classroom (Referral Process Summary), <a href="#">SPED 261</a> Assessment of Learning and Teaching (writing a comprehensive Assessment Report) and <a href="#">SPED 260</a> Positive Behavior Management (writing a PBIS Plan and FBA).
Each candidate is able to participate effectively in school-wide behavior support processes.	Each intern is able to participate effectively in school-wide behavior support processes. In <a href="#">SPED 260</a> Positive Behavior Management interns will use coursework and fieldwork to use explicitly taught best practices in Positive Behavior Management to assess students of all needs. Interns will examine their class level, site level and district level PBIS system to ensure proper planning, assessing and implementation of PBIS in their unique context. Interns will create a complete and compliant evidence-based Positive Behavior Support Plan and Functional Behavior Analysis (FBA) for two focus students. <a href="#">The Video Reflection of Practice</a> will be used to reflect on the implementation of the PBIS Support Plan and FBA.
<b>M/S Standard 7: Transition and Transitional Planning</b>	
In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.	In addition to the Common Core Transition and Transitional Planning Standard, each intern demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood. The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the life span, including <a href="#">SPED 275</a> IEPs and Transitions and Practicum Courses ( <a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV). Interns will plan a legally-compliant Transition Plan for implementation, including the administration and evaluation of age-appropriate assessments geared towards transitional life experiences and preferences for students with disabilities across the life span. Interns will collaborate with personnel from other educational and community agencies through coursework and fieldwork to plan for successful transitions by students. Interns will research local entities and connect students to their

	<p>available transition resources in <a href="#">SPED 275</a> IEPs and Transitions. Interns will demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills with age-appropriate formal and informal Transition assessments and strategies, Experiential Learning and Community-Based Instruction (CBI) in <a href="#">SPED 275</a> IEPs and Transitions. In <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders, strategies connecting Transition Goals and Self-Determination and Expression Skills for Students with Autism are practiced. Developing appropriate IFSP/IEP/transition planning goals based on standards are presented in <a href="#">SPED 275</a> IEPs and Transitions and Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV). Interns will plan a legally-compliant Transition Plan for implementation, utilizing age-appropriate assessments and translating them into standards-based goals for students with disabilities across the life span. The program provides interns the ability to demonstrate they can follow all legal requirements of the IFSP/IEP/transition planning process in <a href="#">SPED 275</a> IEPs and Transitions and Practicum Courses (<a href="#">SPED 281</a> Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV) where interns will write both a complete legally-compliant IEP and Transition Plan for implementation for a minimum of one student.</p>
<b>M/S Standard 8: Augmentative and Alternative Communication</b>	
<p>Each candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf-blind and multiple disabilities.</p>	<p>Each intern demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf-blind and multiple disabilities. Interns study the legal responsibilities of teachers related to mandated considerations for augmentative and alternative communication technology in <a href="#">TECH 290</a> Technology in the Classroom and <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development. In <a href="#">CURR 232</a> Beginning Reading, low and high equipment including Speech to Text, Text to Speech, Word Prediction and AT Writing and Dictionary Assistance for curriculum access and skill development is introduced and practiced. Computer-Aided</p>



	<p>Instruction (CAI) and Video Modeling (VM) are presented with other materials to facilitate communication in <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders. Assistive Technology and Speech Generating Devices, and their possible uses and adaptations, are applied in <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders. Interns create an Action Plan in <a href="#">SPED 266</a> History and Philosophy of Special Education which details a current equity issue affecting their immediate school or student community. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns conduct a Parent Interview to gain insight into the home lives and cultures of targeted students. <a href="#">TECH 290</a> Technology in the Classroom highlights 21st century skills and instructional technologies to encourage student choice and access.</p> <p><b>Additional Narrative:</b>  <b>Interns complete an <a href="#">Augmentative and Alternative Communication: Systems, Devices and Services</a> assignment including a lesson plan in <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. Candidates detail the mandated considerations for augmentative and alternative communication technology for students across a range of disability categories.</b></p>
<p>Each candidate demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf-blind and multiple disabilities.</p>	<p>Each intern demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf-blind and multiple disabilities. Interns demonstrate the knowledge and application of augmentative and alternative communication systems or devices and services in <a href="#">TECH 290</a> Technology in the Classroom and <a href="#">SPED 271</a> Specialized Health Movement &amp; Sensory Development. In <a href="#">CURR 232</a> Beginning Reading low and high equipment including Speech to Text, Text to Speech, Word Prediction and AT Writing and Dictionary Assistance for curriculum access and skill development is introduced and practiced.</p>



	<p>Computer-Aided Instruction (CAI) and Video Modeling (VM) are presented with other materials to facilitate communication in <a href="#">SPED 259</a> Programming Strategies Autism Spectrum Disorders. Assistive Technology and Speech Generating Devices, and their possible uses and adaptations, are applied in <a href="#">SPED 258</a> Communication and Behavior Strategies Autism Spectrum Disorders. Interns create an Action Plan in <a href="#">SPED 266</a> History and Philosophy of Special Education, which details a current equity issue affecting their immediate school or student community. In <a href="#">CURR 251</a> Teaching Culturally &amp; Linguistically Diverse Students, interns conduct a Parent Interview to gain insight into the home lives and cultures of targeted students. <a href="#">TECH 290</a> Technology in the Classroom highlights 21st century skills and instructional technologies to encourage student choice and access. With a program-wide emphasis on Universal Design for Learning (UDL), interns acquire and demonstrate strategies and best practices to develop differentiated lessons to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf-blind and multiple disabilities. Interns develop lesson plans with a foundation in UDL while integrating augmentative and alternative communication systems or devices and services using the <a href="#">CTI recommended Lesson Plan Template</a> in <a href="#">CURR 231</a> Math Curriculum and Instruction, <a href="#">CURR 232</a> Beginning Reading, <a href="#">CURR 233</a> Language Arts and Writing, <a href="#">CURR 234</a> Building Academic Language, <a href="#">CURR 252</a> Instructional Strategies for English Language Learners, and <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. <a href="#">The Video Reflection of Practice</a> and instructor feedback will be used to reflect on the impact of the lesson to provide appropriate differentiation for individuals with diverse augmentative and alternative communication systems or devices and services which are rooted in evidence-based practices. Practicum supervisors observe application with students of integration of augmentative and alternative communication systems or devices and services through Practicum Courses (<a href="#">SPED 281</a></p>
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	<p>Practicum I, <a href="#">SPED 282</a> Practicum II, <a href="#">SPED 283</a> Practicum III and <a href="#">SPED 284</a> Practicum IV).</p> <p><b>Additional Narrative:</b>  <b>Interns complete an <a href="#">Augmentative and Alternative Communication: Systems, Devices and Services</a> assignment including a lesson plan in <a href="#">SPED 270</a> Curriculum and Instruction for Students with Moderate to Severe Disabilities. Candidates detail the application of augmentative and alternative communication systems, devices and services for student growth in communication, academic performance and skill development.</b></p>
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## Appendix A: Evidence and Attachments

### Handbooks

[Becoming an Intern Handbook](#)  
[Intern Program Handbook](#)

### Becoming an Intern

[Accelerated Subject-Matter Acquisition Program \(ASAP\)](#)  
[Detailed Information for Each Requirement](#)  
[Notification Email \(Bachelor Degree and CBEST\)](#)  
[Notification Email \(Certificate of Clearance\)](#)  
[Snapshot of TalentLMS Candidate Checklist](#)  
[Steps to Becoming an Intern Flowchart](#)  
[Pre-Service Course Descriptions](#)

### The Internship

[District/Site Administrator Responsibilities](#)  
[Eligibility Criteria](#)  
[Exiting the Intern Program](#)  
[Intern Expectations Agreement](#)  
[Intern Responsibilities](#)  
[Intern Support and Supervision Log](#)  
[Intern Support Hours Requirement](#)  
[Intern View of TalentLMS](#)  
[Memorandum of Understanding: Program Sponsor and Employing Agency](#)  
[Period of Validity](#)  
[Practicum Supervisor Responsibilities](#)  
[Site Mentor Responsibilities](#)  
[Support Provider Expectations Form](#)

**PowerPoints and Agendas**

[Advisement Meeting PowerPoint](#)  
[Information Meeting PowerPoint](#)  
[Institutional Advisory Team Agenda](#)  
[Governance Team Agenda](#)  
[Unit Meeting Agenda](#)

**Miscellaneous**

[Center for Teacher Organizational Chart](#)  
[CTI Intern Commitment](#)  
[Institutional Advisory Committee](#)  
[Instructor Pool](#)  
[Justification of Need Letter](#)  
[Non-Discrimination in Employment](#)  
[Non-Discrimination in Programs and Activities](#)  
[Sampling of School Administrators](#)

**Appendix B: Syllabi****Pre-Service Syllabi**

[CURR 114a Thinking about Planning](#)  
[CURR 114b Thinking about Planning](#)  
[CURR 111 Classroom Management: Teachers as Learners](#)  
[CURR 112 Understanding the Physiology of Learning](#)  
[TECH 110 Technology in the Classroom](#)  
[CURR 117 Reading Pedagogy and Methods](#)  
[CURR 113 Legal and Ethical Issues in Education](#)  
[SPED 115 Understanding Assessment](#)  
[ELL 116: English Learner Knowledge and Skill](#)

## **Intern Program Syllabi**

[CURR 231 Math Curriculum and Instruction](#)

[CURR 232 Beginning Reading](#)

[CURR 233 Language Arts and Writing](#)

[CURR 234 Building Academic Language](#)

[CURR 251 Teaching Culturally & Linguistically Diverse Students](#)

[CURR 252 Instructional Strategies for English Language Learners](#)

[SPED 221 Exceptional Learners: Differentiation in the Classroom](#)

[SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities](#)

[SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders](#)

[SPED 259 Programming Strategies Autism Spectrum Disorders](#)

[SPED 260 Positive Behavior Management](#)

[SPED 261 Assessment of Learning and Teaching](#)

[SPED 262 Typical & Atypical Development](#)

[SPED 263 Special Education Law](#)

[SPED 264 Collaboration Skills](#)

[SPED 266 History and Philosophy of Special Education](#)

[SPED 267 Autism Spectrum Disorders](#)

[SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities](#)

[SPED 271 Specialized Health Movement & Sensory Development](#)

[SPED 275 IEPs and Transitions](#)

[SPED 281 Practicum I](#)

[SPED 282 Practicum II](#)

[SPED 283 Practicum III](#)

[SPED 284 Practicum IV](#)

[TECH 290 Technology in the Classroom](#)

Riverside County Office of Education

Center for Teacher Innovation – District Intern Program – Education Specialist

April 2018

**Center for Teacher Innovation (CTI) Intern Program**  
**CURR 231 Math Curriculum and Instruction**

**Center for Teacher Innovation (CTI) Intern Program – CURR 231 Math Curriculum and Instruction**  
**Course Description:**

This course focuses on content and instructional expectations described in the Mathematics Framework for California Public Schools. A variety of strategies, instructional approaches and assessment procedures will be emphasized in order to ensure the interns' ability to develop, deliver, integrate and regularly assess mathematics competencies.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – CURR 231 Math Curriculum and Instruction**  
**Student Learning Outcomes (Course Objectives):**

1. To become familiar with the California Mathematics framework and Common Core content standards 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.
2. To develop an understanding of how to teach the concepts and relationships in mathematics (conceptual knowledge).
3. To develop teaching methods that promote understanding of the symbolism, rules, and procedures of mathematics (procedural knowledge).
4. To develop and practice appropriate strategies for effective teaching of mathematics content to implement evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

5. To develop a positive attitude toward the teaching of mathematics 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.
6. To develop lesson plans and design a curricular unit built on what is learned in this course using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
7. To consider the appropriate curricular choices for Special Needs and ELD students in the mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.
8. To reflect critically on issues such as the impact of technology and how to integrate it effectively into your unit design to facilitate curriculum access and the teaching and learning process.

Center for Teacher Innovation (CTI) Intern Program – <a href="#">CURR 231 Math Curriculum and Instruction</a> Course Required Readings:	
<ul style="list-style-type: none"> <li>• <i>Differentiating Math Instruction, K-8 : Common Core Mathematics in the 21st Century Classroom</i>, by William N. Bender</li> <li>• CCSS Math Frameworks</li> </ul>	

Center for Teacher Innovation (CTI) Intern Program – <a href="#">CURR 231 Math Curriculum and Instruction</a> Course Schedule:			
Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Principles and Standards for Mathematics</b> <ul style="list-style-type: none"> <li>• How Did You Learn Math?</li> <li>• CCSS Mathematics and Frameworks</li> <li>• Numbers Talks</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 7</b>  <b>PS 3, 5, 6, 13</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b>

	<ul style="list-style-type: none"> <li>• Illustrative Mathematics</li> </ul> <p><b>Assignments</b> (Due Prior to Session 1)</p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		<b>Assessed – 6.1</b>
<b>2</b>	<p><b>Eight Standards of Mathematical Practice, Part 1</b></p> <ul style="list-style-type: none"> <li>• Make Sense of Problems and Persevere in Solving Them</li> <li>• Reason Abstractly and Quantitatively</li> <li>• Construct Viable Arguments and Critique the Reasoning of Others</li> <li>• Model with Mathematics</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: CCSS Frameworks</li> </ul>	<p><b>CLO</b> <b>SLO 1, 4, 6, 7</b></p> <p><b>PS 3, 5, 6, 13</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b></p>
<b>3</b>	<p><b>Eight Standards of Mathematical Practice, Part 2</b></p> <ul style="list-style-type: none"> <li>• Use Appropriate Tools Strategically</li> <li>• Attend to Precision</li> <li>• Look for and Make Use of Structure</li> <li>• Look for and Express Regularity in Repeated Reasoning</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: Eight Standards</li> </ul>	<p><b>CLO</b> <b>SLO 1, 4, 6, 7</b></p> <p><b>PS 3, 5, 6, 13</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>
<b>4</b>	<p><b>Growth Mindset and Assessment</b></p> <ul style="list-style-type: none"> <li>• Cultivating a Growth Mindset</li> <li>• Examining Student (and Educator) Attitudes Toward Math</li> </ul>	<p><b>CLO</b> <b>SLO 1, 4, 5, 6, 7</b></p> <p><b>PS 3, 5, 6, 13</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b></p>



	<ul style="list-style-type: none"> <li>• Role of Confidence and Students With Disabilities</li> <li>• How to Utilize Formal and Informal Assessments to Inform Instruction</li> <li>• Assessment Types and Data Collection Systems.</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #3: Eight Standards</li> </ul>		<p><b>Practiced – 4.4</b>  <b>Practiced – 5.7</b></p>
<b>5</b>	<p><b>Differentiating Math Instruction</b></p> <ul style="list-style-type: none"> <li>• Using Data to Differentiate Math Instruction</li> <li>• Student Groupings</li> <li>• Appropriate and Effective Accommodations</li> <li>• Appropriate and Effective Modifications</li> <li>• Maintaining and Adjusting Rigor</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #4: Growth Mindset</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 8</b></p> <p><b>PS 3, 5, 6, 13</b></p>	<p><b>Practiced – 1.6</b>  <b>Practiced – 2.5</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Practiced – 5.7</b></p>
<b>6</b>	<p><b>Mastering Basic Skills in Math</b></p> <ul style="list-style-type: none"> <li>• Developing Early Number Concepts and Functional Basics</li> <li>• Teaching Through Problem Solving</li> <li>• Strategies for Addition, Subtraction, Multiplication and Division</li> <li>• Role of the Paraprofessional in Practice and Reviews of Skills</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #5: Differentiating Math Instruction</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 8</b></p> <p><b>PS 3, 5, 6, 13</b></p>	<p><b>Assessed – 3.1</b>  <b>Assessed – 3.5</b>  <b>Assessed – 4.4</b></p>

<b>7</b>	<b>More Complex Mathematical Skills</b> <ul style="list-style-type: none"> <li>Algebraic Thinking and Concepts</li> <li>Developing Fraction Concepts</li> <li>Decimals and Percents</li> <li>Geometric Thinking and Concepts</li> </ul> <b>Assignments</b> (Due Prior to Session 7) <ul style="list-style-type: none"> <li>Interactive Journal #6: Teaching Basic Skills</li> </ul>	<b>CLO</b> <b>SLO 1, 4, 5, 6, 7</b>  <b>PS 3, 5, 6, 13</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>8</b>	<b>Supporting English Learners in Math</b> <ul style="list-style-type: none"> <li>Solving for Word Problems</li> <li>Delivering Instructions</li> <li>Content-specific Vocabulary</li> <li>Explanation and Problem Solving</li> </ul> <b>Assignments</b> (Due Prior to Session 8) <ul style="list-style-type: none"> <li>Interactive Journal #7: Teaching More Complex Skills</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6, 7, 8</b>  <b>PS 3, 5, 6, 13</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>9</b>	<b>21st Century Learning and Technology</b> <ul style="list-style-type: none"> <li>Group Learning</li> <li>The Role of Math Homework</li> <li>The Flipped Classroom</li> <li>Using Assistive and Instructional Technologies</li> </ul> <b>Assignments</b> (Due Prior to Session 9) <ul style="list-style-type: none"> <li>Interactive Journal #8: Supporting EL Students in Math</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1, 4, 5, 6, 7, 8</b>  <b>PS 3, 5, 6, 13</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>10</b>	<b>Delivering Math Lessons</b>	<b>CLO</b> <b>SLO 1, 4, 5, 6</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b>

	<ul style="list-style-type: none"> <li>• Pacing Guides and Course Outlines</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 10)</p> <ul style="list-style-type: none"> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<b>PS 3, 5, 6, 13</b>	<b>Assessed – 4.4</b>
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**Center for Teacher Innovation (CTI) Intern Program – [CURR 231 Math Curriculum and Instruction](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Mathematical Practice Lesson Plan**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plate template to write a complete lesson plan centered around a selected Mathematical Practice.
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).
3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

**Assignment 2: Mathematics Assessment and Data Analysis**

**Follow these steps to submit this assignment:**

1. Create a Math Assessment and Rubric for a current unit plan in your classroom (or arrange to assist with the unit plan in a more appropriate setting, if needed).
2. Deliver the assessment in your classroom and grade the results against the rubric.
3. Write a 1-2 page Data Analysis of the Assessment Results, discussing its impact on future instruction.
4. Submit copies of your mathematics assessment, rubric and reflection in TalentLMS.

### Assignment 3: Class Presentation

#### Follow these steps to submit this assignment:

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your lesson plan or Assessment (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## Center for Teacher Innovation (CTI) Intern Program

### [CURR 232 Beginning Reading](#)

#### Center for Teacher Innovation (CTI) Intern Program – [CURR 232 Beginning Reading](#) Course Description:

This course focuses on theoretical and practical aspects of teaching reading, writing, speaking, and listening to all students, including those whose primary language is other than English, and those with a disability. A variety of strategies, instructional approaches, and assessment procedures will be emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess language competencies, with emphasis on effective reading and language arts instruction in small class settings and meeting the educational needs of culturally diverse students.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

#### Center for Teacher Innovation (CTI) Intern Program – [CURR 232 Beginning Reading](#) Student Learning Outcomes (Course Objectives):

1. Candidates will gain knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

2. Candidates will demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations in a structured literacy instruction.
3. Candidates will be able to use progress monitoring systems using formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
4. Candidates will acquire the ability to use computer-based technology to facilitate the teaching and learning process of literacy access and instruction.
5. Candidates are given research-based systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.
6. Candidates will apply knowledge of reading content, including: word analysis, fluency, vocabulary, academic language, and background knowledge, reading comprehension, literary response and analysis.
7. Candidates will demonstrate knowledge of components of effective instructional delivery in reading (presentation, orientation, structured practice, guided practice, and independent practice).

**Center for Teacher Innovation (CTI) Intern Program – [CURR 232 Beginning Reading](#)  
Course Required Readings:**

- *Put Reading First: The Research Building Blocks of Reading Instruction*. 3rd Edition.
- Tompkins, G. E., *Literacy for the 21st Century: A Balanced Approach*. 4th Edition, 2006.
- Zarrillo, James T., *RICA: A Test Preparation Guide: California's Reading Instruction Competence Assessment*, 2011.
- Additional handouts and articles as assigned.

**Center for Teacher Innovation (CTI) Intern Program – [CURR 232 Beginning Reading](#)**  
**Course Schedule:**

<b>Session</b>	<b>Topic, Activities, and/or Assignments for Session</b>	<b>Outcomes</b>	<b>TPE Element(s) Addressed</b>
<b>1</b>	<b>Understanding Components of Literacy</b> <ul style="list-style-type: none"> <li>• Structured Literacy</li> <li>• Explicit and Diagnostic Instruction</li> <li>• Structural Analysis – Six Syllable Types</li> <li>• Word Analysis and Phonological Awareness</li> <li>• Challenges for Students With Disabilities</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
<b>2</b>	<b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>• Elements of Phonemic Awareness</li> <li>• Classroom Strategies, Games and Elkonin Boxes</li> <li>• Kinesthetic and Tactile Reinforcers</li> <li>• Phonemic Awareness Assessments</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: Structural Analysis</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>

3	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Elements of Phonics</li> <li>• Classroom Strategies, Games and Student Groupings</li> <li>• Kinesthetic and Tactile Reinforcers</li> <li>• Phonics Assessments</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: Phonemic Awareness</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
4	<b>Fluency</b> <ul style="list-style-type: none"> <li>• Elements of Fluency</li> <li>• Classroom Strategies, Games and Student Groupings</li> <li>• Timed and Repeated Readings</li> <li>• Prosody and Error Reduction</li> <li>• Fluency Assessments</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: Phonics</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
5	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Elements of Vocabulary Instruction</li> <li>• Classroom Strategies, Games and Word Walls</li> <li>• Academic Language and Tier I, II, III Words</li> <li>• Vocabulary Assessments</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>• Interactive Journal #4: Fluency</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>

<b>6</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Elements of Comprehension Instruction</li> <li>• Classroom Strategies, Games and Scaffolds</li> <li>• Utilizing and Accessing Background Knowledge</li> <li>• Comprehension Assessments</li> </ul> <b>Assignments</b> (Due Prior to Session 6) <ul style="list-style-type: none"> <li>• Interactive Journal #5: Vocabulary</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>7</b>	<b>Encoding and Writing</b> <ul style="list-style-type: none"> <li>• Literary Response and Analysis</li> <li>• Strategies for Teaching Encoding</li> <li>• Research on Encoding as a Reinforcer for Decoding</li> <li>• Differentiating Writing Instruction</li> <li>• Using Graphic Organizers</li> </ul> <b>Assignments</b> (Due Prior to Session 7) <ul style="list-style-type: none"> <li>• Interactive Journal #6: Background Knowledge</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>8</b>	<b>Data Collection and Progress Monitoring</b> <ul style="list-style-type: none"> <li>• Reading Assessments – Baseline, Formative, Summative</li> <li>• Universal Screeners</li> <li>• Grade-Level Norms and Averages</li> <li>• Lexile Levels</li> <li>• Analyzing Data and Growth</li> <li>• Planning a Comprehensive Progress Monitoring System</li> </ul> <b>Assignments</b> (Due Prior to Session 8)	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6</b>  <b>PS 3, 5, 9, 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>



	<ul style="list-style-type: none"> <li>Interactive Journal #7: Spelling Tests</li> </ul>		
<b>9</b>	<b>Instructional and Assistive Technologies</b> <ul style="list-style-type: none"> <li>Using Instructional Technologies for Skill Development</li> <li>Speech to Text</li> <li>Text to Speech</li> <li>Word Prediction</li> <li>Writing and Dictionary Assistance</li> </ul> <b>Assignments</b> (Due Prior to Session 9) <ul style="list-style-type: none"> <li>Interactive Journal #8: Progress Monitoring</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 5, 6, 9, 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>10</b>	<b>Delivering Instruction</b> <ul style="list-style-type: none"> <li>Pacing Plans</li> <li>Using Age-appropriate Materials</li> <li>Best Practices in Instructional Delivery: Orientation, Presentation, Guided Practice, Independent Practice</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <b>Assignments</b> (Due Prior to Session 10) <ul style="list-style-type: none"> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 5, 6, 7</b>  <b>PS 3, 5, 9, 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

**Center for Teacher Innovation (CTI) Intern Program – [CURR 232 Beginning Reading](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Reading Lesson Plan**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plate template to write a complete lesson plan centered around a selected Literacy Skill.
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).
3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

**Assignment 2: Assessment and Progress Monitoring**

**Follow these steps to submit this assignment:**

1. Find a universal screener or research-based literacy assessment appropriate for your students and setting.
2. Deliver the assessment in your classroom and score the results using your district's technology-based data collection platform.
3. Write a 1-2 page Data Analysis of the Assessment Results, discussing its impact on your future progress monitoring and progress monitoring systems.
4. Submit your reflection in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your lesson plan or assessment (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**CURR 233 Language Arts and Writing**

**Center for Teacher Innovation (CTI) Intern Program – CURR 233 Language Arts and Writing**  
**Course Description:**

This course focuses on the theoretical and practical aspects of teaching reading, writing, speaking, and listening to all students. This is the second of a series of three courses that provide a comprehensive program of systematic instruction in reading, writing, listening, and speaking. A variety of strategies, instructional approaches and assessment procedures will be emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess student progress in a high-quality literature and writing program. Particular attention will be paid to small class settings and meeting the needs of culturally diverse students. This course will address explicit instruction for the full range of learners. Accommodations and modifications to meet the needs of all students, particularly ELs and students with disabilities will be provided throughout the course.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – CURR 233 Language Arts and Writing**  
**Student Learning Outcomes (Course Objectives):**

1. Define the research-based instruction in delivery of a comprehensive program of systematic instruction in reading, writing, listening and speaking aligned to the state-adopted standards.
2. Application of systematic, explicit ELA instruction to meet the needs of the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system and advanced learners who have varied reading levels and language backgrounds.
3. Understand features of instructional design in ELA including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards and how to teach for transference and generalization of skills.

4. Recognize the systematic progression of instruction and application of foundational writing strategies, applications, and conventions.
5. Examine writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision, including the writing process.
6. Analyze writing applications according to purpose, audiences, and grade-level appropriate genres incorporating corresponding language functions, forms, and vocabulary, and their characteristics.
7. Inspect writing conventions appropriate to grade-level standards (i.e., sentence structure, grammar, punctuation, capitalization and spelling).
8. Connect computer-based technology to facilitate the teaching and learning processes of Language Arts and Writing instruction.

**Center for Teacher Innovation (CTI) Intern Program – [CURR 233 Language Arts and Writing](#)  
Course Required Readings:**

- *English Language Arts/English Language Development Framework for California Public Schools*, California Department of Education, 2015. (Provided digitally on instructor website.)
- Various articles as assigned by instructor or chosen by student.

**Center for Teacher Innovation (CTI) Intern Program – [CURR 233 Language Arts and Writing](#)  
Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Instruction and Narrative Writing</b> <ul style="list-style-type: none"> <li>• Necessities of Writing</li> <li>• Scaffolding Instruction and Narrative Writing</li> <li>• Outlining Story Elements in Connection With CCSS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 6</b>  <b>PS 9</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.2</b> <b>Introduced – 3.5</b> <b>Assessed – 6.1</b>

	<ul style="list-style-type: none"> <li>• Descriptive Language</li> <li>• Writing for Purpose, Genre and Audience</li> <li>• Self-Assessment: Writing and Writing Instruction</li> <li>• Read “The Necessities of Writing Instruction” (Entire Article)</li> </ul> <p><b>Assignments</b> (Due Prior to Session 1)</p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		
<b>2</b>	<p><b>Response to Informational Text</b></p> <ul style="list-style-type: none"> <li>• Elements of an Effective Writer’s Workshop</li> <li>• Differentiation and Pre-Reading Strategies</li> <li>• Scaffolds During Reading Including Close and Guided Reading</li> <li>• Differentiation and After Reading Strategies</li> <li>• Read “The CCSS and Composing Informational Texts” by Calkins, Ehrenworth, and Lehman</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: Narrative Writing</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 6</b></p> <p><b>PS 9, 10, 13</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b></p>

3	<b>Making Language Arts Content Comprehensible to All Learners</b> <ul style="list-style-type: none"> <li>• Reader Roles</li> <li>• Reading Response Forms</li> <li>• Types and Uses of Graphic Organizers</li> <li>• Note-Taking Strategies and Research-based Applications</li> <li>• Immersive Reader and Instructional Technology Tools</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: Response to Informational Text</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 9, 10, 13</b>  <b>PS 9, 10, 13</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 3.6</b> <b>Practiced – 4.4</b>
4	<b>Reading – Writing Connections</b> <ul style="list-style-type: none"> <li>• Rigor and Writing Instruction</li> <li>• The Physical Act of Writing</li> <li>• Accessing Background Knowledge</li> <li>• Shared Writing Strategies</li> <li>• Citations and/or Using Evidence</li> <li>• Scaffolding Structural Organization</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: Utilizing Graphic Organizers</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 2, 3, 4, 5, 8</b>  <b>PS 9, 10, 13</b>	<b>Introduced – 1.3</b> <b>Practiced – 1.6</b> <b>Practiced – 2.2</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>
5	<b>Grammar, Coherence and Unity</b> <ul style="list-style-type: none"> <li>• Editing and Revision Strategies</li> <li>• Structured Share of Course Curated Resources</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

	<ul style="list-style-type: none"> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #4: Reading and Writing Connections</li> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<b>PS 9, 10, 13</b>	
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**Center for Teacher Innovation (CTI) Intern Program – [CURR 233 Language Arts and Writing](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Language Objective Lesson Plan and Reflection**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plate template to write a complete lesson plan focused on the California ELA/ELD Standards that include reading, writing, speaking, listening, and language skills.
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).
3. Bring samples of original student written compositions generated during the lesson to include in Class Presentation.
4. Write a 1-2 page reflection of the lesson.
5. Submit your lesson plan and reflection in TalentLMS.

**Assignment 2: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from one of your lesson plans (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## Center for Teacher Innovation (CTI) Intern Program

### CURR 234 Building Academic Language

#### Center for Teacher Innovation (CTI) Intern Program – CURR 234 Building Academic Language Course Description:

This course will focus on the rationale behind and instructional pedagogy for building academic language in the classroom setting. Coursework will address the academic language demands of content learning, as called for by the California ELA/ELD Framework and the California Standards for ELA/Literacy and ELD. This course will address academic language through the lens of both vocabulary and academic language structures, with the intention of building a repertoire of strategies to teach language as a meaning-making resource for reading, writing, and discussion.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

#### Center for Teacher Innovation (CTI) Intern Program – CURR 234 Building Academic Language Student Learning Outcomes (Course Objectives):

1. Candidates will gain understanding and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.
2. Candidates will demonstrate competence in using the California Standards for ELA/Literacy and the California English Language Development Standards in tandem as a reference to plan classroom instruction for academic language learning using flexible grouping, individualized instruction, and whole-class instruction as needed.
3. Candidates will use the ELA/ELD Framework and the 5 Key Themes within the document as tools to guide instructional decision-making when planning for academic language learning to make grade-level content accessible to all students.
4. Candidates will demonstrate capacity to deliver instruction for the learning of vocabulary, academic language, and background knowledge.



5. Candidates will be able to determine which instructional strategy is best suited for a setting, academic language goal, and target group of learners recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups).
6. Learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.

**Center for Teacher Innovation (CTI) Intern Program – [CURR 234 Building Academic Language](#)  
Course Required Readings:**

- *English Language Arts/English Language Development Framework for California Public Schools*, California Department of Education, 2015. (Provided digitally on instructor website.)
- California Content Standards for ELA/Literacy & Selected Readings as assigned.

**Center for Teacher Innovation (CTI) Intern Program – [CURR 234 Building Academic Language](#)  
Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
<b>1</b>	<b>Elements of Academic Language</b> <ul style="list-style-type: none"> <li>• Content and Discipline-Specific Vocabulary</li> <li>• Rhetorical Conventions and Devices</li> <li>• Language Demands</li> <li>• Brick and Mortar Words</li> <li>• Academic Language and the K-12 Classroom</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 4, 5, 6</b>  <b>PS 3, 5, 9, 10</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>

2	<b>Comprehensive Vocabulary Programs</b> <ul style="list-style-type: none"> <li>• Tier I, II, III Words</li> <li>• Strategies for Teaching Individual Words</li> <li>• Multiple Exposures and Multiple Meanings</li> <li>• Fostering Word Consciousness</li> <li>• Teaching Strategies for Independent Word Acquisition</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: Academic Language</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 3, 5, 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>
3	<b>Talk Moves</b> <ul style="list-style-type: none"> <li>• Enhance Conversations and Deepen Discourse Rigor</li> <li>• Revoicing</li> <li>• Restating</li> <li>• Applying Personal Reasoning</li> <li>• Wait Time</li> <li>• Prompting Participation</li> <li>• Content-specific Talk Moves</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: Vocabulary Programs</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 2, 3, 4, 5, 6</b>  <b>PS 3, 5, 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
4	<b>Connecting Content to Academic Language</b> <ul style="list-style-type: none"> <li>• Word Networks</li> <li>• Language of Problem Solving</li> <li>• Cause-and-Effect Language</li> <li>• Academic Language and Content Writing</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 3, 5, 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>

	<b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>Interactive Journal #3: Talk Moves</li> </ul>		
<b>5</b>	<b>Incorporating Academic Language Structures Into the Classroom</b> <ul style="list-style-type: none"> <li>Print-rich Environments and Word Walls</li> <li>Wide-reading Libraries and Dedicated Reading Time</li> <li>Building Language Into Lessons and Assessments</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>Interactive Journal #4: Connecting Content</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 5, 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>6</b>	<b>Aligning Teaching Choices to Language Goals and Needs</b> <ul style="list-style-type: none"> <li>Data-driven Language Instruction</li> <li>Differentiation and Student Groupings</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <b>Assignments</b> (Due Prior to Session 6) <ul style="list-style-type: none"> <li>Interactive Journal #5: Academic Language Connections to the Classroom</li> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<b>CLO</b> <b>SLO 3, 5, 6</b>  <b>PS 3, 5, 9, 10</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

Center for Teacher Innovation (CTI) Intern Program – [CURR 234 Building Academic Language](#)  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Academic Language Lesson Plan and Reflection**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plan template to write a complete lesson plan focused on Academic Language development (Talk Moves, Vocabulary Instruction or other strategies covered in the course or readings).
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting if needed).
3. Bring samples of student participation generated during the lesson to include in Class Presentation.
4. Write a 1-2 page reflection of the lesson.
5. Submit your lesson plan and reflection in TalentLMS.

**Assignment 2: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your lesson plan (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**CURR 251 Teaching Culturally & Linguistically Diverse Students**

**Center for Teacher Innovation (CTI) Intern Program – CURR 251 Teaching Culturally & Linguistically Diverse Students**  
**Course Description:**

This course focuses on the rationale behind and instructional pedagogy of Teaching Culturally and Linguistically Diverse Students. A variety of strategies, instructional approaches, and assessment procedures will be emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess understanding cultural proficiency, teaching with poverty in mind, using the tools of cultural proficiency, essential elements of cultural proficiency and valuing diversity.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – CURR 251 Teaching Culturally & Linguistically Diverse Students**  
**Student Learning Outcomes (Course Objectives):**

1. Candidates will receive instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
2. Candidates will demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.
3. Candidates will demonstrate competence in understanding tools and elements Cultural Competence and the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning.
4. Candidates will demonstrate capacity to teach with poverty in mind.

5. Candidates will be able to determine which instructional strategy is best suited for different linguistic backgrounds.
6. Candidates will apply knowledge of diverse family structures, community cultures, and child-rearing practices in order to develop respectful and productive relationships with families and communities.

**Center for Teacher Innovation (CTI) Intern Program – [CURR 251 Teaching Culturally & Linguistically Diverse Students](#)**  
**Course Required Readings:**

- Nuri-Robins, K.J., Lindsay, D.B., Lindsey, R.B., Terrel, R.D. (2012). *Culturally Proficient Instruction*. Thousand Oaks, CA: Corwin Press ISBN: 978-1-4129-8814-8
- Jensen, Eric. (2009). *Teaching with Poverty in Mind: What Being Poor Does to Kid's Brains and What Schools Can Do About It*

**Center for Teacher Innovation (CTI) Intern Program – [CURR 251 Teaching Culturally & Linguistically Diverse Students](#)**  
**Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Understanding Cultural Proficiency</b> <ul style="list-style-type: none"> <li>• What is Cultural Proficiency</li> <li>• Equity vs. Equality</li> <li>• The Case for Cultural Proficiency</li> <li>• Assessing Cultural Knowledge</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 6</b>  <b>PS 3, 10, 14</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
2	<b>Using the Tools of Cultural Proficiency</b>	<b>CLO</b>	<b>Practiced – 1.6</b>

	<ul style="list-style-type: none"> <li>• Culturally Proficient Standards</li> <li>• The Guiding Principles of Culturally Competent Teaching</li> <li>• Knowledge of Student's Culture</li> <li>• Student Choice and Voice</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: The Case for Cultural Proficiency</li> </ul>	<p><b>SLO 1, 2, 3, 6</b></p> <p><b>PS 3, 10, 14</b></p>	<p><b>Practiced – 2.5</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Introduced – 5.7</b></p>
<b>3</b>	<p><b>Cultural Proficiency In Practice</b></p> <ul style="list-style-type: none"> <li>• Intercultural Communication Skills</li> <li>• Barriers to Cultural Proficiency</li> <li>• The Cultural Proficiency Continuum</li> <li>• Positive Perspectives on Parents and Families</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: The Guiding Principles of Cultural Proficiency</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 6</b></p> <p><b>PS 3, 10, 14</b></p>	<p><b>Practiced – 1.6</b>  <b>Practiced – 2.5</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Practiced – 5.7</b></p>
<b>4</b>	<p><b>Valuing Diversity</b></p> <ul style="list-style-type: none"> <li>• Cultural Safety</li> <li>• Diversity in Special Education</li> <li>• Gender and Sexual Orientation</li> <li>• Managing the Dynamics of Difference</li> <li>• Adapting to Diversity</li> <li>• Institutionalize Cultural Knowledge</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #3: The Cultural Proficiency</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 6</b></p> <p><b>PS 3, 10, 14</b></p>	<p><b>Practiced – 1.6</b>  <b>Practiced – 2.5</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Practiced – 5.7</b></p>

	Continuum		
<b>5</b>	<b>Teaching With Poverty in Mind</b> <ul style="list-style-type: none"> <li>• Understanding the Nature of Poverty</li> <li>• How Poverty Affects Behavior and Academic Performance</li> <li>• Embracing the Mind-Set of Change</li> <li>• School-wide Success Factors</li> <li>• Classroom Level Success Factors</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>• Interactive Journal #4: Diversity in Special Education</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 5, 9, 10, 14</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>6</b>	<b>Linguistic Development</b> <ul style="list-style-type: none"> <li>• Elements of Linguistic Development</li> <li>• First and Second Language Acquisition</li> <li>• Connecting First and Second Language Development</li> <li>• Action Plans and Next Steps for Professional Development</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <b>Assignments</b> (Due Prior to Session 6) <ul style="list-style-type: none"> <li>• Interactive Journal #5: Teaching With Poverty in Mind</li> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<b>CLO</b> <b>SLO 3, 10, 14</b>  <b>PS 3, 5, 9, 10</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>



Center for Teacher Innovation (CTI) Intern Program – [CURR 251 Teaching Culturally & Linguistically Diverse Students](#)  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Parent Interview**

**Follow these steps to submit this assignment:**

1. Conduct a 30-minute interview with a parent(s) of a distinct cultural and socio-economic background other than your own.
2. Write a 1-2 page reflection of the interview, highlighting new learning and/or confirmation of existing beliefs.
3. Submit your interview notes or link to recording and written reflection in TalentLMS.

**Assignment 2: Action Plan**

**Follow these steps to submit this assignment:**

1. Write a 2-3 page Action Plan outlining how you will use the new information you learned in the course to address a current need of equity/access on campus (either in your classroom, grade level, or school).
2. Submit your Action Plan in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your Action Plan or Parent Interview (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**CURR 252 Instructional Strategies for English Language Learners**

**Center for Teacher Innovation (CTI) Intern Program – CURR 252 Instructional Strategies for English Language Learners**  
**Course Description:**

This course focuses on theoretical and practical aspects of providing all English learners with full access to high-quality English language arts, mathematics, science, and social studies content, as well as other academic subjects, while simultaneously gaining proficiency and access in the English language. A variety of strategies, instructional approaches, and assessment procedures will be emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess supports for English learners using the California ELA/ELD framework that will allow English learners in their classrooms to develop English language proficiency and gain access to core content curriculum.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – CURR 252 Instructional Strategies for English Language Learners**  
**Student Learning Outcomes (Course Objectives):**

1. Learn the purposes, goals and content for the effective teaching and support of both English learners and Long-Term English Learners (LTELs).
2. Learn the intent and structure of California's ELA/ELD Framework, including the state and federal legal requirements and ethical obligations for teaching and placement of ELs.
3. Understand how the standards work in tandem with CCSS and the differences between designated and integrated ELD.
4. Learn strategies to scaffold and support rigorous instruction for ELs and LTELs in reading, writing, speaking and listening through the sociocultural theory.

5. Design and deliver an integrated ELD comprehensive literacy strategy that aligns to the framework and instructional goals of the class and the cognitive, pedagogical and individual factors that affect students' language acquisition.
6. Understand linguistic development, first and second language acquisition and how first language connects to second language development.
7. Use initial, formative and summative assessment information to diagnose students' language abilities.

Center for Teacher Innovation (CTI) Intern Program – <a href="#">CURR 252 Instructional Strategies for English Language Learners</a> Course Required Readings:	
<ul style="list-style-type: none"> <li>Gibbons, Pauline, <i>Scaffolding Language, Scaffolding Learning</i>, Teaching English Language Learners in the Mainstream Classroom 2nd Edition.</li> <li>CA ELA/ELD Framework (provided digitally on instructor website).</li> </ul>	

Center for Teacher Innovation (CTI) Intern Program – <a href="#">CURR 252 Instructional Strategies for English Language Learners</a> Course Schedule:			
Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Introduction to English Language Learners &amp; Instructional Theory</b> <ul style="list-style-type: none"> <li>Self-Assessment: Assumptions About English Learners</li> <li>Types of English Learners</li> <li>The Importance of Academic Register</li> <li>Sociocultural Theory</li> <li>Role of Zone of Proximal Development</li> <li>Intro to CA English Learner Proficiency Levels</li> </ul>	<b>CLO 1, 5</b> <b>SLO 1</b>  <b>PS 3, 5, 10</b>	<b>Introduced – 1.1</b> <b>Introduced – 3.1</b> <b>Practiced – 4.1</b> <b>Practiced – 5.7</b> <b>Assessed – 6.1</b> <b>Introduced – 6.2</b>

	<ul style="list-style-type: none"> <li>• EL Proficiency Level</li> <li>• Listening Comprehension</li> </ul> <p><b>Assignments</b> (Due Prior to Session 1)</p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		
<b>2</b>	<p><b>Creating Comprehensible Input &amp; Output</b></p> <ul style="list-style-type: none"> <li>• Introduction to CA ELA/ELD Framework (Standards, Structure of Designated and Integrated ELD)</li> <li>• Understanding Proficiency Levels &amp; Descriptors for CELDT &amp; CA Framework</li> <li>• School and Local Structures</li> <li>• Creating an Environment of Comprehensible Input &amp; Output</li> <li>• Organization and Delivery of Oral Communication</li> <li>• Writing Content &amp; Language Objectives</li> <li>• Content/Language Objectives</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: Data Analysis – CA English Learner Proficiency Level</li> </ul>	<p><b>CLO 4, 5</b>  <b>SLO 2, 3</b>  <b>SLO 4, 7</b></p> <p><b>PS 5, 10</b></p>	<p><b>Practiced – 1.6</b>  <b>Practiced – 2.5</b>  <b>Assessed – 3.1</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.1</b>  <b>Practiced – 4.4</b>  <b>Introduced- – 5.7</b></p>

3	<b>Scaffolding Receptive Learning (Listening &amp; Reading)</b> <ul style="list-style-type: none"> <li>• Introduction to Receptive Skills</li> <li>• Context for Listening</li> <li>• Reader Roles</li> <li>• Tiered Vocabulary &amp; Teaching Strategies</li> <li>• Success Criteria</li> <li>• Evaluating Oral and Media Communications</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: Creating Comprehensible Input &amp; Output</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO 2, 4</b> <b>SLO 1, 2, 4,</b> <b>SLO 5, 6</b>  <b>PS 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Practiced – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
4	<b>Scaffolding Productive Learning (Speaking &amp; Writing)</b> <ul style="list-style-type: none"> <li>• Introduction to Productive Skills</li> <li>• Speaking &amp; Classroom “Talk”</li> <li>• Structured Language in Writing</li> <li>• Writing in All Forms</li> <li>• Analysis of What Works Clearinghouse Recommendations</li> <li>• Creating Differentiated Academic Language Frames</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: Scaffolding Receptive Learning</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO 2, 4</b> <b>SLO 1, 2, 4</b> <b>SLO 5, 6</b>  <b>PS 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Practiced – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b>
5	<b>Putting Together a Comprehensive Literacy Strategy</b> <ul style="list-style-type: none"> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul>	<b>CLO 2, 3, 4,</b> <b>CLO 5</b> <b>SLO 1, 4, 5</b>	<b>Assessed – 3.2</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

	<b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>• Interactive Journal #4: Scaffolding Productive Learning</li> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<b>PS 3, 5</b> <b>PS 9, 10</b>	
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**Center for Teacher Innovation (CTI) Intern Program – [CURR 252 Instructional Strategies for English Language Learners](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Language Objective Lesson Plan and Reflection**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plate template to write a complete lesson plan centered around a selected language objective.
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).
3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

**Assignment 2: Receptive Language Strategy Lesson Plan and Reflection**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plate template to write a complete lesson plan centered around a selected Receptive Language Strategy.
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).
3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

### Assignment 3: Class Presentation

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from one of your lesson plans (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## **Center for Teacher Innovation (CTI) Intern Program** **SPED 221 Exceptional Learners: Differentiation in the Classroom**

### **Center for Teacher Innovation (CTI) Intern Program – SPED 221 Exceptional Learners: Differentiation in the Classroom** **Course Description:**

This course introduces candidates to a wide variety of the disability categories specified in IDEA and their etiologies, and educational implications. It provides interns with ways to adapt curriculum, materials, and teaching and management strategies to meet the needs of exceptional learners in their classrooms. This course focuses on basic ways to differentiate content, process, product, and learning environments for students struggling with academics, as well as for high-achieving and gifted students. Also addressed are strategies to help students who exhibit social, emotional, and behavioral needs across diverse educational settings. Candidates are introduced to the Student Study Team (SST), the Individualized Education Program (IEP), analyzing student needs, and working with an educational team through collaboration. Accommodations and modifications to meet the needs of all students, particularly with disabilities, will be provided throughout the course.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 221 Exceptional Learners: Differentiation in the Classroom**  
**Student Learning Outcomes (Course Objectives):**

1. Cite 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.
2. Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood, including knowledge of developmental stages and their implications for learning. Understand the overview of special education services and other services including Individualized Education Plans.
3. Learn an overview of the referral process of obtaining special services. This includes using multiple sources of information in order to participate in decision-making regarding eligibility and services.
4. Understand inclusion strategies for students with special needs, including students with severe behavioral disorders, as well as the gifted and talented.
5. Demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.
6. Examine principles of responding to student behavior and learn to use proactive strategies and curriculum materials effectively in the education of students struggling with social/emotional or behavioral needs.
7. Plan and use instructional strategies, activities, and materials that appeal to and challenge all learning styles while recognizing the potential influence of varying cultural factors and practices on development.
8. Understand the importance of communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers; (2) general/special education teachers, and co-teachers, related service personnel, and administrators; (3) trans-disciplinary teams, including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. This includes skills required to provide information to family members regarding typical developmental expectations, as well as the impact of the disability on developmental progress.



**Center for Teacher Innovation (CTI) Intern Program – [SPED 221 Exceptional Learners: Differentiation in the Classroom](#)**  
**Course Required Readings:**

- Friend, M., & Bursuck, W., *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. (7th Ed.) Pearson, 2015.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 221 Exceptional Learners: Differentiation in the Classroom](#)**  
**Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
<b>1</b>	<b>Interventions, Pre-Referrals and MTSS</b> <ul style="list-style-type: none"> <li>• MTSS</li> <li>• General Education Interventions and Pre-Referral Data Collection and Analysis</li> <li>• Student Success Teams and Referrals to Special Education</li> <li>• Roles of Related Service Providers</li> <li>• The Initial IEP</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 2, 3, 5, 8</b>  <b>PS 2, 4, 5, 8, 11</b>	<b>Practiced – 1.4</b> <b>Introduced – 2.5</b> <b>Practiced – 3.2</b> <b>Practiced – 3.4</b> <b>Introduced – 4.1</b> <b>Introduced – 4.2</b> <b>Practiced – 4.4</b> <b>Practiced – 4.5</b> <b>Introduced – 5.6</b> <b>Introduced – 5.8</b>
<b>2</b>	<b>Understanding Disabilities</b> Examining Characteristics, Instructional Strategies and Inclusion Strategies for: <ul style="list-style-type: none"> <li>• Students with Specific Learning Disability (SLD)</li> <li>• Students With Attention Deficit Hyperactivity Disorder</li> <li>• Students With Dyslexia, Dysgraphia and</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 4, 5, 6, 7</b>  <b>PS 2, 4, 5, 8, 11</b>	<b>Practiced – 1.4</b> <b>Introduced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 4.1</b> <b>Assessed – 4.2</b> <b>Practiced – 4.4</b> <b>Practiced – 4.5</b>

	<p>Dyscalculia</p> <ul style="list-style-type: none"> <li>Students With Speech-Language Impairments</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>Interactive Journal #1: MTSS</li> </ul>		<b>Practiced – 5.8</b>
<b>3</b>	<p><b>Understanding Disabilities</b> Examining Characteristics, Instructional Strategies and Inclusion Strategies for:</p> <ul style="list-style-type: none"> <li>Students With Emotional Disturbance/Severe Behaviors</li> <li>Students With Deafness or Hearing Impairments</li> <li>Students With Visual Impairments</li> <li>Students Who Are Gifted and Talented</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>Interactive Journal #2: Students With Specific Learning Disability (SLD)</li> <li>Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 4, 5, 6, 7</b></p> <p><b>PS 2, 4, 5, 8, 11</b></p>	<p><b>Practiced – 1.4</b> <b>Introduced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 4.1</b> <b>Assessed – 4.2</b> <b>Practiced – 4.4</b> <b>Practiced – 4.5</b> <b>Practiced – 5.8</b></p>
<b>4</b>	<p><b>Understanding Disabilities</b> Examining Characteristics, Instructional Strategies and Inclusion Strategies for:</p> <ul style="list-style-type: none"> <li>Students With Intellectual Disabilities</li> <li>Students With Multiple Disabilities</li> <li>Students With Orthopedic Impairments</li> <li>Students With Other Health Impairments</li> <li>Students With Deaf-Blindness</li> <li>Students With Traumatic Brain Injury</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p>	<p><b>CLO</b> <b>SLO 1, 2, 4, 5, 6, 7</b></p> <p><b>PS 2, 4, 5, 8, 11</b></p>	<p><b>Practiced – 1.4</b> <b>Introduced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 4.1</b> <b>Assessed – 4.2</b> <b>Practiced – 4.4</b> <b>Practiced – 4.5</b> <b>Practiced – 5.8</b></p>

	<ul style="list-style-type: none"> <li>Interactive Journal #3: Students With Emotional Disturbance / Severe Behaviors</li> <li>Video Reflection of Practice (Instructor)</li> </ul>		
5	<p><b>Communicating With All Stakeholders</b></p> <ul style="list-style-type: none"> <li>Communicating With General Education Teachers</li> <li>Communicating With Parents/Guardians and Community Agencies</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>Interactive Journal #4: Students With Intellectual Disabilities</li> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 5, 8</b></p> <p><b>PS 2, 4, 5, 8, 11</b></p>	<p><b>Assessed – 4.2</b> <b>Assessed – 4.4</b> <b>Assessed – 6.4</b></p>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 221 Exceptional Learners: Differentiation in the Classroom](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

<b>Assignment 1: MTSS and Referral Process</b>
<p><b>Follow these steps to submit this assignment:</b></p> <ol style="list-style-type: none"> <li>1. Research the current implementation of MTSS and the referral process to receive special services at your school site.</li> <li>2. Write a 1-2 page overview of the MTSS framework and referral process (include attachments of current forms and calendars).</li> <li>3. Submit your overview in TalentLMS.</li> </ol>

### **Assignment 2: Profile of a Disability**

#### **Follow these steps to submit this assignment:**

1. Research one of the defined disabilities listed in IDEA (or another disability approved by the instructor).
2. Write a 2-3 page profile of the selected disability, including (all that are applicable):
  - Etiologies, characteristics, specialized physical health care procedures.
  - Educational and social impact.
  - Social/emotional and behavioral needs
  - Educational approaches and instructional strategies.
  - Inclusion strategies and Least Restrictive Environment (LRE).
  - School, district and community resources.
  - Implications in transition to continued education and/or adult living.
3. Submit your profile in TalentLMS.

### **Assignment 3: Class Presentation**

#### **Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected learning or strategy from one of your assignments (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities**

**Center for Teacher Innovation (CTI) Intern Program – SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities**

**Course Description:**

This course is designed to assist the teacher in developing instructional strategies for teaching integrated lessons in the areas of history social studies, science, and the arts for all students. Utilizing the California Frameworks and Standards, students will be introduced to the general education curriculum and adaptations and adjustments that can be made for the special education student with mild to moderate disabilities.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities**

**Student Learning Outcomes (Course Objectives):**

1. Candidates will demonstrate ability to select curricula 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.
2. Candidates will demonstrate knowledge to utilize 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.
3. Candidates will demonstrate competence in understanding evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders.

4. Candidates will demonstrate capacity to implement strategies and interventions for students who are not responding to the current instructional environment.
5. Candidates will be able to create instructional and behavioral support partnerships with parents/families.
6. Candidates will apply a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.
7. Candidates demonstrate knowledge of how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities.
8. Candidates demonstrate knowledge of how to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing.
9. Candidates demonstrate knowledge of how to use effective methods for teaching students mathematical skills, applications and problem-solving methods.
10. Candidates demonstrate knowledge of how to use effective methods for how to select and adapt standards-based curricula and supplementary materials in standards-based skill areas.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities](#)  
Course Required Readings:**

- Mercer, CD, Mercer AR & Pullen PC (2011) *Teaching Students with Learning Problems*

**Center for Teacher Innovation (CTI) Intern Program – SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities**  
**Course Schedule:**

<b>Session</b>	<b>Topic, Activities, and/or Assignments for Session</b>	<b>Outcomes</b>	<b>TPE Element(s) Addressed</b>
<b>1</b>	<b>Universal Design for Learning</b> <ul style="list-style-type: none"> <li>Principles of UDL</li> <li>Multiple Means of Representation</li> <li>Multiple Means of Action and Expression</li> <li>Multiple Means of Engagement</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>Read Syllabus</li> <li>Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1-10</b>  <b>PS M/M 3, 5</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
<b>2</b>	<b>Strategies for Science Instruction</b> <ul style="list-style-type: none"> <li>Examining NGSS</li> <li>Scaffolds and Academic Language</li> <li>Project-Based Learning</li> <li>Linking learning to IEP Goals</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>Interactive Journal #1: UDL</li> </ul>	<b>CLO</b> <b>SLO 1-10</b>  <b>PS M/M 3, 5</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>

<b>3</b>	<b>Strategies for History/Social Science Instruction</b> <ul style="list-style-type: none"> <li>• Examining Grade-Level Standards</li> <li>• Scaffolds and Academic Language</li> <li>• Project-Based Learning</li> <li>• Linking Learning to IEP Goals</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: NGSS</li> </ul>	<b>CLO</b> <b>SLO 1-10</b>  <b>PS M/M 3, 5</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>4</b>	<b>Strategies for Physical Education and Arts Instruction</b> <ul style="list-style-type: none"> <li>• Examining Grade-Level Standards</li> <li>• Scaffolds and Academic Language</li> <li>• Project-Based Learning</li> <li>• Linking Learning to IEP Goals</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: Project-Based Learning</li> </ul>	<b>CLO</b> <b>SLO 1-10</b>  <b>PS M/M 3, 5</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>5</b>	<b>Foundations of MTSS</b> <ul style="list-style-type: none"> <li>• Elements of MTSS</li> <li>• MTSS Implementation at Your School Site and District</li> <li>• Establishing MTSS Teams and Protocols</li> <li>• Data and MTSS</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>• Interactive Journal #4: Incorporating Arts Instruction</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 1-10</b>  <b>PS M/M 3, 5</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>6</b>	<b>MTSS and Intervention Systems</b>	<b>CLO</b>	<b>Assessed – 3.1</b>



	<ul style="list-style-type: none"> <li>• Planning Intervention for Struggling Students</li> <li>• Student Groupings</li> <li>• Research-based Intervention Designs</li> <li>• Scheduling and Using Paraeducators</li> <li>• Progress Monitoring</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #5: MTSS</li> </ul>	<p><b>SLO 1-10</b></p> <p><b>PS M/M 3, 5</b></p>	<p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>
<b>7</b>	<p><b>Access to Curriculum and Confidence</b></p> <ul style="list-style-type: none"> <li>• Confidence in Reading and Math</li> <li>• Strategies for Success in the General Education Setting</li> <li>• Planning Effective Accommodations and Modifications</li> <li>• Student Engagement and Choice</li> <li>• Student Self-advocacy</li> </ul> <p><b>Assignments</b> (Due Prior to Session 7)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #6: Intervention Schedules</li> </ul>	<p><b>CLO</b></p> <p><b>SLO 1-10</b></p> <p><b>PS M/M 3, 5</b></p>	<p><b>Assessed – 3.1</b></p> <p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>
<b>8</b>	<p><b>Metacognition and Peer Mediated Instruction</b></p> <ul style="list-style-type: none"> <li>• Metacognition Strategies</li> <li>• Comprehension Scaffolds</li> <li>• Peer Mediated Instruction</li> <li>• Peer Tutoring</li> </ul> <p><b>Assignments</b> (Due Prior to Session 8)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #7: Student Confidence</li> </ul>	<p><b>CLO</b></p> <p><b>SLO 1-10</b></p> <p><b>PS M/M 3, 5</b></p>	<p><b>Assessed – 3.1</b></p> <p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>
<b>9</b>	<b>Organizational Skills</b>	<b>CLO</b>	<b>Assessed – 3.1</b>

	<ul style="list-style-type: none"> <li>• Note-taking Strategies</li> <li>• Generalization Strategies</li> <li>• Using Technology to Stay Organized</li> <li>• Time Management</li> </ul> <p><b>Assignments</b> (Due Prior to Session 9)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #8: Metacognition Strategies</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<p><b>SLO 1-10</b></p> <p><b>PS M/M 3, 5</b></p>	<p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>
<b>10</b>	<p><b>Communication with Parents</b></p> <ul style="list-style-type: none"> <li>• Communicating Academic Progress to Parents</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 10)</p> <ul style="list-style-type: none"> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<p><b>CLO</b></p> <p><b>SLO 1-10</b></p> <p><b>PS M/M 3, 5</b></p>	<p><b>Assessed – 3.1</b></p> <p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 230 Curriculum and Instruction for Students with Mild Moderate Disabilities](#)**

**COURSE PROJECT CRITERIA AND RUBRIC**

<b>Assignment 1: Universal Design for Learning Lesson Plan</b>
<p><b>Follow these steps to submit this assignment:</b></p> <ol style="list-style-type: none"> <li>1. Use an approved district or CTI lesson template to write a complete lesson plan centered around the Universal Design for Learning appropriate for Students with Mild to Moderate Disabilities.</li> <li>2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).</li> </ol>

3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

### **Assignment 2: Assessment and Data Analysis**

**Follow these steps to submit this assignment:**

1. Create an Assessment and Rubric for a current unit plan appropriate for Students with Mild to Moderate Disabilities (or arrange to assist with the unit plan in a more appropriate setting, if needed).
2. Deliver the assessment in your classroom and grade the results against the rubric.
3. Write a 1-2 page Data Analysis of the Assessment Results, discussing its impact on future instruction.
4. Submit copies of your Assessment, Rubric and Reflection in TalentLMS.

### **Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your lesson plan or data analysis reflection (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders**

**Center for Teacher Innovation (CTI) Intern Program – SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders**  
**Course Description:**

This course focuses on evidence-based practices as defined by the National Professional Development Center and National Autism Center. A variety of strategies, instructional approaches and assessment procedures will be emphasized in order to ensure the interns' ability to develop, deliver, integrate different forms of communication tools, study effects on behavior, using multiple methods and modes of communication, and measuring academic progress.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders**  
**Student Learning Outcomes (Course Objectives):**

1. Demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.
2. Apply unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing, and their implications for program planning and service delivery.
3. Relate specific language and communication strategies to the unique characteristics of students with ASD.
4. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

**Center for Teacher Innovation (CTI) Intern Program – SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders**

**Course Required Readings:**

- Odom, S. “*Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder.*” 2014. Autism Evidence-Based Practice Review Group

**Center for Teacher Innovation (CTI) Intern Program – SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders**

**Course Schedule:**

<b>Session</b>	<b>Topic, Activities, and/or Assignments for Session</b>	<b>Outcomes</b>	<b>TPE Element(s) Addressed</b>
<b>1</b>	<b>Language and Communication</b> <ul style="list-style-type: none"> <li>• Acquisition of Language Structures</li> <li>• Elaboration of Language</li> <li>• Articulation and Word Use</li> <li>• Echolalia and Pronoun Reversal</li> <li>• Difficulties With Figurative Language</li> <li>• Nonverbal Cueing</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4</b>  <b>PS 3, 8, 9, 11, 2, 13</b>	<b>Introduced – 1.4</b> <b>Introduced – 2.2</b> <b>Practiced – 3.2</b> <b>Practiced – 4.2</b> <b>Introduced – 4.7</b> <b>Introduced – 5.8</b> <b>Assessed – 6.1</b>
<b>2</b>	<b>Picture Exchange Communication Systems (PECS)</b> <ul style="list-style-type: none"> <li>• Alternative and Augmentative Communication Supports</li> <li>• How to Communicate</li> <li>• Distance and Persistence</li> <li>• Picture Discrimination</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4</b>  <b>PS 3, 8, 9, 11, 2, 13</b>	<b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b>

	<ul style="list-style-type: none"> <li>• Sentence Structure</li> <li>• Responsive Requesting</li> <li>• Commenting</li> <li>• Language and Vocabulary Expansion</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: Language and Communication</li> </ul>		<b>Introduced – 5.8</b>
<b>3</b>	<p><b>Pivotal Response Training and Speech Generating Devices</b></p> <ul style="list-style-type: none"> <li>• Motivation and Pivotal Behaviors</li> <li>• Self-Management and Self-Initiation</li> <li>• Peer Mediation and Supports</li> <li>• Assistive Technology and Speech Generating Devices</li> <li>• Adaptations and Modifications Using Assistive Technology</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: PECS</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4</b></p> <p><b>PS 3, 8, 9, 11, 2, 13</b></p>	<p><b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b> <b>Introduced – 5.8</b></p>
<b>4</b>	<p><b>Functional Communication</b></p> <ul style="list-style-type: none"> <li>• Identifying Interfering Behavior(s)</li> <li>• Communicative Forms and Functions</li> <li>• Data Collection and Functional Behavior Assessments (FBA)</li> <li>• Identifying Replacement Behaviors</li> <li>• Role of Environmental Factors and Prompt Fading</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4</b></p> <p><b>PS 3, 8, 9, 11, 2, 13</b></p>	<p><b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b> <b>Introduced – 5.8</b></p>

	<b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>Interactive Journal #3: Assistive Technology</li> <li>Video Reflection of Practice (Instructor)</li> </ul>		
5	<b>Discrete Trial Training (DTT)</b> <ul style="list-style-type: none"> <li>Three Components of Discrete Trial Training: Teacher's Instruction, Student's Response to Instruction, and the Consequence, or Teacher's Positive Reinforcement</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>Interactive Journal #4: Functional Communication</li> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4</b>  <b>PS 3, 8, 9, 11, 2, 13</b>	<b>Assessed – 3.2</b> <b>Assessed – 3.6</b> <b>Assessed – 4.2</b>

Center for Teacher Innovation (CTI) Intern Program – [SPED 258 Communication and Behavior Strategies Autism Spectrum Disorders](#)

**COURSE PROJECT CRITERIA AND RUBRIC**

Assignment 1: Evidence-Based Practice (EBP) Implementation Checklist
<p><b>Follow these steps to submit this assignment:</b></p> <ol style="list-style-type: none"> <li>1. Select ONE evidence-based practice as defined by the National Professional Development Center and National Autism Center to create an Implementation Checklist for use in your classroom or with a targeted student.</li> <li>2. Implement the selected EBP.</li> <li>3. Submit your Evidence-Based Practice (EBP) Implementation Checklist in TalentLMS.</li> </ol>

### Assignment 2: EBP Reflection

**Follow these steps to submit this assignment:**

1. After implementing the selected EBP, write a 2-3 page reflection of the implementation.
2. Submit your reflection and any artifacts in TalentLMS.

### Assignment 3: Class Presentation

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting your selected EBP and implementation (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## Center for Teacher Innovation (CTI) Intern Program [SPED 259 Programming Strategies Autism Spectrum Disorders](#)

### Center for Teacher Innovation (CTI) Intern Program – [SPED 259 Programming Strategies Autism Spectrum Disorders](#) Course Description:

This course focuses on evidence-based practices as defined by the National Professional Development Center and National Autism Center. A variety of strategies, instructional approaches and assessment procedures will be emphasized in order to ensure the interns' ability to develop, deliver, integrate teaching social skills and social stories, using tools to improve access to curriculum, implementing effective transition routines and visual supports.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.



Center for Teacher Innovation (CTI) Intern Program – <a href="#">SPED 259 Programming Strategies Autism Spectrum Disorders</a> Student Learning Outcomes (Course Objectives):	
1.	Demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.
2.	Apply unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing, and their implications for program planning and service delivery.
3.	Relate visual support strategies to the unique characteristics of students with ASD.
4.	Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

Center for Teacher Innovation (CTI) Intern Program – <a href="#">SPED 259 Programming Strategies Autism Spectrum Disorders</a> Course Required Readings:
<ul style="list-style-type: none"> <li>Autism Internet Modules (AIMs)</li> <li>Odom, S. “<i>Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder.</i>” 2014. Autism Evidence-Based Practice Review Group</li> </ul>

Center for Teacher Innovation (CTI) Intern Program – <a href="#">SPED 259 Programming Strategies Autism Spectrum Disorders</a> Course Schedule:			
Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Using Visual Supports</b> <ul style="list-style-type: none"> <li>Programming Strategies</li> <li>Types of Visual Supports</li> <li>Uses of Visual Supports</li> <li>Creating Personalization and Cues</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4</b>  <b>PS 3, 8, 9, 11, 2, 13</b>	<b>Introduced – 1.4</b> <b>Introduced – 2.2</b> <b>Practiced – 3.2</b> <b>Practiced – 4.2</b> <b>Introduced – 4.7</b>

	<ul style="list-style-type: none"> <li>• Tactile Supports</li> <li>• Fading Usage of Visual Supports</li> </ul> <p><b>Assignments</b> (Due Prior to Session 1)</p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		<p><b>Introduced – 5.8</b>  <b>Assessed – 6.1</b></p>
<b>2</b>	<p><b>Teaching Social Skills</b></p> <ul style="list-style-type: none"> <li>• Systematic and Targeted Approach</li> <li>• Social Skills Groups</li> <li>• Teaching Interaction Strategies</li> <li>• Social Narratives and Stories</li> <li>• Generalizing Social Skills</li> <li>• Self-Determination and Expression Skills</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: Visual Supports</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4</b></p> <p><b>PS 3, 8, 9, 11, 2, 13</b></p>	<p><b>Practiced – 1.7</b>  <b>Practiced – 2.3</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.6</b>  <b>Practiced – 4.2</b>  <b>Practiced – 4.4</b>  <b>Introduced – 5.8</b></p>
<b>3</b>	<p><b>Computer Aided Instruction (CAI) and Video Modeling (VM)</b></p> <ul style="list-style-type: none"> <li>• Overview of Computer Aided Instruction (CAI)</li> <li>• Appropriateness and Educational Benefit</li> <li>• Targeting Skill Areas</li> <li>• Using Video Modeling (VM) and Video Reflection</li> <li>• Self-Modeling, Point of View Modeling and Video Prompting</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: Social Skills</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4</b></p> <p><b>PS 3, 8, 9, 11, 2, 13</b></p>	<p><b>Practiced – 1.7</b>  <b>Practiced – 2.3</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.6</b>  <b>Practiced – 4.2</b>  <b>Practiced – 4.4</b>  <b>Introduced – 5.8</b></p>

4	<b>Task Analysis and Reinforcement</b> <ul style="list-style-type: none"> <li>• Task Analysis Strategies</li> <li>• Reinforcement Strategies</li> <li>• Transitions Between Activities</li> <li>• Chaining and Shaping</li> <li>• Prompting/Graduated Guidance</li> <li>• Time Delay Strategies</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: CAI or VM</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4</b>  <b>PS 3, 8, 9, 11, 2, 13</b>	<b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b> <b>Introduced – 5.8</b>
5	<b>Communicating with Parents and Stakeholders</b> <ul style="list-style-type: none"> <li>• Communication Tools</li> <li>• Connection to Transition Plans and Transition Goals</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>• Interactive Journal #4: Task Analysis</li> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4</b>  <b>PS 3, 8, 9, 11, 2, 13</b>	<b>Assessed – 3.2</b> <b>Assessed – 3.6</b> <b>Assessed – 4.2</b>

Center for Teacher Innovation (CTI) Intern Program – [SPED 259 Programming Strategies Autism Spectrum Disorders](#)  
COURSE PROJECT CRITERIA AND RUBRIC

**Assignment 1: Evidence-Based Practice (EBP) Implementation Checklist**

**Follow these steps to submit this assignment:**

1. Select ONE Evidence-based practice as defined by the National Professional Development Center and National Autism Center to create an Implementation Checklist for use in your classroom or with a targeted student.  
\*Must be a different strategy from the one selected in SPED 258.
2. Implement the selected EBP.
3. Submit your Evidence-Based Practice (EBP) Implementation Checklist in TalentLMS.

**Assignment 2: EBP Reflection**

**Follow these steps to submit this assignment:**

1. After implementing the selected EBP, write a 2-3 page reflection of the implementation.
2. Submit your reflection and any Artifacts in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting your selected EBP and implementation (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 260 Positive Behavior Management**

**Center for Teacher Innovation (CTI) Intern Program – SPED 260 Positive Behavior Management**  
**Course Description:**

This course will offer opportunities for participants to acquire knowledge and skills in behavior management, collaboration and consultation, and intervention development in order to design and implement comprehensive behavioral management supports for their students.

Accommodations and modifications to meet the needs of all students, particularly English Learners (EL) and students with disabilities will be provided throughout the course.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 260 Positive Behavior Management**  
**Student Learning Outcomes (Course Objectives):**

1. Candidate will know of information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory, as well as promoting safe schools.
2. Candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
3. Candidates know how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.

4. Candidates will demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students.
5. Candidates demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.
6. Candidates are prepared to participate effectively in school-wide behavior support processes.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 260 Positive Behavior Management](#)  
Course Required Readings:**

- Scheuermann, BK & Hall, JA (2016). *Positive Behavioral Supports for the Classroom*  
Upper Saddle River, NJ: Pearson, Inc.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 260 Positive Behavior Management](#)  
Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Behavior Management Overview</b> <ul style="list-style-type: none"> <li>• History and Research</li> <li>• Manifestation Determination</li> <li>• Current Laws and Regulations</li> <li>• External and Internal Behavioral Influences</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 4, 5, 11, 12</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
2	<b>The Language of Behavior Management and</b>	<b>CLO</b>	<b>Practiced – 1.6</b>

	<b>Intervention</b> <ul style="list-style-type: none"> <li>Positive Behavior Supports</li> <li>Latest Research on Positive Behavior Supports</li> <li>Implementation Guidelines and Keys</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>Interactive Journal #1: Manifestation Determination Meetings</li> </ul>	<b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 4, 5, 11, 12</b>	<b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>
<b>3</b>	<b>Collaborating and Consulting With Parents and School Personnel</b> <ul style="list-style-type: none"> <li>PBIS Teams</li> <li>School and District Supports</li> <li>Class and School Environment</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>Interactive Journal #2: PBIS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 4, 5, 11, 12</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>4</b>	<b>Using Functional Assessment to Discover the Reasons for Challenging Behaviors</b> <ul style="list-style-type: none"> <li>Types of Data Collection</li> <li>Using Data to Uncover Behaviors</li> <li>ABC Model</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>Interactive Journal #3: School Supports</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 4, 5, 11, 12</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>5</b>	<b>Behavioral Monitoring to Prevent Challenging Behaviors</b> <ul style="list-style-type: none"> <li>Ongoing Data Collection Techniques</li> <li>Self-calming Techniques</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 3, 4, 5, 11, 12</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b>

	<ul style="list-style-type: none"> <li>• Breaks and Preferred Activities</li> <li>• Student Groupings and Classroom Geography</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #4: ABC Model</li> </ul>		<p><b>Practiced – 4.4</b></p> <p><b>Practiced – 5.7</b></p>
<b>6</b>	<p><b>Rules and Procedures to Prevent Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>• Developing Class and School Rules</li> <li>• Routines and Procedures for the Classroom</li> <li>• Involving Students and Other Classroom Personnel in Routines</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #5: Ongoing Data Collection System</li> </ul>	<p><b>CLO</b></p> <p><b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS 3, 4, 5, 11, 12</b></p>	<p><b>Assessed – 3.1</b></p> <p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>
<b>7</b>	<p><b>Scheduling and Classroom Organization to Prevent Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>• Personal Schedules</li> <li>• Timed Activities</li> <li>• Routine and Routine Deviation Strategies</li> <li>• Classroom Layout</li> </ul> <p><b>Assignments</b> (Due Prior to Session 7)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #6: Class Rules</li> </ul>	<p><b>CLO</b></p> <p><b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS 3, 4, 5, 11, 12</b></p>	<p><b>Assessed – 3.1</b></p> <p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>
<b>8</b>	<p><b>High-Quality Instruction to Prevent Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>• Rigor and Student Interest</li> <li>• Student Choice</li> </ul>	<p><b>CLO</b></p> <p><b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS 3, 4, 5, 11, 12</b></p>	<p><b>Assessed – 3.1</b></p> <p><b>Assessed – 3.5</b></p> <p><b>Assessed – 4.4</b></p>



	<ul style="list-style-type: none"> <li>• Chunking and Scaffolds</li> <li>• Using Technology</li> </ul> <p><b>Assignments</b> (Due Prior to Session 8)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #7: Classroom Layout</li> </ul>		
<b>9</b>	<p><b>Reinforcement to Prevent Challenging Behaviors</b></p> <ul style="list-style-type: none"> <li>• Introduction to Reinforcement</li> <li>• Reinforcement Applications</li> <li>• Reinforcement and PBIS</li> <li>• Reductive Interventions</li> <li>• Differential Reinforcement</li> </ul> <p><b>Assignments</b> (Due Prior to Session 9)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #8: Using Student Choice</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 5, 6</b>    <b>PS 3, 4, 5, 11, 12</b></p>	<p><b>Assessed – 3.1</b>  <b>Assessed – 3.5</b>  <b>Assessed – 4.4</b></p>
<b>10</b>	<p><b>Empowering Self-Management</b></p> <ul style="list-style-type: none"> <li>• Synthesis to Promote Self-management for Students</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 10)</p> <ul style="list-style-type: none"> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 5, 6</b>    <b>PS 3, 4, 5, 11, 12</b></p>	<p><b>Assessed – 3.1</b>  <b>Assessed – 3.5</b>  <b>Assessed – 4.4</b></p>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 260 Positive Behavior Management](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Positive Behavioral Intervention and Supports (PBIS) Plan**

**Follow these steps to submit this assignment:**

1. Write a 1-2 page summary of your classroom and school site PBIS plan – including relevant artifacts as attachments. Reflect on available classroom and school-wide data to analyze the effectiveness of the current system.
2. Submit your summary, artifacts and reflection in TalentLMS.

**Assignment 2: Functional Behavior Assessment (FBA)**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI FBA template to write a complete FBA centered around a selected targeted student. Include your data collection materials with submission.
2. Submit your completed FBA and related artifacts in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your PBIS Plan or FBA (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 261 Assessment of Learning and Teaching**

**Center for Teacher Innovation (CTI) Intern Program – SPED 261 Assessment of Learning and Teaching**  
**Course Description:**

This course provides interns with the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches appropriate for general and special education students with mild/moderate or moderate/severe disabilities. A variety of non-biased standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students will be examined.

Interns will become familiar with authentic and standardized tools used to assess the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of students. Interns will be able to make educational and programming decisions based on their assessment results. Interns will also gain knowledge related to sharing assessment results in a fashion that is meaningful to fellow teachers and your student's families.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 261 Assessment of Learning and Teaching**  
**Student Learning Outcomes (Course Objectives):**

1. Candidates will acquire the knowledge and skills necessary to assess students in a comprehensive manner within.
2. Candidates will demonstrate understanding and use multiple sources of information in order to participate in progress monitoring and decision-making regarding eligibility and services.
3. Candidates will demonstrate competence in understanding the knowledge and skill necessary to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.

4. Candidates will demonstrate using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.
5. Candidates will apply the knowledge of required statewide assessments and local, state and federal accountability systems.
6. Candidates will acquire and demonstrate the ability to use initial, formative, and summative assessment information (including performance-based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).

**Center for Teacher Innovation (CTI) Intern Program – [SPED 261 Assessment of Learning and Teaching](#)  
Course Required Readings:**

- McLoughlin, James, *Assessing Students with Special Needs*, (7th Edition). 2007. Pearson Education, Inc., Upper Saddle River, New Jersey.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 261 Assessment of Learning and Teaching](#)  
Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Special Education Assessment</b> <ul style="list-style-type: none"> <li>• What Is Assessment?</li> <li>• Assessment Past and Present</li> <li>• Purposes of Assessment</li> <li>• Types of Assessment Procedures</li> <li>• Students With Special Needs</li> <li>• Collaboration and the Team Approach</li> <li>• A Framework for Special Education Assessment</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 5</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>

	<p><b>The Assessment Process</b></p> <ul style="list-style-type: none"> <li>• Legal and Ethical Considerations</li> <li>• Types of Decisions</li> <li>• Steps in the Assessment Process</li> <li>• Identification and Referral</li> <li>• Determination of Eligibility</li> <li>• Program Planning</li> <li>• Program Implementation and Monitoring</li> </ul> <p><b>Assignments</b> (Due Prior to Session 1)</p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		
2	<p><b>Selection of Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Council of Exceptional Children's (CEC) Professional Standards</li> <li>• Criteria for the Selection of Assessment Tools</li> <li>• Evaluating Technical Quality</li> <li>• Test Scores and Other Assessment Results</li> <li>• Promoting Non-biased Assessment</li> </ul> <p><b>Standardized Tests</b></p> <ul style="list-style-type: none"> <li>• Preparation for Testing</li> <li>• Test Administration</li> <li>• Observation of Test Behavior</li> <li>• Scoring the Test</li> <li>• Interpreting Test Results</li> <li>• Computers as Tools for Assessment</li> <li>• Modification of Testing Procedures</li> <li>• Avoiding Bias in Testing</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b></p>

	<b>Intellectual Performance and Adaptive Behavior</b> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Learning Aptitude</li> <li>• Sources of Information About Learning Aptitude</li> <li>• Group Tests of Intellectual Performance</li> <li>• Individual Tests of Intellectual Performance</li> <li>• Nonverbal Measures of Intelligence</li> <li>• Non-biased Assessment of Learning Aptitude</li> <li>• Adaptive Behavior Measures</li> <li>• Answering the Assessment Questions</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: Assessment Process</li> </ul>		
3	<b>Classroom Assessment</b> <ul style="list-style-type: none"> <li>• Advantages of Informal Classroom Assessments</li> <li>• Difference Between Informal and Formal Measures</li> <li>• Types of Classroom Assessments</li> <li>• Observation, Work Sample Analysis, and Task Analysis</li> <li>• Informal Inventories and Classroom Tests and Quizzes</li> <li>• Criterion-Referenced Tests, Diagnostic Probes, and Diagnostic Teaching</li> <li>• Curriculum-Based Measurement</li> <li>• Checklists and Rating Scales</li> <li>• Questionnaires and Interviews</li> <li>• Portfolio Assessment</li> <li>• Grading and Report Cards</li> <li>• Interpreting Classroom Assessment Results</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 5</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>

	<ul style="list-style-type: none"> <li>• Avoiding Bias in Classroom Assessment</li> </ul> <p><b>Academic Achievement</b></p> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Academic Achievement</li> <li>• Sources of Information About School Performance</li> <li>• Group Tests of Academic Achievement</li> <li>• Test Accommodations</li> <li>• Individual Tests of Academic Achievement</li> <li>• Peabody Individual Achievement Test—Revised/Normative Update</li> <li>• Woodcock-Johnson III Tests of Achievement</li> <li>• Wechsler Individual Achievement Test—Second Edition</li> <li>• Wide Range Achievement Test—Fourth Edition</li> <li>• Diagnostic Achievement Battery—Third Edition</li> <li>• Hammill Multiability Achievement Test</li> <li>• Criterion-Referenced Tests</li> <li>• Curriculum-Based Measurement Strategies</li> <li>• Answering the Assessment Questions</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: Selecting Assessment Tools</li> </ul>		
<b>4</b>	<p><b>Learning Disabilities</b></p> <ul style="list-style-type: none"> <li>• Considerations in the Assessment of Learning Disabilities</li> <li>• Sources of Information About Specific Learning Abilities</li> <li>• Screening for Sensory Impairments</li> <li>• Screening for Learning Disabilities</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>

	<ul style="list-style-type: none"> <li>• Discrepancy Analysis for Identification of Learning Disabilities</li> <li>• The Response-to-Intervention Approach to Identification of Learning Disabilities</li> <li>• Measures of Perceptual-Motor Skills and Other Specific Learning Abilities</li> <li>• Test Batteries for Specific Ability Assessment</li> <li>• Assessment of Learning Strategies</li> <li>• Answering the Assessment Questions</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #3: Academic Achievement Assessments</li> </ul>		
5	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Reading</li> <li>• Woodcock Reading Mastery Tests—Revised/Normative Update</li> <li>• Gray Oral Reading Tests—Fourth Edition</li> <li>• Test of Reading Comprehension—Third Edition</li> <li>• Measures of Phonemic Awareness and Phonological Processing</li> <li>• Reading Fluency Measures</li> <li>• Informal Reading Inventories</li> <li>• Other Informal Strategies</li> <li>• Within the Context of the Classroom</li> <li>• Answering the Assessment Questions</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #4: Considerations in Assessment</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>



	<ul style="list-style-type: none"> <li>• Video Reflection of Practice (Peer)</li> </ul>		
<b>6</b>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Mathematics</li> <li>• KeyMath Revised/Normative Update</li> <li>• Other Formal Measures of Mathematics</li> <li>• Curriculum-Based Measures: Monitoring Basic Skills Progress (MBSP)</li> <li>• Other Informal Assessment Procedures</li> <li>• Within the Context of the Classroom</li> <li>• Answering the Assessment Questions</li> </ul> <p><b>Written Expression</b></p> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Written Language</li> <li>• Strategies for Assessing Spelling</li> <li>• Strategies for Assessing Handwriting</li> <li>• Strategies for Assessing Composition</li> <li>• Within the Context of the Classroom</li> <li>• Answering the Assessment Questions</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #5: Reading Assessments</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>
<b>7</b>	<p><b>Including Parents and Families in the Assessment Process</b></p> <ul style="list-style-type: none"> <li>• Parent-Professional Partnerships in Assessment</li> <li>• Developing Parent-Professional Partnerships in the Assessment Process</li> <li>• Assessment of Children From Diverse Cultural and Linguistic Backgrounds and Partnering With</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

	<p>their Families</p> <ul style="list-style-type: none"> <li>• Communicating Effectively With Parents and Families</li> <li>• Interviewing and Conferencing With Parents and Families</li> <li>• Interpreting, Reporting, and Using Information From Interviews and Conferences</li> </ul> <p><b>Classroom Behavior and Behavioral Disorders</b></p> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Classroom Behavior</li> <li>• Sources of Information About Classroom Behavior</li> <li>• Behavior Rating Scales and Checklists</li> <li>• Direct Observation</li> <li>• Functional Behavioral Assessment</li> <li>• Attention Deficits and Hyperactivity</li> <li>• Self-Concept and Peer Acceptance</li> <li>• School Attitudes and Interests</li> <li>• The Learning Environment</li> <li>• Answering the Assessment Questions</li> </ul> <p><b>Assignments</b> (Due Prior to Session 7)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #6: Math Assessments</li> </ul>		
8	<p><b>Oral Language and the Assessment of English Learners</b></p> <ul style="list-style-type: none"> <li>• Considerations in Assessment of Oral Language</li> <li>• Comprehensive Measures of Oral Language</li> <li>• Strategies for Assessing Articulation</li> <li>• Strategies for Assessing Morphology and Syntax</li> <li>• Strategies for Assessing Semantics and Pragmatics</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS 5,10</b></p>	<p><b>Assessed – 3.1</b>  <b>Assessed – 3.5</b>  <b>Assessed – 4.4</b></p>

	<ul style="list-style-type: none"> <li>Assessing Students Who Speak Dialects of U.S. English</li> <li>Assessing Students Who Are English Learners</li> <li>Within the Context of the Classroom</li> <li>Answering the Assessment Questions</li> </ul> <p><b>Assignments</b> (Due Prior to Session 8)</p> <ul style="list-style-type: none"> <li>Interactive Journal #7: Involving Parents</li> </ul>		
<b>9</b>	<p><b>Early Childhood Assessment</b></p> <ul style="list-style-type: none"> <li>Considerations in the Assessment of Young Children</li> <li>Screening</li> <li>Ecological Assessment, Family Interviews and Rating Scales, Observation, and Play-Based Assessment</li> <li>Curriculum-Based and Criterion-Referenced Assessment</li> <li>Norm-Referenced and Dynamic Assessment</li> <li>School Readiness</li> <li>Program Plans, Goals, and Objectives</li> </ul> <p><b>Assignments</b> (Due Prior to Session 9)</p> <ul style="list-style-type: none"> <li>Interactive Journal #8: English Learners</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>
<b>10</b>	<p><b>Assessment for Transition Education and Planning</b></p> <ul style="list-style-type: none"> <li>Considerations in the Assessment of Adolescents and Young Adults</li> <li>Strategies and Approaches for Transition Assessment</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 5</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

	<ul style="list-style-type: none"> <li>• Assessment Tools to Assist in Planning for Future Employment and Adult Life</li> <li>• Providing Transition Services</li> <li>• Assessment for College and Other Postsecondary Education</li> <li>• Recommendations for Improving Transition Practices</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 10)</p> <ul style="list-style-type: none"> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>		
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**Center for Teacher Innovation (CTI) Intern Program – [SPED 261 Assessment of Learning and Teaching](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

<b>Assignment 1: Assessment Report</b>
<p><b>Follow these steps to submit this assignment:</b></p> <p>The assessment report entails administering the standard battery to a school-age child or adolescent between the ages of 6 and 17, scoring the instrument to derive scores, and writing a report.</p> <p>The final written report should include the following:</p> <ul style="list-style-type: none"> <li>• The child’s name (not real), date of birth, date of testing, current age, and reason for referral.</li> <li>• The background (to be collected via a structured interview with the parent).</li> <li>• A description of the testing session, including where the test was given, general time of day and the child’s behavior.</li> <li>• A general description of the content and use of the WJ, including a statement about the validity and reliability of the test, and whether the student you tested is appropriately represented in the norming sample.</li> <li>• Tests results and interpretation, including the actual subtest and cluster scores and what each score means.</li> </ul>

- A summary statement about the student's current level of academic and cognitive functioning.
- Recommendation for further testing and whether or not the student meets criteria for a disability according to the eligibility criteria in the California State Office of Education Rules and Regulations. In your recommendations, you must link the assessment results to the specific eligibility criteria that best related to the referral question.

The report should be 5 to 7 pages and must be understandable to all parents. This means that you will have to clearly define all technical terms that you use.

- Submit your Assessment Report in TalentLMS

### **Assignment 2: Class Presentation**

#### **Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy or reflection from your assessment report (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## **Center for Teacher Innovation (CTI) Intern Program**

### **SPED 262 Typical & Atypical Development**

#### **Center for Teacher Innovation (CTI) Intern Program – SPED 262 Typical & Atypical Development Course Description:**

This course will offer opportunities for participants to acquire knowledge in examining disabilities and risk factors and their influence on developmental competencies and outcomes for children. Interns will demonstrate knowledge of the typical development patterns of children, atypical development, and their implications for best practice in a special education classroom of students of mild/moderate/severe disabilities. Accommodations and modifications to meet the needs of all students, particularly EL and students with disabilities will be provided throughout the course.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 262 Typical & Atypical Development](#)  
Student Learning Outcomes (Course Objectives):**

1. Candidates will demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.
2. Candidates will 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.
3. Candidates will recognize the potential influence of varying cultural factors and practices on development.
4. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.
5. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 262 Typical & Atypical Development](#)  
Course Required Readings:**

- Feldman, Robert S., *Child Development*, 4th edition
- Batshaw M.D, Mark L. *Children with Disabilities*, 6th edition,

**Center for Teacher Innovation (CTI) Intern Program – [SPED 262 Typical & Atypical Development](#)**  
**Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Historical Timelines and Perspectives</b> <ul style="list-style-type: none"> <li>• Research Timeline</li> <li>• Student Dispositions</li> <li>• Developmental Approaches</li> <li>• Psychosocial Theory</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
2	<b>Leading Theories</b> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Piaget</li> <li>• Vygotsky</li> <li>• Information Processing</li> <li>• Social Roles</li> <li>• Systems</li> <li>• Cultural</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: Developmental Approaches</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>

3	<b>Prenatal and Brain Development</b> <ul style="list-style-type: none"> <li>• Definitions of Periods</li> <li>• Typical and Atypical Characteristics</li> <li>• Brain Development</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: Leading Theories</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
4	<b>Infancy</b> <ul style="list-style-type: none"> <li>• Definitions of Periods</li> <li>• Typical and Atypical Characteristics</li> <li>• Attachment</li> <li>• Empathy</li> <li>• Emotions and Temperament</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: Prenatal and Brain Development</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
5	<b>Toddler and Early School Age</b> <ul style="list-style-type: none"> <li>• Definitions of Periods</li> <li>• Typical and Atypical Characteristics</li> <li>• Stages of Language Development</li> <li>• Play</li> <li>• Parenting Styles</li> <li>• Moral Development</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>• Interactive Journal #4: Attachment</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>



<b>6</b>	<b>Middle Childhood</b> <ul style="list-style-type: none"> <li>• Definitions of Periods</li> <li>• Typical and Atypical Characteristics</li> <li>• Self-efficacy</li> <li>• Bullying</li> <li>• Concrete Operations</li> </ul> <b>Assignments</b> (Due Prior to Session 6) <ul style="list-style-type: none"> <li>• Interactive Journal #5: Stages of Language Development</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>7</b>	<b>Early Adolescence</b> <ul style="list-style-type: none"> <li>• Definitions of Periods</li> <li>• Typical and Atypical Characteristics</li> <li>• Peer Pressure</li> <li>• Physical Changes</li> <li>• Formal Operational Thought</li> </ul> <b>Assignments</b> (Due Prior to Session 7) <ul style="list-style-type: none"> <li>• Interactive Journal #6: Self-efficacy</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>8</b>	<b>Later Adolescence and Adulthood</b> <ul style="list-style-type: none"> <li>• Definitions of Periods</li> <li>• Typical and Atypical Characteristics</li> <li>• Identity Development</li> <li>• Career Choices</li> <li>• Achievement Emphasis</li> <li>• Life Roles</li> </ul> <b>Assignments</b> (Due Prior to Session 8) <ul style="list-style-type: none"> <li>• Interactive Journal #7: Peer Pressure</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 11</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

<p><b>9</b></p>	<p><b>Atypical Development</b></p> <ul style="list-style-type: none"> <li>• Characteristics of Specific Disabilities</li> <li>• Risk Conditions</li> <li>• Role of Resilience</li> <li>• Protective Factors</li> <li>• Implications for Learners</li> </ul> <p><b>Assignments</b> (Due Prior to Session 9)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #8: Identity Development</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 5</b>    <b>PS 11</b></p>	<p><b>Assessed – 3.1</b>  <b>Assessed – 3.5</b>  <b>Assessed – 4.4</b></p>
<p><b>10</b></p>	<p><b>Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• Rigor and Expectations</li> <li>• Impact of Disability</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 10)</p> <ul style="list-style-type: none"> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 5</b>    <b>PS 11</b></p>	<p><b>Assessed – 3.1</b>  <b>Assessed – 3.5</b>  <b>Assessed – 4.4</b></p>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 262 Typical & Atypical Development](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Personal Development Reflection**

**Follow these steps to submit this assignment:**

1. Write a 1-2 page reflection describing your own personal psychosocial development, identifying, where applicable, the stages and theories discussed in this course.
2. Submit your written reflection in TalentLMS.

**Assignment 2: Atypical Development and Implications for Learning Action Plans**

**Follow these steps to submit this assignment:**

1. Write a summary of the Atypical Development and the accompanying implications for learning for two students in your classroom (1-2 pages (for each student). Develop an Action Plan for each student and the supports needed to successfully advance them to their next developmental stage.
2. Submit your Action Plans in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy or reflection from your Personal Development Reflection or Atypical Development summary (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 263 Special Education Law**

**Center for Teacher Innovation (CTI) Intern Program – SPED 263 Special Education Law**  
**Course Description:**

This course focuses on the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities. A variety of strategies, instructional approaches and assessment procedures will be emphasized to provide the intern with an understanding of legal and ethical responsibilities for serving students with disabilities in California. State and federal mandates will be addressed to examine current trends, local policies and legal requirements of writing Individual Education Plans. Laws regarding Individual Transition Plans and Behavioral Plans will also be addressed.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 263 Special Education Law**  
**Student Learning Outcomes (Course Objectives):**

1. Describe the major provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Family Education and Privacy Act, the No Child Left Behind Act of 2001, Race to The Top, and other federal and state laws affecting the education of students with disabilities.
2. Identify and explain the major principles of the IDEA and the philosophy, history and legal requirements, and ethical practices of special education.
3. Identify and explain the major litigation leading to the passage of the IDEA.
4. Discuss and evaluate the major court rulings on the IDEA.
5. Critically discuss and evaluate legal trends in special education, 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.
6. Identify and explain the major principles of Student Accountability Systems.
7. Identify information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.
8. Locate sources of information regarding legislation and litigation in special education.
9. Discuss case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Center for Teacher Innovation (CTI) Intern Program – <a href="#">SPED 263 Special Education Law</a> Course Required Readings:	
<ul style="list-style-type: none"> <li>• Yell, M.L. (2006). <i>The Law and Special Education</i> (2nd.). Upper Saddle River, NJ: Merrill/Prentice Hall.</li> <li>• Articles related to Special Law including specific Board Policies and Administrative Regulations.</li> </ul>	

Center for Teacher Innovation (CTI) Intern Program – <a href="#">SPED 263 Special Education Law</a> Course Schedule:			
Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Overview and History of IDEA</b> <ul style="list-style-type: none"> <li>• Americans With Disabilities Act (ADA)</li> <li>• Defining Accommodations and Modifications</li> <li>• Historical Court Cases and Legislation</li> <li>• Current Legal Trends</li> <li>• Ethical Responsibilities and People First Language</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 8</b>  <b>PS 2, 4, 8, 12, 13</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>

	<b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		
2	<b>The Referral Process and IEP Teams</b> <ul style="list-style-type: none"> <li>• Overview of Case Management</li> <li>• IEP Timelines</li> <li>• Data Collection and Referrals to Special Education</li> <li>• School Information Systems (SIS) Activity</li> <li>• IEP Teams and Legal Responsibilities</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: History of IDEA</li> </ul>	<b>CLO</b> <b>SLO 2, 5, 6, 9</b>  <b>PS 2, 4, 8, 12, 13</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>
3	<b>FAPE, LRE and Eligibility</b> <ul style="list-style-type: none"> <li>• Defining FAPE</li> <li>• Best Practices in LRE</li> <li>• Determining Eligibility</li> <li>• Educational Benefit</li> <li>• Extended School Year</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: IEP Timelines</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 2, 5, 6, 7, 9</b>  <b>PS 2, 4, 8, 12, 13</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
4	<b>Due Process and Discipline</b> <ul style="list-style-type: none"> <li>• Mediation</li> <li>• Due Process Hearings and Timelines</li> <li>• Office for Civil Rights (OCR) Complaints</li> <li>• Manifestation Determination Process and Discipline Guidelines</li> </ul>	<b>CLO</b> <b>SLO 2, 5, 6, 7, 9</b>  <b>PS 2, 4, 8, 12, 13</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>

	<ul style="list-style-type: none"> <li>Promoting Positive and Self-Regulatory Behaviors</li> <li>Working With Advocates and Lawyers</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>Interactive Journal #3: Least Restrictive Environment</li> </ul>		
<b>5</b>	<p><b>Parental Rights and Participation</b></p> <ul style="list-style-type: none"> <li>Procedural Safeguards</li> <li>Access to Educational Records and Assessments</li> <li>Independent Educational Evaluations (IEE)</li> <li>Prior Written Notice</li> <li>Consent and Working Through Disagreements</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>Interactive Journal #4: Due Process</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b> <b>SLO 2, 5, 6, 7, 9</b></p> <p><b>PS 2, 4, 8, 12, 13</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>
<b>6</b>	<p><b>Alternative Settings</b></p> <ul style="list-style-type: none"> <li>Non-public Schools</li> <li>Private and Charter Schools</li> <li>Home and Hospital</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>Interactive Journal #5: Academic Language Connections to the Classroom</li> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<p><b>CLO</b> <b>SLO 2, 5, 6, 7, 9</b></p> <p><b>PS 2, 4, 8, 12, 13</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 263 Special Education Law](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Analysis of Major Court Case**

**Follow these steps to submit this assignment:**

1. Write a 1-2 page summary and analysis of a major court case that impacted Special Education (list of approved court cases to be provided by the instructor; you may also suggest additional local court cases per instructor approval).
2. Submit your summary and analysis in TalentLMS.

**Assignment 2: Summary of Due Process**

**Follow these steps to submit this assignment:**

1. Write a 1-2 page summary of the steps and procedures required for a due process case.
2. Submit your summary and analysis in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting selected analysis from a major court case or summary of due process (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.



**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 264 Collaboration Skills**

**Center for Teacher Innovation (CTI) Intern Program – SPED 264 Collaboration Skills**  
**Course Description:**

This course focuses on the development of communication skills for developing and maintaining effective interpersonal relationships that serve as a basis for effective collaboration and teaming with others. A variety of strategies, instructional approaches and assessment procedures will be emphasized to provide the intern with collaboration and facilitation skills to successfully interact with other educators, related service providers, parents/guardians, IEP teams and local agencies.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 264 Collaboration Skills**  
**Student Learning Outcomes (Course Objectives):**

1. Candidates will receive instruction in communicating, collaborating and consulting effectively with individuals with disabilities and their parents, and primary caregivers.
2. Candidates will receive instruction in communicating, collaborating and consulting effectively with general/special education teachers, and co-teachers, related service personnel, and administrators.
3. Candidates will receive instruction in communicating, collaborating and consulting effectively with trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP.
4. Candidates will demonstrate capacity to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.
5. Candidates will be able to demonstrate the importance of communicating effectively with the business community, public and

nonpublic agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 264 Collaboration Skills](#)**  
**Course Required Readings:**

- *Interpersonal Communication*. Fifth edition. Allyn and Bacon. 2008
- A Guide to Collaboration for IEP Teams. Martin. 2005

**Center for Teacher Innovation (CTI) Intern Program – [SPED 264 Collaboration Skills](#)**  
**Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>Team Structures</b> <ul style="list-style-type: none"> <li>• Stages of Team Development</li> <li>• Developing Teamwork Skills</li> <li>• Characteristics of Collaborative Teams</li> <li>• Taking Team Action</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
2	<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Responding</li> <li>• Feedback</li> <li>• Focused Conversations</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>

	<b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>Interactive Journal #1: Teamwork Skills</li> </ul>		
<b>3</b>	<b>Problem Solving and Critical Conversations</b> <ul style="list-style-type: none"> <li>Conflict Resolution</li> <li>Problem Solving Strategies</li> <li>Conducting Critical Conversations</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>Interactive Journal #2: Listening Strategies</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>4</b>	<b>Collaborative Instruction</b> <ul style="list-style-type: none"> <li>Co-Teaching Models and Strategies</li> <li>Co-planning Models and Strategies</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>Interactive Journal #3: Conflict Resolution</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>5</b>	<b>Working with Paraeducators</b> <ul style="list-style-type: none"> <li>Effective Strategies for Working With Paraeducators</li> <li>Classroom Rotations</li> <li>Co-planning</li> <li>Data Collection</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>Interactive Journal #4: Co-Teaching Models</li> <li>Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>6</b>	<b>Working with Related Service Providers</b> <ul style="list-style-type: none"> <li>Effective Strategies for Working With</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b>

	<p>Paraeducators</p> <ul style="list-style-type: none"> <li>• Schedules and Time Management</li> <li>• Co-planning</li> <li>• Data Sharing</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #5: Working With Paraeducators</li> </ul>	<p><b>PS 4, 7, 8</b></p>	<p><b>Assessed – 4.4</b></p>
<b>7</b>	<p><b>Working With Parents and Guardians</b></p> <ul style="list-style-type: none"> <li>• Effective Strategies for Working With Parents and Guardians</li> <li>• Creating Communication Opportunities</li> <li>• Ongoing Communication Systems</li> <li>• Using Community Resources</li> </ul> <p><b>Assignments</b> (Due Prior to Session 7)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #6: Working With Related Service Providers</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 4, 7, 8</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>
<b>8</b>	<p><b>Collaborating With General Education Teachers and other School Personnel</b></p> <ul style="list-style-type: none"> <li>• Effective Strategies for Working With General Education Teachers</li> <li>• Consultation Models</li> <li>• Working With Site Administrators</li> <li>• Utilizing Instructional Coaches and Mentor Teachers</li> </ul> <p><b>Assignments</b> (Due Prior to Session 8)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #7: Working With Parents and</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b></p> <p><b>PS 4, 7, 8</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

	Guardians		
<b>9</b>	<b>Effective IEP Teams and Meetings</b> <ul style="list-style-type: none"> <li>Establishing Team Roles</li> <li>Role of the Facilitator</li> <li>Creating Collaborative IEP Meetings</li> </ul> <b>Assignments</b> (Due Prior to Session 9) <ul style="list-style-type: none"> <li>Interactive Journal #8: Working With General Education Teachers</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>10</b>	<b>Collaborative Technology Platforms</b> <ul style="list-style-type: none"> <li>Utilizing Collaborative Technology Platforms</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <b>Assignments</b> (Due Prior to Session 10) <ul style="list-style-type: none"> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 4, 7, 8</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 264 Collaboration Skills](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

<b>Assignment 1: Co-Teaching Lesson</b>
<b>Follow these steps to submit this assignment:</b> 1. Use an approved district or CTI lesson plate template to write a complete lesson plan centered around a co-teaching lesson.

2. Teach the lesson plan in your classroom or the co-teacher's classroom (or arrange to guest teach the lesson in a more appropriate setting if needed).
3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

### **Assignment 2: Class Presentation**

#### **Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your co-teaching lesson (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## **Center for Teacher Innovation (CTI) Intern Program** **[SPED 266 History and Philosophy of Special Education](#)**

### **Center for Teacher Innovation (CTI) Intern Program – [SPED 266 History and Philosophy of Special Education](#)** **Course Description:**

This course focuses on the historical, political, social, and legal foundations of public education, and special education. A variety of strategies, instructional approaches and assessment procedures will be emphasized to examine the impact of societal needs as it affects schools and how “LCFF” and “LCAP” have and will continue to impact the public school system.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 266 History and Philosophy of Special Education](#)  
Student Learning Outcomes (Course Objectives):**

1. Understand the political, social and economic goals of public education, including special education, by the examination of ethical standards, of teaching, of evidence-based educational practices in relation to theories, research and regulations necessary to the provision of services.
2. Understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, socio-economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.
3. Analyze the impacts of all aspects of segregation which contribute to inequality of educational opportunities while learning and understanding the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning.
4. Compare and contrast themselves to the ideal professional educator.
5. Examine the power and control of public education at the local, state and national levels.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 266 History and Philosophy of Special Education](#)  
Course Required Readings:**

- Spring, J (2014). American Education. New York, N.Y.; McGraw Hill
- Selected readings as assigned

**Center for Teacher Innovation (CTI) Intern Program – [SPED 266 History and Philosophy of Special Education](#)**  
**Course Schedule:**

<b>Session</b>	<b>Topic, Activities, and/or Assignments for Session</b>	<b>Outcomes</b>	<b>TPE Element(s) Addressed</b>
<b>1</b>	<b>Timeline of Education in America</b> <ul style="list-style-type: none"> <li>• Overview of Public Education Timelines and Philosophy in U.S.</li> <li>• Historical Role of the Teacher</li> <li>• Current Role of LCFF and LCAP</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 2, 3</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
<b>2</b>	<b>African Americans and the U.S. Educational System</b> <ul style="list-style-type: none"> <li>• Historical Timelines</li> <li>• Segregation and Major Court Cases and Legislation</li> <li>• Over-identification in Special Education</li> <li>• Current Trends and Data</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: Timeline of Education Philosophy</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 2, 3</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>



3	<b>Subgroups and Minority Groups</b> <ul style="list-style-type: none"> <li>• Title IX</li> <li>• Current and Historical View of Latino Students</li> <li>• Current and Historical View of Asian American Students</li> <li>• Current and Historical View of LGBTQ Students</li> <li>• Current and Historical View of Latino Students</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: Over Identification in Special Education</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 2, 3, 9, 10</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
4	<b>Local School Boards and Resources</b> <ul style="list-style-type: none"> <li>• Role of the Local School Board</li> <li>• Local SELPAs</li> <li>• Program Specialists and Other District SPED Personnel</li> <li>• Site Administrators and the SPED Classroom</li> <li>• Partnerships With Higher Education</li> </ul> <b>Assignments</b> (Due Prior to Session 4) <ul style="list-style-type: none"> <li>• Interactive Journal #3: Subgroups</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 2, 3</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
5	<b>Teaching As A Profession</b> <ul style="list-style-type: none"> <li>• History and Current Trends in Teacher Unions and Associations</li> <li>• California Standards for the Teaching Profession (CSTP)</li> <li>• Professional Ethics and Conduct Codes – Model Code of Ethics</li> <li>• Handling Controversial Issues</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b>  <b>PS 2, 3</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>

	<ul style="list-style-type: none"> <li>Privacy Issues and Social Media</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>Interactive Journal #4: Local SELPA</li> <li>Video Reflection of Practice (Instructor)</li> </ul>		
<b>6</b>	<p><b>Student Rights and Voice</b></p> <ul style="list-style-type: none"> <li>Board Policies and Administrative Regulations on Student Rights and Voice</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>Interactive Journal #5: Professional Ethics and Conduct</li> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5</b> <b>PS 2, 3</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 266 History and Philosophy of Special Education](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

<b>Assignment 1: LCAP</b>
<p><b>Follow these steps to submit this assignment:</b></p> <ol style="list-style-type: none"> <li>Write a 1-2 page summary and reflection of your district or LCAP. Discuss impacts for your classroom and students, including suggestions for future LCAP submissions.</li> <li>Submit your LCAP summary and reflection in TalentLMS.</li> </ol>

### Assignment 2: Student Rights and Voice

**Follow these steps to submit this assignment:**

1. Write a 1-2 page summary and reflection of your district's policies and regulations on student issues not limited to but including: dress code, student expression, religious freedom, drug testing, backpack and locker searches, bullying and expulsion.
2. Submit your summary and reflection in TalentLMS.

### Assignment 3: Class Presentation

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting new learning and implications for your teaching from your LCAP or district's Student Rights Policies (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

## Center for Teacher Innovation (CTI) Intern Program [SPED 267 Autism Spectrum Disorders](#)

### Center for Teacher Innovation (CTI) Intern Program – [SPED 267 Autism Spectrum Disorders](#) Course Description:

This course will provide the intern with a basic understanding of Autism Spectrum Disorder, and the unique student characteristics. A variety of strategies, instructional approaches and assessment procedures will be emphasized to examine the major developmental delays and deficits that are common with Autism, social skills and communication deficits, and sensory issues. The roles of the parent, the school, and inclusive settings will be investigated extensively, including Early Intervention and other treatments.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 267 Autism Spectrum Disorders](#)  
Student Learning Outcomes (Course Objectives):**

1. Candidates demonstrate knowledge of characteristics of ASD to plan for and implement instruction.
2. Candidates demonstrate knowledge of communication skills (verbal and nonverbal) as it impacts students with ASD.
3. Candidates understand the social differences and challenges of students with ASD.
4. Candidates understand the sensory processing challenges (e.g., vestibular system, proprioception, praxis) of students with ASD.
5. Candidates demonstrate the ability to access and articulate current research and literature regarding the characteristics and basis for ASD and the resulting implications for learning and functioning.
6. Candidates acquire skills and strategies for effective collaboration with a variety of teams, service providers, and families.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 267 Autism Spectrum Disorders](#)  
Course Required Readings:**

- Readings from the National Professional Development Center on ASD; Briefs. National Professional Development Center on Autism spectrum Disorders <http://autismpdc.fpg.unc.edu/>
- Readings from the National Professional Development Center on ASD; Autism Internet Modules. National Professional Development Center on Autism Spectrum Disorders <http://www.autisminternetmodules.org/index.php>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 267 Autism Spectrum Disorders](#)  
Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
<b>1</b>	<b>Unique Characteristics of Autism Spectrum Disorders</b> <ul style="list-style-type: none"> <li>• Overview of Autism Spectrum</li> </ul>	<b>CLO</b> <b>SLO 1, 5</b>	<b>Introduced – 1.4</b> <b>Introduced – 2.2</b>

	<ul style="list-style-type: none"> <li>• Research and Data From the Medical Field</li> <li>• Historical Background</li> <li>• Assessments and Diagnoses</li> <li>• Most Common Characteristics</li> </ul> <p><b>Assignments</b> (Due Prior to Session 1)</p> <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	ASDAA 1, 2, 3	<p><b>Practiced – 3.2</b>  <b>Practiced – 4.2</b>  <b>Introduced – 4.7</b>  <b>Introduced – 5.8</b>  <b>Assessed – 6.1</b></p>
2	<p><b>Intro to Social Skills and Communication</b></p> <ul style="list-style-type: none"> <li>• Communication Patterns and Preferences</li> <li>• Social Skills Characteristics and Best Practices</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: Current research</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 5</b></p> <p>ASDAA 1, 2, 3</p>	<p><b>Practiced – 1.7</b>  <b>Practiced – 2.3</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.6</b>  <b>Practiced – 4.2</b>  <b>Practiced – 4.4</b>  <b>Introduced – 5.8</b></p>
3	<p><b>The School Community and Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Inclusive Settings at School</li> <li>• Staff Training and Sensitivity</li> <li>• Coordinating With Parents</li> <li>• Available Outside Resources: Public Agencies, Non-Public Agencies and the Business Community</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: Communication Preferences</li> <li>• Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 5, 6</b></p> <p>ASDAA 1, 2, 3</p>	<p><b>Practiced – 1.7</b>  <b>Practiced – 2.3</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.6</b>  <b>Practiced – 4.2</b>  <b>Practiced – 4.4</b>  <b>Introduced – 5.8</b></p>
4	<p><b>Sensory Issues and Differentiation</b></p> <ul style="list-style-type: none"> <li>• Sensory Issues and ASD</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 4, 5, 6</b></p>	<p><b>Assessed – 3.2</b>  <b>Assessed – 3.6</b>  <b>Assessed – 4.2</b></p>

	<ul style="list-style-type: none"> <li>• Differentiating Instruction in the Classroom</li> <li>• Structured Share of Course Curated Resources</li> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #3: Available Outside Resources</li> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>	<b>ASDAA 1, 2, 3</b>	
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**Center for Teacher Innovation (CTI) Intern Program – [SPED 267 Autism Spectrum Disorders](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Outside Resources for Students With Autism Spectrum Disorders (ASD)**

**Follow these steps to submit this assignment:**

1. Write a 1-2 page research and reflection on available local, state and federal resources for students with Autism and their families. Connect how you might utilize a highlighted resource to your student(s).
  - Include resources from public agencies, non-public agencies and the business community.
2. Submit your assignment in TalentLMS.

**Assignment 2: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting your selected resource (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities**

**Center for Teacher Innovation (CTI) Intern Program – SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities**  
**Course Description:**

This course provides candidates with instructional models, methods, and resources that meet the diverse learning needs of students with moderate to severe cognitive disabilities. The candidates will study a variety of evidence-based practices for adapting the curriculum and materials using the principles of UDL in order to ensure that ALL students are provided access to grade-level content based on the Common Core State Standards while still focusing on individual IEP goals. Instruction in the areas of social, vocational and independent living skills will also be explored. An emphasis will be placed on strategies to promote communicative competency for the students across a variety of settings.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities**  
**Student Learning Outcomes (Course Objectives):**

1. Candidates demonstrate the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives.
2. Candidates will create instructional plans that are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.
3. Candidates will develop and implement systematic, evidence-based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative

assessments, and formal and informal assessment results.
4. Candidates will demonstrate capacity to utilize assessment data from multiple sources to develop effective programs and guide instruction.
5. Candidates will demonstrate the ability to assess their students' verbal and non-verbal communication abilities. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques; 2) develop needed augmentative and alternative systems; 3) implement instruction of communication and social skills; 4) create and facilitate opportunities for interaction; and 5) develop communication methods to demonstrate student academic knowledge.
6. Candidates will demonstrate knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf-blind and multiple disabilities.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities](#) Course Required Readings:**

- Snell, Martha E. and Brown, Fredda, *Instruction of Students with Severe Disabilities*
- Research articles provided by instructor.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities](#) Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>General Curriculum Access</b> <ul style="list-style-type: none"> <li>• Standards-based Instruction</li> <li>• Functional Skills</li> <li>• Tying Instruction to IEP Goals</li> <li>• Family Involvement</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>



	<b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>		
2	<b>Universal Design for Learning</b> <ul style="list-style-type: none"> <li>• Principles of UDL</li> <li>• Multiple Means of Representation</li> <li>• Multiple Means of Action and Expression</li> <li>• Multiple Means of Engagement</li> </ul> <b>Assignments</b> (Due Prior to Session 2) <ul style="list-style-type: none"> <li>• Interactive Journal #1: Functional Skills</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>
3	<b>Teaching Functional Skills</b> <ul style="list-style-type: none"> <li>• Defining Functional Skills</li> <li>• Age Appropriate Materials</li> <li>• Gradual Release of Responsibility</li> <li>• Progress Monitoring</li> <li>• Determining Appropriate Scaffolds</li> </ul> <b>Assignments</b> (Due Prior to Session 3) <ul style="list-style-type: none"> <li>• Interactive Journal #2: UDL</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
4	<b>Communicative Competence</b> <ul style="list-style-type: none"> <li>• Linguistic, Sociolinguistic, Discourse, Strategic Competence</li> <li>• Oral Language Modifications</li> <li>• Augmentative and Alternative Communication Modifications</li> </ul> <b>Assignments</b> (Due Prior to Session 4)	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>

	<ul style="list-style-type: none"> <li>Interactive Journal #3: Age Appropriate Materials</li> </ul>		
<b>5</b>	<b>ELA in the M/S Classroom</b> <ul style="list-style-type: none"> <li>Literature and Expository Texts</li> <li>Writing Strategies</li> <li>Project-Based Learning</li> </ul> <b>Assignments</b> (Due Prior to Session 5) <ul style="list-style-type: none"> <li>Interactive Journal #4: Oral Language</li> <li>Video Reflection of Practice (Peer)</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>6</b>	<b>Math in the M/S Classroom</b> <ul style="list-style-type: none"> <li>Tactile and Kinesthetic Learning</li> <li>Math Scaffolds</li> <li>Project-Based Learning</li> </ul> <b>Assignments</b> (Due Prior to Session 6) <ul style="list-style-type: none"> <li>Interactive Journal #5: Writing Strategies</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>7</b>	<b>Vocational and Independent Living Skills</b> <ul style="list-style-type: none"> <li>Community Based Instruction (CBI)</li> <li>Student Interest Surveys</li> <li>Connecting With Local Resources</li> <li>Family Input</li> </ul> <b>Assignments</b> (Due Prior to Session 7) <ul style="list-style-type: none"> <li>Interactive Journal #6: Math Scaffolds</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>8</b>	<b>Motor Skills and Self Care</b> <ul style="list-style-type: none"> <li>Fine and Gross Motor Skills</li> <li>Dexterity Modifications</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b>  <b>PS M/S 4</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

	<ul style="list-style-type: none"> <li>Teaching Self-care Skills</li> </ul> <p><b>Assignments</b> (Due Prior to Session 8)</p> <ul style="list-style-type: none"> <li>Interactive Journal #7: Student Interest Surveys</li> </ul>		
<b>9</b>	<p><b>PBIS and Social Skills</b></p> <ul style="list-style-type: none"> <li>Integrating PBIS Into the Lesson Plan</li> <li>Integrating Social Skills Learning Into the Lesson Plan</li> </ul> <p><b>Assignments</b> (Due Prior to Session 9)</p> <ul style="list-style-type: none"> <li>Interactive Journal #8: Motor Skills</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS M/S 4</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>
<b>10</b>	<p><b>Teaching Advocacy Skills</b></p> <ul style="list-style-type: none"> <li>Teaching Advocacy Skills</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 10)</p> <ul style="list-style-type: none"> <li>Final Exam/Reflection</li> <li>Course Project and Presentation</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS M/S 4</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

Center for Teacher Innovation (CTI) Intern Program – [SPED 270 Curriculum and Instruction for Students with Moderate to Severe Disabilities](#) COURSE PROJECT CRITERIA AND RUBRIC

**Assignment 1: Universal Design for Learning Lesson Plan**

**Follow these steps to submit this assignment:**

1. Use an approved district or CTI lesson plate template to write a complete lesson plan centered around the Universal Design for Learning appropriate for students with moderate to severe disabilities.
2. Teach the lesson plan in your classroom (or arrange to guest teach the lesson in a more appropriate setting, if needed).
3. Write a 1-2 page reflection of the lesson.
4. Submit your lesson plan and reflection in TalentLMS.

**Assignment 2: Assessment and Data Analysis**

**Follow these steps to submit this assignment:**

1. Create an Assessment and Rubric for a current unit plan appropriate for Students with Moderate to Severe Disabilities (or arrange to assist with the unit plan in a more appropriate setting, if needed).
2. Deliver the assessment in your classroom and grade the results against the rubric.
3. Write a 1-2 page Data Analysis of the Assessment Results, discussing its impact on future instruction.
4. Submit copies of your assessment, rubric and reflection in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy from your lesson plan or data analysis reflection (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 271 Specialized Health Movement & Sensory Development**

**Center for Teacher Innovation (CTI) Intern Program – SPED 271 Specialized Health Movement & Sensory Development Course Description:**

This course will provide the intern with an understanding of the effects of student health and safety on learnings. A variety of strategies, instructional approaches and assessment procedures will be emphasized to examine the laws and regulations pertinent to health associated with mild, moderate, to severe settings. The course will examine practices and safeguards that promote a healthy environment, effective implementation of district rules regarding medication documentation and procedures, technological aids for managing the needs of students with severe physical disabilities and the needs of students with visual and hearing impairments. Basic concepts and strategies for positioning, handling, and management of routines for activities such as feeding and personal hygiene are stressed along with orientation and mobility training. Interns will be expected to explore resources within the community and interact with health care providers and other specialists.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 271 Specialized Health Movement & Sensory Development Student Learning Outcomes (Course Objectives):**

1. Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being.
2. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.
3. Candidates understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.
4. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop

respectful and productive relationships with families and communities.
5. Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships.
6. Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.
7. Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.
8. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.
9. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth and have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
10. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

<b>Center for Teacher Innovation (CTI) Intern Program – <a href="#">SPED 271 Specialized Health Movement &amp; Sensory Development</a> Course Required Readings:</b>
<ul style="list-style-type: none"> <li>• Best, S., Wolff heller, K, Bigge, J. (2005). <i>Teaching Individuals with Physical or Multiple Disabilities</i> (Fifth Ed.). Columbus, OH: PEARSON Merrill Prentice Hall</li> <li>• Related handouts/articles.</li> </ul>

**Center for Teacher Innovation (CTI) Intern Program – [SPED 271 Specialized Health Movement & Sensory Development](#)**  
**Course Schedule:**

<b>Session</b>	<b>Topic, Activities, and/or Assignments for Session</b>	<b>Outcomes</b>	<b>TPE Element(s) Addressed</b>
<b>1</b>	<b>Teacher’s Role in Student’s Health and Safety</b> <ul style="list-style-type: none"> <li>• Legal and Ethical Responsibilities</li> <li>• Role of the IEP</li> <li>• Related Services and Related Service Providers</li> <li>• Student Privacy</li> <li>• HIPAA Guidelines</li> <li>• Understanding Health and Safety Precautions for Students and Staff – Common, Chronic and Communicable Diseases</li> <li>• Communicating Health Concerns to Site Personnel and Parents</li> <li>• Health and Nutrition</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>• Read Syllabus</li> <li>• Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1-9</b>  <b>PS 14</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
<b>2</b>	<b>Medically Fragile Students</b> <ul style="list-style-type: none"> <li>• Medication Administration</li> <li>• Seizure Protocols</li> <li>• Tracheostomies and G-Tubes</li> <li>• Allergies and Food Restrictions</li> <li>• Toileting</li> <li>• Positioning and Handling</li> <li>• Mobility Issues</li> <li>• Drugs, Tobacco and Alcohol Issues and Education</li> </ul>	<b>CLO</b> <b>SLO 1-9</b>  <b>PS 14</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Introduced – 5.7</b>

	<ul style="list-style-type: none"> <li>Understanding Health and Safety Precautions for Students and Staff</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>Interactive Journal #1: HIPAA Guidelines</li> </ul>		
<b>3</b>	<p><b>Sensory Integration</b></p> <ul style="list-style-type: none"> <li>Disorders in Sensory Processing</li> <li>Strength and Balance Issues</li> <li>Eye Tracking</li> <li>Role of Occupational Therapist</li> <li>Understanding Health and Safety Precautions for Students and Staff</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>Interactive Journal #2: Medication Administration</li> </ul>	<p><b>CLO</b> <b>SLO 1-9</b></p> <p><b>PS 14</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>
<b>4</b>	<p><b>Alternative and Augmentative Communications (AAC)</b></p> <ul style="list-style-type: none"> <li>Best Practices With AAC</li> <li>Current Trends and Technology</li> <li>Differentiating Instruction for AAC</li> <li>Understanding Health and Safety Precautions for Students and Staff</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>Interactive Journal #3: Sensory Integration</li> <li>Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b> <b>SLO 1-9</b></p> <p><b>PS 14</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>
<b>5</b>	<p><b>Visual Impairment</b></p> <ul style="list-style-type: none"> <li>Best Practices</li> <li>Current Trends and Technology</li> </ul>	<p><b>CLO</b> <b>SLO 1-9</b></p>	<p><b>Practiced- 1.6</b> <b>Practiced- 2.5</b> <b>Assessed – 3.2</b></p>



	<ul style="list-style-type: none"> <li>Differentiating Instruction for Students With Visual Impairments</li> <li>Understanding Health and Safety Precautions for Students and Staff</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>Interactive Journal #4: AAC</li> </ul>	<b>PS 14</b>	<b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b>
<b>6</b>	<p><b>Deaf and Hard of Hearing</b></p> <ul style="list-style-type: none"> <li>Best Practices</li> <li>Current Trends and Technology</li> <li>Differentiating Instruction for Students Who Are Deaf or Hard of Hearing</li> <li>Understanding Health and Safety Precautions for Students and Staff</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p> <ul style="list-style-type: none"> <li>Interactive Journal #5: Visual Impairments</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<b>CLO</b> <b>SLO 1-9</b>  <b>PS 14</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>
<b>7</b>	<p><b>Role of the School Nurse</b></p> <ul style="list-style-type: none"> <li>Roles and Duties of the School Nurse for Students and the IEP</li> <li>Linking Common Student Behaviors to Compromises in Health and Safety</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 7)</p> <ul style="list-style-type: none"> <li>Interactive Journal #6: Teaching With Poverty in Mind</li> </ul>	<b>CLO</b> <b>SLO 1-9</b>  <b>PS 14</b>	<b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b>

	<ul style="list-style-type: none"> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>		
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**Center for Teacher Innovation (CTI) Intern Program – [SPED 271 Specialized Health Movement & Sensory Development](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: School Nurse Interview**

**Follow these steps to submit this assignment:**

1. Conduct a 15-30 minute interview with your school nurse. Create and ask questions about her job responsibilities and role as an IEP team member.
2. Write a 1-2 page summary and reflection of the interview.
3. Submit your interview notes or link to recording and written reflection in TalentLMS.

**Assignment 2: Health Plan**

**Follow these steps to submit this assignment:**

1. Write a 1-2 page summary and action plan on one target student who requires a health plan.
2. Submit your health plan in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy or new learning from your health plan or school nurse interview (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**SPED 275 IEPs and Transitions**

**Center for Teacher Innovation (CTI) Intern Program – SPED 275 IEPs and Transitions**  
**Course Description:**

This course focuses on writing legally compliant IEPs and Transition Plans. A variety of strategies, instructional approaches and assessment procedures will be emphasized in order to ensure the interns' ability to develop Individualized Education Programs (IEPs), Individualized Family Service Programs (IFSPs) and Transition Plans and facilitate IEP meetings, teams and family communication in accordance with state and federal guidelines and trends.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – SPED 275 IEPs and Transitions**  
**Student Learning Outcomes (Course Objectives):**

1. Apply knowledge of state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
2. Develop a well-written IEP and describe the various notices and forms pertaining to IEPs.
3. Plan, implement, and evaluate transitional life experiences for students with disabilities across the life span to develop appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.
4. Collaborate with personnel from other educational and community agencies to plan for successful transitions and select appropriate annual goals and services, including transition goals and services.

5. Create transition goals for students with appropriate self-determination and expression skills.

6. Describe the steps involved with transition at various stages, K-12.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 275 IEPs and Transitions](#)  
Course Required Readings:**

- IEP training manual(s).
- CDE and IDEA websites.
- Other handouts provided by instructor and district.

**Center for Teacher Innovation (CTI) Intern Program – [SPED 275 IEPs and Transitions](#)  
Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
1	<b>IEP Basics</b> <ul style="list-style-type: none"><li>• District IEP Policies</li><li>• IFSP and Transition</li><li>• IEP Writing Platforms</li><li>• Running an Effective IEP Meeting</li><li>• Pre-Determination</li></ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"><li>• Read Syllabus</li><li>• Review Course in TalentLMS</li></ul>	<b>CLO</b> <b>SLO 1, 2, 6</b>  <b>PS 3, 5, 9, 10</b>	<b>Practiced – 1.6</b> <b>Introduced – 3.1</b> <b>Introduced – 3.5</b> <b>Practiced – 4.4</b> <b>Assessed – 6.1</b>
2	<b>IEP Components Part I</b> <ul style="list-style-type: none"><li>• Assessment Plan</li><li>• Meeting Notice</li></ul>	<b>CLO</b> <b>SLO 1, 2, 6</b>	<b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b>

	<ul style="list-style-type: none"> <li>• Information and Eligibility</li> <li>• Present Levels of Performance</li> <li>• Specific Learning Disability Pages</li> <li>• Special Factors</li> <li>• Statewide Assessments</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #1: Running an Effective IEP Meeting</li> </ul>	<b>PS 3, 5, 9, 10</b>	<p><b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Introduced – 5.7</b></p>
<b>3</b>	<p><b>IEP Components Part II</b></p> <ul style="list-style-type: none"> <li>• Goals and Objectives</li> <li>• Accommodations and Modifications</li> <li>• Services</li> <li>• Educational Setting</li> <li>• Least Restrictive Environment and Percentages of Time</li> <li>• Diploma vs. Certificate of Completion</li> <li>• Notes Page</li> <li>• Signature Page</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #2: Present Levels of Performance</li> <li>• Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 6</b></p> <p><b>PS 3, 5, 9, 10</b></p>	<p><b>Practiced – 1.6</b>  <b>Practiced – 2.5</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Practiced – 5.7</b></p>
<b>4</b>	<p><b>Transition Plans Part I</b></p> <ul style="list-style-type: none"> <li>• Transition Services as Defined by IDEA and CDE</li> <li>• Post-Secondary Goals: Education and Training</li> <li>• Post-Secondary Goals: Employment</li> <li>• Post-Secondary Goals: Independent Living</li> <li>• Tying Annual Goals to Post-Secondary Goals</li> </ul>	<p><b>CLO</b>  <b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS 3, 5, 9, 10</b></p>	<p><b>Practiced – 1.6</b>  <b>Practiced – 2.5</b>  <b>Assessed – 3.2</b>  <b>Practiced – 3.5</b>  <b>Practiced – 4.4</b>  <b>Practiced – 5.7</b></p>

	<ul style="list-style-type: none"> <li>Collaborating With Outside Agencies and Post-school Transition Supports</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>Interactive Journal #3: Goals and Objectives</li> </ul>		
<b>5</b>	<p><b>Transition Plans Part II</b></p> <ul style="list-style-type: none"> <li>Annual Age-appropriate Formal and Informal Transition Assessments</li> <li>Transition Services</li> <li>College and Career Readiness</li> <li>Vocational Education</li> <li>Family Input and Needs</li> <li>Self-determination and Expression</li> <li>Experiential Learning and Community-Based Instruction (CBI)</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>Interactive Journal #4: Post Secondary Goals</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS 3, 5, 9, 10</b></p>	<p><b>Practiced – 1.6</b> <b>Practiced – 2.5</b> <b>Assessed – 3.2</b> <b>Practiced – 3.5</b> <b>Practiced – 4.4</b> <b>Practiced – 5.7</b></p>
<b>6</b>	<p><b>Additional IEP Forms and Guidelines</b></p> <ul style="list-style-type: none"> <li>Prior Written Notice</li> <li>Interims and Triennials</li> <li>Manifestation Determinations</li> <li>Parent Rights</li> <li>504 Plans</li> <li>Structured Share of Course Curated Resources</li> <li>Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 6)</p>	<p><b>CLO</b> <b>SLO 1, 2, 3, 4, 5, 6</b></p> <p><b>PS 3, 5, 9, 10</b></p>	<p><b>Assessed – 3.1</b> <b>Assessed – 3.5</b> <b>Assessed – 4.4</b></p>

	<ul style="list-style-type: none"> <li>● Interactive Journal #5: Transition Assessments</li> <li>● Final Exam/Reflection</li> <li>● Course Project and Presentation</li> </ul>		
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**Center for Teacher Innovation (CTI) Intern Program – [SPED 275 IEPs and Transitions](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Create a compliant IEP**

**Follow these steps to submit this assignment:**

1. Use your district or CTI-approved IEP template to write a complete and compliant IEP (please protect student information and privacy by not including student names).
2. Submit your IEP as a PDF file in TalentLMS.

**Assignment 2: Create a compliant Transition Plan**

**Follow these steps to submit this assignment:**

1. Use your district or CTI-approved IEP template to write a complete and compliant Transition Plan (please protect student information and privacy by not including student names).
2. Submit your Transition Plan as a PDF file in TalentLMS.

**Assignment 3: Class Presentation**

**Follow these steps to submit this assignment:**

1. Prepare a 5-10 minute presentation demonstrating and highlighting a selected strategy used to complete a section of your IEP or Transition Plan (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

**Center for Teacher Innovation (CTI) Intern Program**  
**TECH 290 Technology in the Classroom**

**Center for Teacher Innovation (CTI) Intern Program – TECH 290 Technology in the Classroom**  
**Course Description:**

This course focuses on integrating technology-related tools into the educational experience of all students, including those with special needs. A variety of strategies, instructional approaches and assessment procedures will be emphasized in order to ensure the interns' ability to utilize conventional and assistive technologies, online resources, personalized learning and digital citizenship practices.

Practicum supervisors observe course content in practice to ensure that an explicit connection exists between coursework and practice. Interns will use annotated video of a lesson (or learning-focused conversation) as a tool for self-reflection and targeted feedback.

**Center for Teacher Innovation (CTI) Intern Program – TECH 290 Technology in the Classroom**  
**Student Learning Outcomes (Course Objectives):**

1. Apply the principles of digital literacy into their classroom lessons for the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.
2. Integrate the principles of cyber-safety into their classroom assignments.
3. Create an effective presentation using several tools.
4. Find websites and videos that will enhance classroom instruction.
5. Produce a video/screencast that presents a basic concept lesson.
6. Review and evaluate effective technologies appropriate for classroom use to facilitate the teaching and learning process.
7. Demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication,



curriculum access, and skill development of students with disabilities.

**Center for Teacher Innovation (CTI) Intern Program – [TECH 290 Technology in the Classroom](#)**  
**Course Required Readings:**

- Assigned readings and tutorials online.

**Center for Teacher Innovation (CTI) Intern Program – [TECH 290 Technology in the Classroom](#)**  
**Course Schedule:**

Session	Topic, Activities, and/or Assignments for Session	Outcomes	TPE Element(s) Addressed
<b>1</b>	<b>Digital Citizenship and Safety</b> <ul style="list-style-type: none"> <li>Acceptable Use Policy (AUP)</li> <li>Digital Copyright</li> <li>Monitoring Students Online</li> <li>Digital Citizenship Resources</li> <li>Cyber Bullying</li> <li>Online Privacy</li> </ul> <b>Assignments</b> (Due Prior to Session 1) <ul style="list-style-type: none"> <li>Read Syllabus</li> <li>Review Course in TalentLMS</li> </ul>	<b>CLO</b> <b>SLO 1, 2, 4, 7</b>  <b>PS 2, 4, 6</b>	<b>Introduced – 1.4</b> <b>Introduced – 2.2</b> <b>Practiced – 3.2</b> <b>Practiced – 4.2</b> <b>Introduced – 4.7</b> <b>Introduced – 5.8</b> <b>Assessed – 6.1</b>
<b>2</b>	<b>Presentation and Search Basics</b> <ul style="list-style-type: none"> <li>SAMR Model</li> <li>Presentation Tools and What Makes an Effective Digital Presentation</li> <li>Multimedia Additions to Presentations</li> <li>Search Engine Skills</li> </ul>	<b>CLO</b> <b>SLO 1, 3, 4, 6, 7</b>  <b>PS 2, 4, 6</b>	<b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b>

	<ul style="list-style-type: none"> <li>Boolean Searches</li> </ul> <p><b>Assignments</b> (Due Prior to Session 2)</p> <ul style="list-style-type: none"> <li>Interactive Journal #1: Monitoring Students Online</li> </ul>		<b>Introduced – 5.8</b>
<b>3</b>	<p><b>Google Apps for Education</b></p> <ul style="list-style-type: none"> <li>App Overview</li> <li>Available Extensions</li> <li>Read &amp; Write</li> <li>Setting up a Google Classroom</li> </ul> <p><b>Assignments</b> (Due Prior to Session 3)</p> <ul style="list-style-type: none"> <li>Interactive Journal #2: Social Skills</li> <li>Video Reflection of Practice (Peer)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 3, 4, 6, 7</b></p> <p><b>PS 2, 4, 6</b></p>	<p><b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b> <b>Introduced – 5.8</b></p>
<b>4</b>	<p><b>Microsoft Tools and Screen Capturing</b></p> <ul style="list-style-type: none"> <li>MS Tools for the Classroom</li> <li>Immersive Reader</li> <li>Hidden Speak Feature</li> <li>Using Screen Capture Programs</li> <li>Screen Capture Uses in the Classroom</li> </ul> <p><b>Assignments</b> (Due Prior to Session 4)</p> <ul style="list-style-type: none"> <li>Interactive Journal #3: Applications for Google Classroom</li> <li>Video Reflection of Practice (Instructor)</li> </ul>	<p><b>CLO</b> <b>SLO 1, 3, 4, 5</b></p> <p><b>PS 2, 4, 6</b></p>	<p><b>Practiced – 1.7</b> <b>Practiced – 2.3</b> <b>Assessed – 3.2</b> <b>Practiced – 3.6</b> <b>Practiced – 4.2</b> <b>Practiced – 4.4</b> <b>Introduced – 5.8</b></p>
<b>5</b>	<p><b>Assistive Technology</b></p> <ul style="list-style-type: none"> <li>Common Assistive Technology Devices and Assessments</li> <li>Structured Share of Course Curated Resources</li> </ul>	<p><b>CLO</b> <b>SLO 1, 4, 6, 7</b></p> <p><b>PS 2, 4, 6</b></p>	<p><b>Assessed – 3.2</b> <b>Assessed – 3.6</b> <b>Assessed – 4.2</b></p>

	<ul style="list-style-type: none"> <li>• Presentation of Course Projects</li> </ul> <p><b>Assignments</b> (Due Prior to Session 5)</p> <ul style="list-style-type: none"> <li>• Interactive Journal #4: Applications for Immersive Reader</li> <li>• Final Exam/Reflection</li> <li>• Course Project and Presentation</li> </ul>		
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**Center for Teacher Innovation (CTI) Intern Program – [TECH 290 Technology in the Classroom](#)**  
**COURSE PROJECT CRITERIA AND RUBRIC**

**Assignment 1: Multimedia Presentation**

**Follow these steps to submit this assignment:**

1. Create a multimedia presentation (PowerPoint, Google Slides, Prezi, or other as approved by the instructor) highlighting one of the technology resources in the Course Curated Resources.
2. Presentation must be between ten and fifteen slides and include at least two multimedia elements (embedded video, music, graphics and animations).
3. Submit your multimedia presentation in TalentLMS.

**Assignment 2: Screen Capture Demonstration**

**Follow these steps to submit this assignment:**

1. Use a Screen Capture program to demonstrate a classroom routine for students (how to navigate to the class website, turn in a paper online, etc.).
2. Screen capture must be between 1-3 minutes in length.
3. Submit the shareable link to your Screen Capture Demonstration in TalentLMS.

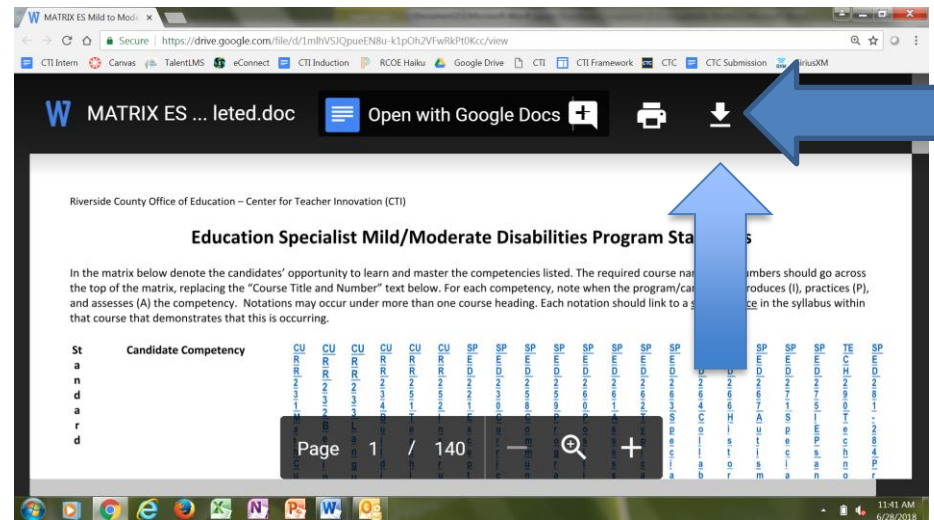
### Assignment 3: Class Presentation

#### Follow these steps to submit this assignment:

1. Prepare a 5-10 minute presentation demonstrating and highlighting your multimedia presentation or Screen Capture Demonstration (or approved Video Reflection of Practice).
2. Deliver the presentation during the last class session of the course.

### Alignment Matrix

\*Please do not select the “Open With” function with the versions below because the documents will not display correctly. Please select the Download arrow to download the Matrix files from linked web versions below in Microsoft Word to ensure proper formatting:



**Mild to Moderate Standards Matrix UPDATED FEB 2019**

**Moderate to Severe Standards Matrix UPDATED FEB 2019**

Riverside County Office of Education  
Center for Teacher Innovation – District Intern Program – Education Specialist  
April 2018

## Research

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