Report of Actions Taken by Notre Dame de Namur University
To Address Stipulations
May 2019

Overview
This report provides for Committee discussion the report submitted by Notre Dame de Namur University that documents actions taken to address stipulations.

Recommendation
That the COA remove stipulations from Notre Dame de Namur University (NDNU) and change its accreditation status from **Accreditation with Stipulations** to **Accreditation.**

Background
An accreditation site visit for Notre Dame de Namur University took place on April 8-11, 2018. The full report is available here: NDNU Accreditation Team Report

The accreditation status granted to NDNU in 2018 was **Accreditation with Stipulations.** The stipulations are as follows:

1. That the institution provide evidence that site-based supervisors are required to be trained and oriented to their supervisory role in a systematic manner.

2. That the Preliminary MS/SS teaching credential programs provide evidence that candidates are able to demonstrate their knowledge of digital literacies and the use of learning technologies as specified in the Teaching Performance Expectations (TPEs) 3, 4, and 5.

3. That the Education Specialist: Moderate/Severe credential program provide evidence that candidates acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.

4. That the Education Specialist: Moderate/Severe credential program provide evidence that candidates demonstrate 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, deafblind, and multiple disabilities.

NDNU provided its final response with the associated evidence to staff on April 2, 2019. Staff has reviewed this submission and the artifacts/evidence provided, and confirmed that the outlined programmatic changes made during the 2018-19 academic year will continue in subsequent years. The stipulations and a synthesis of the actions taken by NDNU are included in the table that follows.

2018 Stipulation	NDNU Program Response
1. That the institution provide evidence that site-based supervisors are required to be trained and oriented to their supervisory role in a systematic manner.	In fall 2018 and spring 2019, NDNU held multiple site-based supervisor (SBS) workshops ([see Agenda](#)) on the Belmont (main) and on the Tracy campuses. The workshops on the Belmont campus were held on weeknights and Saturday mornings to accommodate the schedules of the site-based supervisors. The workshops at the Tracy campus were held on weeknights at two separate locations (Tracy and Dublin) to accommodate SBS schedules and commuting challenges in the east bay/Tracy area. These trainings will continue each semester at all current and any future additional locations as needed. In addition to the workshop, university supervisors meet regularly with site-base supervisors during the 6 observation visits per semester. This provides multiple opportunities to provide and clarify information about the role/responsibility of a SBS as well as to engage in 3-way discussion with the candidate about his/her progress in the program/placement.
2. That the Preliminary MS/SS teaching credential programs provide evidence that candidates are able to demonstrate their knowledge of digital literacies and use of learning technologies as specified in the Teaching Performance Expectations (TPEs) 3, 4, and 5.	In addition to a focused technology course, EDU 4113 Technology Applications in Education (see [EDU 4113 Syllabus](#)), the instruction in and opportunity to demonstrate knowledge of digital literacies and use of learning technologies is embedded across multiple courses. All courses use an LMS (Moodle) platform that models and allows candidates to engage in the use of an LMS, similar to those used in K-12 schools (e.g. School Loop) to augment instruction; post, collect, and assess assignments; provide regular announcements and to communicate with individuals or groups. Candidates bring laptops, tablets, and smart phones to use in seminars on a range of activities and assignments. The library has both Chromebook and iPad carts so individuals as well as groups and classes can check out tablets to use both inside and/or outside of seminars. The Education Department provides digital cameras, Swivl robots, and Google glasses that can be checked out for seminar assignments. While not always specified in syllabi, instructors and candidates use Google Docs, Google Classroom, PowerPoint-type presentation resources (Googleslides, Prezi, etc.) and web resources such as YouTube, TEDX and TED Talks. All seminars, across the program, use the same lesson plan template. The template sets out the expectation to incorporate technology as a tool used by the teacher for planning, teaching, and assessment as well as strategies to support and assess student learning. A sample assignment using the lesson plan template can be found in the [EDU 4407 Syllabus](#)

2018 Stipulation	NDNU Program Response
	In addition, faculty and candidates regularly use a wide range of technology tools for instructions, note taking/recording course content, research, presentations, and assessment.

Student/intern teaching placements are in schools that have a range of technology that candidates incorporate into their planning, teaching, and student engagement in lessons and assessments. These include projection of online content, document cameras, smart boards, tablet carts with class sets, computer areas within the classroom and/or computer labs, and amplification devices for teacher.

The candidate, university supervisor, and district-employed supervisor complete a formal Evaluation of Teacher Effectiveness as a mid-term and final evaluation of the candidate's student/intern teaching experience each semester. This includes an evaluation of the candidate's knowledge and demonstration of the CSTPs, including the use of technology during the placement.

Coursework:
EDU 4113 Technology Applications in Education (see EDU 4113 Syllabus) is a foundational course, which candidates take in their first semester. The courses engage candidates in learning/applying how to effectively integrate technology into all aspects of teaching, use of a wide variety of technology tools, current theories in education technology use including ISTE and iNACOL as well as the role of a digital citizen related to laws and guidelines for appropriate use of technology.

These concepts are reinforced throughout the program through assignments related to the specific content of each course within which the technology is embedded. Examples include the following:

In EDU 4104 Sociological and Multicultural Foundations , candidates complete three assignments that require them to use technology for research, lesson planning, and for presentations to the seminar.

In EDU 4107 Foundations for Teaching English Learners (see EDU 4107 Syllabus), candidates interview an English Learner and his/her teacher (case study) including asking how technology is used to support student learning and language acquisition. Another assignment requires candidates to create a lesson plan they teach to the seminar that must include two technology components, one that is something they, as a teacher, would use and one that would involve students in technology to support their learning. |

2018 Stipulation	NDNU Program Response
	EDU 4110 Special Education for the Classroom Teacher (see EDU 4110 Syllabus) makes use of videos, as do all seminars, to present examples of teaching and student engagement in learning activities to provide everyone in the class with a scenario and all can observe, examine/reexamine to discuss what is happening and implications for their practice. Two assignments in EDU 4330 Reading /Language Arts: Primary Grades (see EDU 4330 Syllabus) highlight how candidates use technology in presenting materials (Google Presentation) as part of a panel presentation and the other using video to record and then evaluate and reflect on a writing lesson they have taught to students. A lesson assignment in EDU 4407 Secondary Curriculum demonstrates how instructors collaborate across seminars taught in the same semester as candidates on EDU 4407 focus as several elements of a lesson they are planning in EDU 4407 which focusing on other elements of the lesson plan in their student/intern teaching seminar. **Additional Artifacts/Evidence**: Examples of Seminar Sessions and Assignments CSTP 3, CSTP 4, CSTP 5
3. That Education Specialist Moderate/Severe credential program provide evidence that candidates acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.	In order to address this stipulation, NDNU revised EDU 4203: Clinical Assessment (see EDU 4203 Syllabus). Students working towards the Moderate/Severe credential are now required to complete a comprehensive assessment project. This project consists of at least one test instrument, or curriculum-based measurement written descriptions of the individual's present level of functioning in areas such as functional academics, motor skills, health, etc., and providing several recommendations for interventions and accommodations. The candidate, university supervisor, and district-employed supervisor complete a formal Evaluation of Teacher Effectiveness (M/S) as a mid-term and final evaluation of the candidate's student/intern teaching experience each semester. This includes an evaluation of the candidate's knowledge and demonstration of the CSTPs/Education Specialist Standards.
4. That the Education Specialist Moderate/Severe credential program provide	In order to address augmentative and alternative communication (AAC) for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf blind, and multiple disabilities, NDNU created a new required course, EDU 4886-02: Teaching Students with Motor,

2018 Stipulation	NDNU Program Response
evidence that candidates demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind, and multiple disabilities.	Sensory and Health Needs (see EDU 4886 Syllabus). There are two assignments that address the AAC for these students. Students compile a list of useful strategies for students with physical, sensory and health disabilities. The second assignment requires students to describe how to access, develop and implement an AAC system to meet the needs of a student who has motor, sensory and/or health needs. This course will remain as a requirement for future credential candidates as well. The candidate, university supervisor, and district-employed supervisor complete a formal Evaluation of Teacher Effectiveness (M/S) as a mid-term and final evaluation of the candidate's student/intern teaching experience each semester. This includes an evaluation of the candidate's knowledge and demonstration of the CSTPs/Education Specialist standards.

Master Teacher Workshop Agenda

Working Dinner & Welcome

Forms & CTC Requirement
- Completion of stipend forms and W9
- CTC Updates
    - NDNU Accreditation Visit
    - Update on Program Standards
    - Update on Teaching Performance Assessment
    - Master Teacher Training Requirements

Support & Procedures
- MTSS @ NDNU
- Education Committee
- Walk through the Handbook
    - Roles and Responsibilities
    - Master Teacher-University Supervisor Partnership
    - Review of Feedback and Evaluation forms

Common Problems, Questions & Solutions
- Remember when - What was your biggest problem when you were a student teacher or just starting out?
- Talk about your master teacher. What did you get, and NOT get from them to help with these issues?
- Think about some issues you have experienced with your student teachers? How did you deal with those issues?

Breakout Groups—Program Specific Q & A
- Education Specialist
- Multiple Subject
- Single Subject
- Intern Supervision (School/district site support providers)

Share Out and Closing Remarks

EDU 4113 Syllabus

Technology Applications in Education
Spring 2019

Description
This course ensures that all teacher candidates understand and are able to use appropriate computer based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounded by society in general and education in particular.

Objectives
- Support educators in effectively integrating technology into their teaching.
- Expose educators to a wide variety of technology tools.
- Introduce educators to current theories in educational technology use.
- Provide opportunities for educators to practice using technology.
- Demonstrate best practices in teaching 21st century learners in a classroom setting.

Course Materials
All of the materials for this course will be provided online on course Moodle page.

Optional Materials
While a NDNU computer is available during our face-to-face meetings, it is strongly recommended that you bring your own computer. You will have a better experience in class if you have a device with which you are familiar.

Schedule
Note that this is an initial outline of the course. It is my goal to adjust part of this course to fit the needs of those taking it as we progress through the semester. As such, it is your responsibility to check the course Moodle page often.

Day 1
Introduction and Theory
- Review syllabus and course site
- Setup accounts, portfolios, etc.
- Take a survey that will provide information on the direction of this course
- Learn how to successfully teach in a classroom filled with technology
- Understand the technology movements in education
  - Learn concepts such as Flipped Learning, Blended Learning, Individualized Instruction, etc.

Some of the technology tools we will be using:
Padlet, Google Slides, Google Docs, Google Sites, SurveyMonkey, and Google Forms

Online work outside of class:
   Reading articles (posted online), responding to reflection prompts, finishing classroom
         activities, and Google Certification

Notes from instructor: Day1
   Theory of how to use technology effectively with students, including reviewing experts like Musallam, Tate, and White and organizations such as ISTE, iNACOL, and Common Sense Education. Review and research digital trends - use technology to provide information to others. Sign up for and start Google Certified Teacher program, getting experience using the GSuite and understanding the theory behind it. Assignments used to model strategies to use in the classroom include how to digitally collect and share physical content in the classroom, how to assign and use a collaborative document for digital research (including finding and citing of resources).
   Using online tools to provide students with access to comments and research done with the class. Assignment includes adding information on shared site with Padlet to provide all with real time discussion and information opportunities.

Day 2
2.0 Tools, Video, and Standards
- Explore a variety of tools, discuss possible uses, and determine usefulness
- Learn how to use video in and out of the classroom
  - Content from the web
  - Teacher created content
- Transform lessons with Hyperdocs
- Review standards for technology use
  - ISTE and iNACOL

Some of the technology tools we will be using:
   CSM, Google Docs, YouTube, and Screencastify

Online work outside of class:
   Reading articles (posted online), responding to reflection prompts, finishing classroom
         activities, completing video assignment, and Google Certification

Notes from instructor: Day 2
   Using the SAMR model to guide which digital tools to use when. Finding digital tools that will enhance their student's learning. How to effectively use video in the classroom, not only including building playlists, but discovering how to design a lesson around video as an engagement tool. Using HyperDocs to house your curriculum in the digital realm and including modern uses of technology such as collaboration and digital creation. Beginning teachers review current technology standards with a focus on ISTE and iNACOL standards for teaching with technology. Assignments include finding a tech 2.0 tool and explaining how to use it with

an activity in the classroom. Beginning teachers share these ideas on a collaborative presentation, modeling a way to use similar assignments with students and citing sources. Another assignment includes video creation so beginning teachers can engage their students with content created and vetted for their personal classroom.

Hyperdocs are evaluated as not just an engaging place to house curriculum, but a way to provide students with a more personalized learning environment. Additional supports as well as ways to extend learning once main goals are met are discussed and encouraged. With video creation, beginning teachers are shown and expected to create videos with accessibility in mind - creating and altering Closed-Captioning on videos created and used with students.

Video Assignment

You will need to create a:

- Procedural OR Content Video for use in your class

- it can be a screencast, live film, animation, ...

- you will need to include basic editing (ex. trim start/end times) with title slide(s), transition(s), music, card(s), ... at least 2

- Upload on YouTube and ensure subtitles (CC) are correct.

When uploaded, copy the link and provide it to me in the submission field.

Day 3
Assessment, Online Discussions, and Accessibility
- Explore ideas for online assessment
- Develop online formative, online assessments with a variety of tools
- Examine best practices for online discussions
- Support all learners with technology (accessibility)

Some of the technology tools we will be using:
Quizlet Live, Quizizz, Kahoot, Google Classroom, and Assistive Technologies

Online work outside of class:
Reading articles (posted online), responding to reflection prompts, finishing classroom
activities, and Google Certification

Notes from instructor: Day 3
Using formative assessment tools such as Kahoot!, Quizezz, EDpuzzle, and Quizlet Live to engage students and provide feedback to support their learning. Look at research by Hattie to focus on teaching strategies that are effective with technology. Reviewing apps, tips, and best practices for using these tools with expert organizations such as Common Sense Education, EdSurge, and Edutopia. Assignments include creation of assessments that will engage and interest their students, personal reflection with the iNACOL teaching standards, and

continuation of Google Educator Training.

Tech assessment data is collected as we model how to use the formative assessment tools in the classroom. Strategies are then discussed on how to use that data to help individual students and provide them with personalized learning opportunities.

Every tool is talked about as providing communication with the parents. How would you distribute the information to students and parents with and without a LMS? The main topic for Day 3 is assessment and how digital tools can be used in the classroom to provide data and feedback to teachers, parents, and students.

Assessment Assignment

Using a tool you discovered in class, create an assessment that is appropriate and engaging for your grade level students.

In your submission,

1. Describe the setup and goal for this assessment (what have you taught already and where are you going).
2. Reflect on the tool you used from a teacher's perspective - What was easy/difficult in creating your assessment? What would you improve? What other features would you like to see?...
3. Turn in a link for your finished assessment (assuming it can be shared and viewed) or screenshots of your final product.

Day 4
Digital Citizenship, Professional Growth, and Closure
- Keep students safe online
- Develop good online citizens
  - Common Sense Media lesson discovery
- Explore different professional organizations
- Share our learning from this course

Some of the technology tools we will be using:
Google Slides, Google Sites, Canva, AnswerGarden, and Piktochart

Online work outside of class:
Responding to reflection prompts, finishing classroom activities, unit (re)design,
and Google Certification

Notes from instructor: Day 4
Reviewing Common Sense Education curriculum for digital citizenship lessons to use in their classrooms with students. Use digital tools to show learning in more visual and engaging ways (using tools such as Adobe Spark, Canva, Piktochart, ThingLink,…) modeling how to use it with students. Assignments include finding a lesson on digital citizenship and altering it to use with their students.

Overview

In this activity, you will be reading an article about a given topic. *You will also need to find one additional source to research the topic.*

Once you know about your topic, you will create 2-3 slides that can serve as an overview for others to learn. Make sure to add images and/or video in addition to your text in order to get your point(s) across.

Rules

- You may work individually or with a partner (I expect better quality from teams due to increased efficiencies)
- Put your name(s) and research topic on a title slide
- Create 2-3 slides of information that teaches others the concept
- Use at least one additional paper/article for research
- Cite your source and any images/video (feel free to use the speaker notes)

Considerable time is taken to discuss equity in the classroom. Tools are discussed and evaluated for providing accessibility for all students with the digital content we provide as teachers. Assignment includes how writing a unit plan that centers on using digital technologies to support all learners in their classroom.

Workload Distribution
Hours in Class: 12
Online Assignments: 30

Standards
California has adopted Technology Standards that define computer-based technology use in classrooms. This course will ensure that all teacher candidates understand and are able to use appropriate computer based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, we will cover issues surrounding technology use by society in general and education in particular. Also several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

NOTRE DAME de NAMUR UNIVERSITY

EDU 4104 Sociological & Multicultural Foundations
Spring 2019
Wednesdays 6:30-9:30

Course Description

This course is designed to provide educators with an introduction to the sociological and multicultural foundations of the American educational system. We will examine the role of schools in the development of identity as well as the reproduction of systems of privilege and oppression. We will examine economic, political, social and cultural factors at play in society and their effects on the classroom. Using these new understandings, we will examine our own professional practice and ways to work more equitably from within our own contexts and classrooms.

Course Objectives

Some of the goals for the instructor and students are:
- To deepen our understanding of our own personal and academic identity (MS/ED SPEC PLO 6)
- To examine our own attitudes and develop more equitable ways of thinking (MS/SS/ED SPEC PLO 2, MS/ED SPEC PLO 6)
- To understand the implications of institutionalized systems of oppression (MS/SS/ED SPEC PLO 1)
- To evaluate the equity of institutions and individual classrooms in relation to historically marginalized groups (MS/SS/ED SPEC PLO 1, MS/SS/ED SPEC PLO 2)
- To connect these new understandings and ways of thinking to our individual contexts and classrooms with specific strategies to increase equity within schools (MS/SS/ED SPEC PLO 2, MS/SS/ED SPEC PLO 4)

Required Texts

- Paul C. Gorski and Seema G. Pothini, *Case Studies on Diversity and Social Justice Education.* (New York: Routledge, 2013). Available in the campus bookstore or for purchase or rent online.
- Ozlem Sensoy and Robin DiAngelo, *Is Everyone Really Equal,* 2nd edition. (New York: Teachers College Press, 2017). Available in the campus bookstore or for purchase or rent online.

Average Student Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Average Workload Distribution:

Hours in Class:	40	
Readings:	80	
Collaboration	5	
Assignments:	56	

Total Hours   180

Diversity Experience   *100 points*
For this assignment, you will work in pairs or small groups. The purpose of this assignment is two-fold: (1) to place you in a setting or experience that is outside your typical daily or weekly activities, and (2) to integrate that experience into your teaching practice. You should be exposed to ideas, beliefs, traditions, or cultural artifacts that are different from your own. The actual experience should last at least two hours, not including travel. You may choose from many experiences including museums, conferences, festivals, events, worship services, and meetings. The experience should enable you to encounter information about diverse groups. Keep in mind that we are defining "diverse" as including race, culture, language, socioeconomic status, exceptionalities, gender, sexual orientation, gender identity and/or religion from historically underrepresented groups. This project culminates with a **Powerpoint or Prezi presentation** to the class including a question and answer period as well as a paper detailing how each group member would integrate their new learning into the classroom. In the past, students have visited the Museum of the African Diaspora in S.F., attended a play about race and identity, visited a Japanese internment site, gone to the LGBTQ museum in S.F., attended the indigenous "Unthanksgiving" ceremony on Alcatraz, etc.

Lesson Plan   *100 points*

For this assignment, students will *create* and *write* a lesson plan that integrates information relevant to the themes of this course. Students should choose a topic of interest that you might actually teach in your upcoming career. The point of this assignment is to develop a practical lesson that will be useful in the future and will also utilize culturally relevant pedagogy in the service of students and which aligns with the aims of multicultural education in an increasingly diverse and global world. **The lesson plan should, in planning and presentation, should reflect what has been modeled in class on how to use social media and digital literacy with K-12 students at different grade levels and in different content areas. Appropriate use of common apps and platforms (Instagram, Snapchat, Twitter, etc.), which supports learning and can be used by students in a classroom should be included.**   Candidates should thoroughly address all areas of the NDNU lesson plan template. In lieu of the reflection section, and in recognition that not all candidates will be in a position to actually teach the proposed lesson, the reflection should include a 2-3 page reflection connecting the lesson to the themes and research from the course including citations of specific articles in APA format.

Case Study Group Project   *80 points*
You will choose one of the cases from *Case Studies on Diversity and Social Justice Education* to analyze in a small group. Use the Decision-Making Scaffold (provided by instructor) to work through the case in your group. Your group will give **an oral presentation using Powerpoint or Prezi** that discusses four of the five steps in the scaffold: Recognize the Problem, Frame the Problem, Search for Alternatives, and Develop and Implement a Plan of Action. The presentation should be divided into these four sections. It is up to the group how you want to

divide the tasks, but all group members should participate equally, including during the presentation.

It is important that you support your analysis with readings. You should include at least 3 references from professional literature (either from class or something you found on your own). The primary section of the scaffold that requires research support is the Search for Alternatives; however, you may cite references that apply to any of the four sections. Please format your reference list in APA style, include it in your presentation, and provide a copy to your instructor.

At least one Plan of Action for one major goal is to be written. Each goal should have at least four rows (e.g. referrals, activities, resources and strategies; person(s) responsible; criterion for evaluation; and time frame). Please give your instructor a copy of your Plan of Action.

You also will give a **Powerpoint or Prezi presentation** about your group's findings. You will receive points based upon your group and individual contribution. Part of your individual grade will be an evaluation by your peers in the group. Peers rate each other using a rubric provided by the instructor.

Points for the group will be assigned based upon your ability to present an organized report which covers each part of the scaffold within the time period assigned. You should provide at least one print handout, PowerPoint, chart, or other visual that will help your audience understand your major points in addition to the Plan of Action. Please use the headings of the Decision-Making Scaffold in your project and your presentation.

Points Possible
Attendance & Participation	100
Reading Reflections	100
Diversity Experience	100
Lesson Plan	100
Case Study Group Project	80
Total Points Possible	460

Schedule of Classes and Assignments

Date	Topic	Readings Due	Assignments Due
1/9	Introduction		
1/16	Theoretical Frameworks	McIntosh, DiAngelo (Moodle) Gorski/Pothini 4.2	
1/23	Prejudice & Discrimination	Chapters 3 & 4 Gorski/Pothini 5.4	Reading Reflection
1/30	Power & White Supremacy	Chapter 5 Gorski/Pothini 5.2, 6.3	Reading Reflection

2/6	The Gender Spectrum & Sexual Orientation	Chapter 7, Taylor (Moodle) Gorski/Pothini 7.2, 9.4	
2/13	Intersectionality & Institutionalization	Chapter 8 Gorski/Pothini 5.3, 6.5	Reading Reflection
2/20	Classism	Chapter 10 Gorski/Pothini 3.2	
2/27	Case Studies	Gorski/Pothini 3.4	
3/6	No Class! Spring Break		
3/13	Case Study Presentations		Case Study Presentations
3/20	Language, Immigration & Indigenaiety	Yosso, Grinde (Moodle) Gorski/Pothini 10.1, 11.2	Reading Reflection
3/27	Exceptionalities	Chapter 6 Gorski/Pothini 8.2, 8.3	
4/3	Religious Freedom	Sensoy & Stonebanks, Schlosser (Moodle) Gorski/Pothini 4.3, 4.4	Reading Reflection
4/10	No Class! Work on Diversity Presentations		
4/17	Diversity Presentations		Diversity Presentations
4/24	Lesson Plans		Lesson Plans

***This schedule is subject to change as needed at the discretion of the instructor.

NOTRE DAME de NAMUR UNIVERSITY

EDU 4107 Foundations for Teaching English Learners
Spring 2019
Tuesdays 630-930

Course Description

This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological, sociocultural, political, and pedagogical factors that affect first and second language development are explored in this course. Teacher candidates will develop lessons that support ELD and gain practical experience with ELL students in the field.

Course Objectives

1. Understanding the important concepts about English learners including the complexity of first language development and second language acquisition. (MS/SS/ED SPEC PLO 1, MS/ED SPEC PLO 6)
2. Understanding theories, principles, materials, methods and strategies for English learners (MS/SS PLO 3, MS/ED SPEC PLO 6)
3. Understanding various organizational structures for English learners. (MS/SS/ED SPEC PLO 2)
4. **Applying** theories, principles and instructional practices for comprehensive instruction of English learners (MS/SS PLO 3, MS/SS/ED SPEC PLO 2 & 4)
5. Understanding psychological, sociocultural, political, and pedagogical factors affecting first and second language development (MS/SS PLO 3, MS/ED SPEC PLO 6).
6. Understanding assessment of English language proficiency (MS/SS/ED SPEC PLO 5).

For more information on PLOs please refer to your program handbook.

Average Student Workload Expectations

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly <u>9 hours of outside-class time per week</u> for a 15-week course. Course assignments are made in accordance with this expectation.

Workload Distribution:	Hours in Class:	42
	Readings:	50
	Community Engagement:	20
	Assignments:	60
	Group Collaboration:	8
	Total Hours	180

Required Reading

1. Diaz-Rico, L.T. (2011) A Course for Teaching English Learners (2nd edition). Pearson.
2. Cary, S. (2007). Working with second language learners: Answers to teachers' top ten questions (2nd edition), Heinemann.
3. Familiarize yourself with the following web sites:
   a. English Language Development Standards (November 2012) http://www.cde.ca.gov/sp/el/er/eldstandards.asp
   b. ELPAC http://www.cde.ca.gov/, under testing
   c. The Common Core State Standards resources: http://www.cde.ca.gov/re/cc/tl/whatareccss.asp
   d. State adopted academic content standards: http://www.cde.ca.gov/be/st/ss/
4. Select reading assignments will be handed out in class.

CalTPA Connection. In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to integrate into the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
SDAIE Lesson	CYCLE 1, Step 1, "Lesson Plan & Rationale"
ESA Final Paper	CYCLE 1, Step 1 "Getting to Know Your Students Assets and Needs"

Scheduled Topics

Date	Topic	Readings Due
1/8	Introduction and overview Issues in teaching and learning a second language	
1/15	History, Culture, Diversity, & Classroom Impact **(3-2-1 Due)**	Ch. 9
1/22	Community building, engagement and practicum	Ch. 8
1/29	Language Structures, Development & Acquisition **(3-2-1 Due)** Developing Academic Language	Ch. 1
2/5	Instructional Strategies for English Learners	Ch. 5* **& Cary**
2/12	Assessment **(3-2-1 Due)** Macro—understanding and interpreting assessments	Ch. 3
2/19	**No class:** Release time for Community Engagement Project	

2/26	Assessment & Planning	Cary 1*
	Micro—evaluating and designing assessments	
3/5	**No class**: Spring Break!	
3/12	Literacy Development **(3-2-1 Due)**	Ch. 7
3/19	**No class:** Release time for Community Engagement Project	
3/26	**No class**: Release time for SDAIE Project	
4/2	SDAIE lesson presentations **(SDAIE/3-2-1 on Ch. 5 Due)**	
4/9	SDAIE lesson presentations **(SDAIE/ 3-2-1 on Ch. 5 Due)**	
4/16	Oral Language Development **(CE Reflections Due)**	Ch. 6
4/23	Course summary **(ESA Paper Due)**	

* Chapters marked with an asterisk will be provided by the instructor and posted on the Moodle.

** Instructor reserves the right to change syllabus and/or class content as needed.

Course Requirements

3.   Community Engagement: Practice & Reflection (Tutoring) 100 points

In order to provide candidates with actual experience working with EL students, candidates will work for 16 hours over the course of the semester with a tutoring program with a high percentage of EL students enrolled. The purpose of this assignment is to provide students with practical experience working with EL students in partnership with their families. In addition, the relationships with students that you build during tutoring may make it easier to complete the final paper for this class that requires an interview with an EL student and his/her teacher. It is also in keeping with the TPEs and NDNU's mission and hallmarks regarding taking action in service of social justice and building community.

There are different options available to students to fulfill this requirement which will be discussed by the instructor. If students are already connected to a similar program, service there may satisfy course requirements but students will need to arrange this with the instructor by the third class meeting. However, students are strongly advised to fulfill this requirement using the tutoring option provided.

At the end of each tutoring session, students will complete a brief daily log of challenges and strategies for support. These will be made available at the tutoring site for the duration of the semester and copies will be collected at the end of the term. Students will also complete 5 1-2 page reflection papers throughout the course of the semester responding to different prompts which will be given out by the instructor in class. Each paper must be typed, however these are informal assignments that require deep thinking and reflection regarding the process of supporting student learning. The instructor will provide examples of appropriate reflections as well as individual feedback to students on an ongoing basis throughout the course.

4. EDU4107 Embedded Signature Assessment (ESA): Interview an English learner and his/her teacher (110 points)

This project measures your: **This project supports your PACT work in:**

• Knowledge of pedagogical theories, principles, and instructional practices for advancing English language development (TPE 7)	• **Context:** identifying California students' experiential backgrounds and learning needs • **Planning**: designing specific teaching strategies to meet student needs
• Ability to analyze a student's specific EL learning needs (TPE 7)	• **Academic Language:** analysis of students' strengths and areas of need in both receptive and expressive academic language.
• Ability to plan differentiated instruction to meet those needs (TPE 9)	

Requirements:

You are expected to interview one English learner **and** one of his/her teachers. Begin by providing a description of the student, his/her background, and the context of teaching and learning (school/classroom/neighborhood demographics, student/teacher/school language and cultural information, etc.) When you interview the teacher, ask about the accomplishments of the student and the significant challenges. Ask what the teacher is doing to help this student as well as what they will be doing in upcoming lessons to support student's language development including ==differentiation of instructions, specific language acquisition pedagogies, use of technology, etc.== (lesson plan, unit plan, etc.). You should include copies of the written samples and detailed descriptions of your oral samples including direct quotes as well as the context for their collection. You will then provide an analysis of the samples and student strengths and challenges, as well as additional recommendations for developing the student's language abilities and a rationale for those choices that is supported by research. Be prepared to cite research discussed in class **and** at least 1 outside source.

Task List for this Assignment

Reflect on the description of the student, the samples of his/her ability to read, write, speak and understand English, and the plan to help the student. Your tasks are:

1. Find a teacher and an English Learner to interview.
2. Collect oral and written samples of the student's English that are grade level and subject matter appropriate.
3. In your interview with the teacher, ask about student background information, abilities and challenges as well as upcoming lessons the teacher has planned. How does teacher plan to modify or differentiate lessons to support the student's language acquisition? ==What role, if any, does technology have in these plans?==
4. Describe the context of the project. Who is the student? The teacher? What grade level? Where is the school? What are the demographics of the school? If you need to/would like to use outside sources to source this data, that is fine, please cite them in your reference list. ***However, this source does not count toward one of your two outside

sources. Those should be sources that support your analysis of student learning needs or strategies for student support.

5. Identify at least two specific learning needs the student has as an English learner, based on your interviews and the language samples. Be prepared to cite your samples to support your identification of student needs.

6. Identify at least one specific strategy or activity in the plan from the teacher that might be challenging for the student. Explain why the strategy or activity you choose could be challenging to the student. Use your knowledge of English learners and your analysis of the student's learning needs in your explanation.

7. Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Give many examples. Consider specific subject matter pedagogy when writing your description. Give a rationale for your choices based on research.

8. How are you going to monitor progress? How will you assess your student? Based on what you learned about this student's English proficiency, what would be your next steps in planning to facilitate his/her English language development? Give a rationale for your choices based on research.

9. Use research and/or theory from class and at least 1outside source to explain how your decisions would be effective for the student in making progress toward their learning goals for the assignment and overall English language development.

You are required to cite references in your paper to support your analysis. All papers should utilize proper APA formatting in the body of the paper as well as in an APA title page and reference list. (NO ABSTRACT!!) For help with APA please refer to the following website: https://owl.english.purdue.edu/owl/resource/560/02/ For help with the bibliography, I recommend www.bibme.org or other equivalent site.

ESA Paper Rubric

Each section is worth 20 points except for the last section on mechanics which is worth 10 points.	Level 1 (0-13 points) The question is not addressed or there are significant inaccuracies.	Level 2 (14-17 points) The question is minimally addressed.	Level 3 (18-20 points) The question is adequately addressed.
1. Description of the context of the project including details about the school, classroom, teacher, student and the circumstances of	Limited or no description of the background of the EL and the context of learning; limited or no description of the context of the language samples.	Some description of the background of the EL and the context of learning; some description of the context of the language samples.	Detailed description of the background of the EL and the context of learning; detailed description of the context of the language samples.

samples & interview.			
2. Identify at least 2 learning needs of the EL, and give rationale based on written samples & interviews.	Learning needs are **not aligned with analysis** of written samples and interviews.	Learning needs are **somewhat aligned with analysis** of written samples and interviews.	Learning needs are **closely aligned with analysis** of written samples and interviews.
3. Identify one challenging activity for the EL, and give rationale based on written/oral samples	Assumption is **not based on** the information of the EL, and analysis of language samples.	Assumption is **somewhat based on** the information of the EL, and analysis of language samples.	Assumption is **based on** the information of the EL, and analysis of language samples.
4. Adapt the activity <u>in multiple ways</u> to meet goals in subject area and ELD, and give rationale that supports sound instructional decisions and is based on accepted research (in class or outside of class sources)	Adaptations are **vaguely related to or not aligned with the identified needs of the EL.** Adaptations in teaching practice are **not consistent with** principles of theory and research and/or are based on a significant misapplication of theory and research.	Adaptations focus on improving EL's performance through **general support that somewhat addresses identified needs of the EL.** Adaptations in teaching practice are **consistent with principles** of theory and research.	Adaptations focus on improving EL's performance through **multiple examples of targeted support that fully addresses identified needs of the EL.** Adaptations in teaching practice are **based on sound knowledge of principles** of theory and research.
5. Monitor progress, describe next steps and give rationale based on research.	Responses are **not likely to improve EL learning.**	Responses represent **reasonable** attempts to improve EL learning.	Responses build on EL's information and sound principles of ELD.
6. (10 Points) Writing competency and mechanics including proofreading, APA formatting	**(0-6 points) Significant errors in mechanics and APA** (e.g., spelling, punctuation, etc, APA formatting)	**(7-8 Points) Minor errors in mechanics and APA** (e.g., spelling, punctuation, etc, APA) that sometimes interfere	**(9-10 Points) Exemplary mechanics and APA** (e.g., spelling, punctuation, capitalization, APA formatting).

and citations, professionalism.	that interfere with communication.	with communication.	

5.   **SDAIE lesson   100 points   45-50 minutes**

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, <u>design and teach a SDAIE lesson</u> in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. ==The lesson must include two technology components. For example, the lesson can include video recording, use of presentation component (Powerpoint, Prezi, google slides), web resources, and/or apps (Kahoot) on laptops, tablets, or smart phones that are appropriate for the students and grade level. It can be a lesson on that teaches how to do research, develop a specific skill, or use a particular app, program or platform. Components must be something you as a teacher can use AND something your students can use.== As a group, you are also required to prepare <u>one</u> lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. <u>There is one grade for each group</u>, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

SDAIE Lesson Plan Rubric

1=needs improvement   3,5=effective   5,10=very effective

Name: _____

Subject: _____   **Grade Level:** _____

Central Focus: _____

Lesson Plan (Written plan uses NDNU template and all required elements are thoroughly addressed)	1	3	5
Connection to Specified Standards:	1	3	5
Specific & Measurable Objective(s) for the Lesson:	1	5	10
Language Demands Including *how* students will encounter/use this language and *rationale* for support strategies (Why this and not that)	1	5	10

Scaffolding   1   5   10
(Remember this is an ELL class so this should be your focus)

Accommodations/ Differentiation for Special Populations   1   5   10
(Remember this is an ELL class so this should be your focus)

Lesson Delivery:
Introduction/Set/Hook: 1   3   5
   (connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

Instruction: 1   5   10
   (Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials, resources, and technology etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

Checking for Understanding and Assessments: 1   5   10
   (diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and master the major concepts, etc.)

Closure: 1   3   5
   (Reflection, ensure comprehension, review, link new learning, etc.)

Effectiveness: 1   5   10
   (Do assessments align with objective, do assessments measure what you want them to, are students likely to learn what you want them to, etc.)

Engagement: 1   5   10
   (Would students actually enjoy the lesson)

Notre Dame de Namur University
EDU 4110-01 (2 units)
Special Education for the Classroom Teacher
Spring 2019 6:30-9:30 pm Thursdays

Course Description

This course helps teachers develop the skills needed to facilitate the mainstreaming of students with disabilities, and learn about the legal requirements that face regular classroom teachers. Other topics include the history and overview of the Special Education system within California and the United States, and the building of positive relationships and collaboration with special education personnel.

Course Objective

To develop the skills to facilitate the mainstreaming of students with disabilities and to understand the legal requirements that face regular classroom teachers. The course includes an overview of the special education system and the evolving and positive relationships with special education teachers as well as instructional techniques and strategies that can provide success for all students.

Readings
Text: Friend, Marilyn and Bursuck, William, **Including Students with Special Needs: A Practical Guide for Classroom Teachers, 7th Edition**

ISBN for loose-leaf version with enhanced etext access card: 9780133569940

Related articles on current issues in education and diversity will be available throughout the course. Please log onto the NDNU Portal to check for current articles/readings. All students are expected to download, copy and bring materials to class on the day assigned.

Approximate Schedule HOMEWORK	Topics *Instructor will keep students abreast of any assignment or topic changes*	Handouts/links from Website (Moodle)

<u>Session 1</u> <mark>January 10, 2019</mark> ***HW for next session:*** **Read Chapter 1 and write Journal 1 (summary and reflection)** **Write response for Topics 1 and 2 (from PPT)**	Review Syllabus Review NDNU Portal Introductions What Do You Already Know? Foundations of Special Education Inclusion	Syllabus PPT: The Foundation for Educating Students with Special Needs PPT notes
<u>Session 2</u> <mark>January 17, 2019</mark> ***Due today:*** **Journal 1 and Topics 1 and 2** ***HW due next session:*** **Read Chapter 2 and 3 Write Journals 2, 3**	Special Education components Special Education law FAPE, RTI, LRE MTSS Eligibility categories Others: gifted, 504, students at risk Introduce interview project	Eligibility Categories Sample Interview Questions: Parent 2. General Ed teacher Special Ed Teacher Cassie, Ramon and Tory

Session 3 January 24, 2019 ***Due today:*** **Journals 2, 3** ***HW due next session:*** **Read Chapter 4 and 5** **Write Journals 4, 5**	California Standards for the Teaching Profession (CSTP) Connection of Curriculum to Standards RTI/Tiers SSTs Referral process Assessment IEP process Due Process Services Collaboration Role of Gen Ed teacher Various professionals' roles Parents' roles Collaboration *Co-teaching (guest speaker)*	CSTPs RTI PPT Acronym Chart IEP Components PPT: Student Study Teams Co teaching approaches Psychoeducational report and IEP sample Procedural Safeguards
Session 4 January 31, 2019 ***Due today:*** **Journals 4, 5** ***HW due next session:*** **Read Chapters 6 and 7** **Write Journals 6, 7**	Differentiation/UDL Assessing, planning and instruction Modifications and Accommodations INCLUDE strategy Review case studies assignment Work on Case Studies Project	INCLUDE strategy Mr. Rodriguez and Josh Curricular Adaptations Overview of Classroom Environments Collecting and Using Assessment Information Case Studies (case studies to use for Case Studies Lesson Modification project)

Session 5 **February 7, 2019** *Due today:* **Journals 6, 7** *HW due next session:* **Read Chapter 8 and 9** **Write Journals 8, 9** **Case Studies Lesson Modification Project**	Low and High Incidence Disabilities Autism Learning Disabilities/Dyslexia Speech/Language Problems Accommodations and Modifications Choose groups and dates for Include project	Autism PPT Accommodations for Autism **Carly's Cafe:** **https://www.youtube.com/watch?t** **ime_continue=138&v=KmDGvqu** **zn2k** Speech/Language Problems Dyslexia PPT INCLUDE Project and Rubric

Session 6 February 14, 2019 ***Due today:*** **Journals 8, 9** **Case Studies/Lesson** **Modification Project** ***HW due next session:*** **Read Chapters 10 and 11 Write Journals 10, 11**	Supporting all students Other students with special needs Gifted and talented Cultural and linguistic minorities At risk populations ADHD 504 accommodations Differentiating Instruction Reading disability simulation Math disability simulation Writing using mirrors *Guest* *speaker from Armstrong School* Update groups for INCLUDE Project Work on INCLUDE Project	**Reminder: Complete Gen Ed Teacher, Spec Ed Teacher, Parent Interviews** Other Students with Special Needs Differences between IDEA and Section 504 table ADHD Supporting All Students PPT Gifted and Talented Education Differentiated Instruction Differentiating Instruction for students with learning disabilities Reading disability simulation

		Math disability simulation

Personal Liability in Special Education

INCLUDE Project and Rubric |
| <u>Session 7</u>
February 21, 2019

_____

Due today:
Journals 10, 11

FAT City Assignment

<u>***HW due next session:***</u>
Read Chapter 12
Write Journal 12

3 Interviews | Strategies for Independent Learning

Evaluating Student Learning

UDL guidelines and strategies

Edison video

Internet Assignment: FAT City (1 hour video available for rent through Amazon or access through Kanopy or sometimes YouTube)

Work on INCLUDE Project | **Power of words:**
How Difficult Can This Be? FAT City (Frustration, Anxiety and Tension) - Video and Handout due today
https://www.youtube.com/watch?v=Q3UNdbxk3xs

https://eduthinkcom.files.wordpress.com/2016/08/fat-city-workshop-transcript.pdf
Partial transcript

FAT City Response Form

Edison video:
https://www.youtube.com/watch?v=khu1hI mvXXE

UDL Guidelines UDL

Strategies

INCLUDE Project and Rubric |

_____

Session 8 February 28, 2019 ***Due today:*** **Journal 12** **All 3 Interviews** ***HW due next session:***	Assessment strategies Responding to Student Behavior Positive behavior supports Positive	INCLUDE Project and Rubric Grinder Nonverbal Behavior Management Techniques PPT CTSPs

Group Written & Oral Presentations	Building social relationships Look back at CSTPs Look back at your goal	Teacher Tool Kit Differentiated Strategies for Assessment Accommodations for Testing
<u>Session 9</u> March 14, 2019 ***Due today:*** **Group Written & Oral Presentations**	Student directed topics Student take notes on presentations 3 most useful activities Top 10	Group Written and Oral Presentations (INCLUDE Project)
<u>Session 10</u> March 21, 2019 ***Due today:*** **Group Written & Oral Presentations**	Student directed topics Students take notes on presentations	Group Written and Oral Presentations (INCLUDE Project)

Notre Dame de Namur University
EDU 4330 Primary ~ Reading/Language Arts

Course Description

This is a survey course in the teaching of beginning reading and language arts in diverse elementary classrooms, based on the California State English-Language Arts Framework and the Common Core Standards. The California Assessment of Teachers requirements and the Commission on Teacher Credentialing Program Standards are addressed.

EDU 4330 will include:
a) an introduction to current research, principles, issues, assessment, and instruction (strategies/materials/resources) for developmental
processes of learning to read and write for the full range of K-3 learners*;
b) presentation of theories concerning language acquisition and
language development for dominant and non-dominant varieties of English language learners;
c) the construction of a literacy model which provides systematic and explicit instruction in reading/language arts (including reading comprehension, word analysis, phonemic awareness, phonics, vocabulary, academic language, and fluency) for the full range of K-3 learners*;
d) concurrent coursework and field placement to ensure application and reflective practice.

* The **full range of learners** includes...struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English and advance learners, who have varied reading levels and language backgrounds.

Goals

1.   To understand the inter-relationships of the language arts (listening, speaking, readingandwriting);tounderstandtheroleoflanguageartsintheschool curriculum;to explore ways to implement an integrated, balanced approach in teaching language arts for the full range of K-3 learners (including: struggling readers, students with special needs, typologies of English learners, speakers of non-dominant varieties of English, and advance learners) who have varied reading levels and language backgrounds (TPE MS: 1, 4 and 6, TPE SPED: Mod. Severe 2 and Mild Mod. 5).
2. To understand the nature of reading and writing as developmental processes of emergent, early, transitional and independent stages of speakers of dominant and non-dominant varieties of English (TPE MS: 1, 4, and 6, TPE SPED: Mod. Severe 2 and Mild Mod. 5).
3.   To identify essential components of a balanced language arts program; to analyze the strengths and weaknesses of various approaches; to identify effective and differentiated literacy instruction for teaching organized, systematic, explicit skills (including: reading comprehension, word analysis, phonemic awareness, phonics, vocabulary, academic language, and fluency); to develop sound instructional methodologies that promote fluent reading and writing; to understand the California

State English-Language Arts Framework and Common Core Standards with emphasis on achieving a balanced, comprehensive, literature-rich program for the full range of K-3 learners (TPE: 2, 3, 4, and 5. TPE SPED: Mild Mod. 2 and 5 Mod. Severe 2 and 4).

4. To investigate the factors affecting the full range of K-3 learners and to adjust assessments and instruction (strategies/materials) to fit the needs of the learner; to explore the importance of the students' family and cultural background in planning and supporting student learning (TPE MS: 1, 2, 3, and 4 and TPE SPED: Mild Mod. 5 and Mod. Severe 2).
5. To facilitate the process of becoming an effective language arts teacher, (including the development of a philosophy, learning methods for diagnosis and assessment which informs classroom organization, management, instruction, selection of materials, and the exploration of resources), and to begin the process of reflection practice (TPE MS: 1, 2, 3, 4, 5, 6. and TPE SPED: Mild Mod. 1,2,3,4, and 5 Mod. Severe 2 and 4).

Required Texts for this course
- Fountas, Irene C. & Pinnell, Gay Su. Guided Reading Second Edition: Responsive Teaching Across the Grades Children. Portsmouth, NH: Heinemann, **Second Edition 2016**
- Cunningham, Patricia M. Phonics They Use: Words for Reading and Writing. **Seventh Edition 2017**
- Peregoy, Suzanne F. & Boyle, Owen F. Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers. New York, NY: Longmann, 2017 **7th Edition**

Additional Recommended Texts and Reading
- Boushey, Gail,, and Moser, Joann. The Café Book ~ Engaging All Students in Daily Literacy Assessment & Instruction. Portland, ME: Stenhouse Publishers, 2009.

- Calkins, Lucy, Ehrenworth, Mary & Lehman, Christopher. Pathways to the Common Core. Portsmouth, NH: Heinemann, 2012.
- Calkins, Lucy. Units of Study: Writing Units: Narrative, Opinion, and Information. Portsmouth, NH. Heinemann, 2014.
- Serravallo, Jennifer. The Reading Strategies Book. Portsmouth, NH: Heinemann, 2015

Course Requirements

This course supports your field experience (student teaching). IF YOU ARE NOT student teaching/interning in a primary (K-3) grade this semester, please notify the course instructor (as clearance is needed from the EDU office).

<mark>Video Recording of a Writing Lesson</mark>
A. Teach and record a writing lesson to students within your school placement.
B. Video-record the full lesson. Select 3-10 minutes that show
    a. Expectations for learning being set
    b. Teacher directed instructional strategies
    c. Student activity, guided, or independent

C. Provide a thumb drive of your 3-10 minutes recording. Provide annotations (either on the video or a document) for the clip that include a brief rational for the teaching practices recorded. You may also send via email a google drive.
D. Annotation should include the following:
  a. Student engagement
  b. Positive learning environment
  c. Expectations for learning
  d. Monitoring for student understanding
E. Each candidate will prepare to present to the class on the selected course date.

Guidelines for Chapter Presentations
A. Based on the assigned chapter, prepare a **Google Presentation** to share with the class
B. 20 minutes maximum Total Time for Presentation
C. Distribute 1 page handout of the chapter presented which includes:
  a. Main idea/thesis of chapter (one sentence)
  b. Discuss material presented in the chapter
  c. Share what your additional research has uncovered about current and future trends
  d. Panel members should interact with each other and find wayst to involve the rest of the class.

Course Average Student-Workload Expectations
Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Assignments are made in accordance with this expectation.

Workload Distribution ~ Hours in class = 45   Readings = 55
                                          Assignments =   80

Course Schedule

Session/Date	Topics	Assignments/Activities Due
#1 January 7	Learning to Read Home and Community A Balanced Approach Introduction/Syllabus	In class readings Discuss Syllabus/ Projects Sign up- Ch. Presentations ***HW- EMAIL by January 13***
#2 January 14	Cambourne's Conditions Early Literacy Strategies Beginning Reading Phonemic Awareness Interactive Read Aloud Model	Guided Reading-Chapter 3, 8 Phonics- Chapters 1,2, 5 The Empty Pot-Demi **TURN IN Quilt Square**
January 21	HOLIDAY	MARTIN LUTHER KING, JR.
#3 January 28	Shared reading-Big Books/Poetry LEA/Shared/ Interactive Writing Emergent to Early Reader Building Fluency	G.R. - 2, 4 Phonics- 3, 6, 8 ***Due: Read Aloud Presentations***
#4 February 4	Systematic Explicit Phonics Word Work/ Making Words Early to Fluent Readers	Phonics- 4,7, 9, 10 G.R.-17 ***ESL- Chapter 6 presentation***

#5 February 11	Cueing System/Reading Strategies Book Levels Intro to Guided Reading Running Records/Assessment	***Bring G.R. Text to class** G.R.- 11,,15,16 ***DUE: Shared Reading***
February 18	HOLIDAY	PRESIDENT'S DAY
#6 February 25	Vocabulary/ELL Morphological Structure Comprehension Schema/ Background/ELL Fluent Readers	Phonics-11,12 G.R.-7 ***ESL- Chapter 7 Presentation***
#7 March 4	***White Oaks Visit*** ***San Carlos 8:30 a.m.-10:30a.m.*** ***Focus: Guided Reading Grades K-3***	G.R.-9,10
#8 March 11	Comprehension strategies	***ESL Chapter Presentation-9*** *G.R.-16, 20*
#9 March 18	Guided reading lesson review	G.R. 14 Bring GR text to class
#10 March 25	Examining Writing Spelling Stages	***ESL Chapter Presentation 8***
#11 April 1	Writing Process	***Case Study due***
#12 April 8	Writing Workshop	Phonics-15
#13 April 15	Video Sharing	**Due: Writing Lesson Video**
#14 April 22	***Literate environment and Reflection*** Potluck	G.R. Chapter 21 ***Due: L. Environment Analysis***

Report of Actions Taken by NDNU   *Item 27*   *May 2019*
To Address Stipulations   *35*

Notre Dame de Namur University
School of Education and Leadership
EDU4407: SECONDARY CURRICULUM
Spring 2019 Course Syllabus

Course Overview. In this course, students will develop experience in lesson design and curriculum planning applied to their subject area. Students will implement a variety of instructional strategies and techniques as required by CCTC guidelines to address teaching diverse school populations with differences in learning styles, primary languages, socio-economic status, cultural groups, and ethnic groups. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction. Students will practice *reflection* as an integral part of professional growth. Please note that this course is typically taken in tandem with EDU 4442 "Student/Intern Teaching Seminar for Single Subject Student Teachers (First Semester)", and as such will compliment components with that course.

CalTPA Connection. [In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to integrate into the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
Lesson Plan and Rationale	CYCLE 1, Step 1, "Lesson Plan Rationale"
Instructional Reflection Journal	CYCLE 1, Step 3 "Reflect on What You Learned"

Readings
- Selected articles from educational journals and other readings will be handed out in class or available online at our EDU 4407 Moodle website.
- *Optional Textbook*: Kellough, Richard D. & Carjuzaa, Jionna. (2013). *Teaching in the middle and secondary schools* (10th ed.). Boston: Pearson/Allyn and Bacon [ISBN-10: 0132696207; ISBN-13: 9780132696203]. A discounted online version of this book is available at www.coursesmart.com. You may also rent this textbook; either contact www.rent-a-text.com or the NDNU bookstore for more details. Please note that this book is recommended but not required for this course.

Teaching methods. Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Pedagogical approaches include the following (examples shown in parentheses):
- Presentations (lectures assisted by PowerPoint or other visuals)
- Discussions (students actively engaged in discussing course content)
- Cooperative learning (small team structure emphasizing learning from and with others)
- Facilitation of instructional unit group project (students developing cognitive complexity, research methods and analysis, and active learning while compiling instructional unit)

The seminar format of EDUC 4407 requires the active and respectful participation of all students. As an experiential course, it is structured around discussion and small team activities. Therefore, it is critical that all students keep up with the readings and actively participate in class. Students should be prepared to discuss the content readings in relation to teaching culturally and linguistically diverse students, as well as to ask questions for clarification, exploration, or discussion.

Course Objectives. This course responds to the new standards for teacher performance (TPE) approved by the California Commission on Teacher Credentialing (CCTC). Students in this course will develop the competencies identified by the CCTC in order to meet the requirements of the California Teaching Performance Assessment (CalTPA).

- Planning Instruction, with attention to addressing special needs and English Language Development (TPE 4, 7, 9, 10)
- Aligning Assessment with Instruction (TPE 3)
- Instructing Students and Supporting Learning (TPE 5, 6B, 6C)
- Reflection on Teaching and Learning (TPE 13)

Course requirements

EDU 4407 Work Draft and Feedback: Please provide all draft work you have done thus far for this course (see assignments 3 and 4) for peer review and feedback. You may provide hard or electronic copy for your assigned partner. In addition, you must listen to your partner's draft work and provide both oral and written feedback. A written feedback form will be given to all students on the assigned date; please provide an electronic copy of that feedback form on your Moodle website. ***This assignment comprises 10% of the course grade and is due on October 18.***

*Lesson Plan/Rationale (Cycle 1/Step 1) Project***:** In tandem with EDU 4442, the goals for this project are to exemplify the practice of good lesson planning, and to incorporate reflection and peer review and feedback in our teaching practices. There are two parts of this assignment:

- Please submit a lesson plan (the same as the one you submitted or are planning to do in EDU 4442) with the following rationale prompts either identified on the lesson plan itself or as an addendum (items are found in the CalTPA Candidate Handbook. Please note that some items are intentionally out from this list as they will be covered extensively in EDU 4442):
  - **Student Learning Activities**: Explain why you selected the learning activities and how you will engage all students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer) and applications of concepts or skills to purposefully advance their understanding of the specific content (e.g., use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs, **technology including video, web, software, apps, etc.**). Designing Instructional Strategies: Explain why you will use specific instructional strategies and how they will support student engagement with and access to learning for the students you are teaching (e.g., explaining, modeling, scaffolding, asking questions that guide a discussion, providing instructions to guide an activity).
  - **Instructional Strategies**: Explain why you will use **specific instructional strategies, including technology**, and what adaptations you might make to improve student access to learning. Describe how you will support student

engagement with the content you are teaching in this lesson (e.g., modeling, scaffolding, asking questions, providing instructions to guide an activity).
- o **Academic Language Development:** How will you address the academic language development needs of the students you are teaching, including English learners and Standard English learners? What vocabulary or terminology is necessary to access the content?
- o **Resources and Materials to Support Learning:** Explain why you chose particular resources, materials, and technologies to support student learning and language demands in this lesson. What is the difficulty level of text, materials, or resources needed for the lesson?
- o **Assessments:** Explain the assessments you chose and how the assessments will check on students' understanding of the content taught during the lesson.

- Final Submission and Presentations: ==Submit electronic version on your Moodle website== to be scored by instructor. Provide copies final version of Lesson Plan and Rationale to the members of your assigned group at the beginning of their presentation, and present for a maximum of 20 minutes. In addition, each student will participate in scoring oral presentations, participate in discussion, and provide written feedback for the other members of their assigned small group—see pages 7 to 12 of this syllabus.

For the opportunity of full credit, please submit electronic version only on our Moodle website.
This assignment comprises 30% of the course grade and is due on November 1.

Instructional Reflection (Cycle 1/Step 3): In tandem with EDU 4442, the purpose of this project is for student teachers to analyze their lesson plan after instruction, and to reflect both their planning for instruction and what they have learned about their K-12 students in response to their instruction. Respond to the prompts below, citing evidence from your submission from Step 1 and/or Step 2 (e.g., narrative, lesson plan, lesson plan rationale, video clips, annotations) for each response.

1. How did learning deeply about your students' assets and needs
   a)   inform/shape your lesson plan for the whole class?
   b)   support student access to and engagement with the content?

2.   Was your lesson plan sufficiently flexible to support all students' learning, or did you need to incorporate specific instructional, in-the-moment adaptations for particular students?

3.   How did your instructional approach support learning for each of the 3 focus students to achieve the content-specific learning goal(s)?

This assignment comprises 10% of the course grade. To earn full credit, please submit this assignment on your Moodle account. The last date to submit this assignment November 8.

Average Student Workload Expectations. This 2-unit graduate course entails a minimum of 120 hours of student engagement over the semester. This is composed of 30 hours of in-class time, and 90 hours of reading, researching, writing, and other class preparations.

Outline

Please note that the instructor reserves the right to make changes in the syllabus, and as such the actual dates on which these sessions occur may be changed during the course.

Date	Scheduled Topics	Readings and Reminders for the following week (unless mentioned otherwise, all underlined materials are in our Moodle website)
1/10 (1)	• Syllabus Review, and what is the • "Academic Language" for this course • Understanding nature/history of school and students • History and Theory behind Curriculum Design • Common Core Standards	• Intro to UbD Handout • Logic of Backward Design (UbD) • Education World_ Portfolio • Assessment_ Benefits Outweigh Extra-Work Fears and Portfolio Types -TeacherVision • Curriculum Mapping Samples • (Optional) for more information on Curriculum Theory Trends, go to "History and Theory behind Curriculum Design"
1/17 (2)	• Curricular Mapping • Overview on Understanding by Design (also known as "Backward Design") • Examining types of Formative and Cumulative Assessments on Student Learning • Assessment Example: Why a Portfolio NOTE: Our next class meeting is 1/31	• **Universal Design for Learning Theory and Practice. Link: http://udltheorypractice.cast.org/login. You will need to create account to access the book. Read pages 51-56, 68-83.** • **MTSS information at the CDE website: https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp** • (Optional) for more information on Curricular Planning, go to Follow up on Curriculum Map and Overview on UBD.
1/31 (3)	• Universal Design for Learning (UDL) into curriculum planning • Multi-Tiered System of Supports (MTSS) as collaborative network in curriculum planning.	• Instructional Unit Planning • Overview of Teaching Performance Assessments (TPAs)
2/7 (4)	• Components of Instructional Unit Planning • Levels of Curriculum Integration (Exercise) • Example of Teacher Reflections in Instructional Unit: CalTPA	• NDNU Lesson Plan Form and NDNU Lesson Plan Form with input and tips • Lesson Plan: Objectives • Continue to work on your Lesson Plan/Rationale (Cycle 1/Step 1) Project. • (Optional) for more information on CalTPA, go to either https://www.ctc.ca.gov/educatorprep/tpa-california or http://www.ctcpa.nesinc.com/
2/14 (5)	• Lesson Plan Components: Standards, Teacher Goals vs. Learning Objectives (also known as learning outcomes),	• Tips for Putting Together LP • Continue to work on your Lesson Plan/Rationale (Cycle 1/Step 1) Project.

	Accommodations/Modifications, Lesson Delivery Section, Assessment • Madeline Hunter and other LP models • Domains of Learning • "Preparing My Own Instructional Objectives" NOTE: Our next class meeting is 2/28	
2/28 (6)	• Academic Language: Quality Talk. This covers for the lesson plan component of Academic Language NOTE: Our next class meeting is 3/14	• For more information, see Quality Talk (when posted on Moodle) • Continue to work on your Lesson Plan/Rationale (Cycle 1/Step 1) Project. • Print and/or read this form for next week: EDU 4407 Draft Peer Feedback form
3/14 (7)	• EDU 4407 Drafts DUE TODAY! • Debrief on remaining Lesson Plan: Component of Academic Language • Preparing for Part 2: Receive peer review and feedback in small groups	• You Get to Choose! Motivating Students to Read Through Differentiated Instruction • Incorporate your partner's comments from peer review and feedback into your final two assignments.
3/21 (8)	• Directions for Presentations • Tips for Putting Together your Lesson Plans • Scaffolding in Lesson Plans	• Student-Centered Teaching Strategies and Teacher-Centered Teaching Strategies • Finish your Lesson Plan/Rationale (Cycle 1/Step 1) Project, due next week
3/28 (9)	• LESSON PLAN/RATIONALE (CYCLE 1/STEP 1) PROJECT DUE AND PRESENTATIONS TODAY! Note: Our next and last class meeting is 4/11	• Finish your Instructional Reflection (Cycle 1/Step 3) Assignment, due next week
4/11 (10)	INSTRUCTIONAL REFLECTION (Cycle 1/Step 3) ASSIGNMENT DUE TODAY! Final celebration & debrief on the instructional cycle. Optional potluck, but encouraged!	

Examples of Seminar Sessions and Assignments

EDU 4336 Curriculum: Elementary Math
Seminar Session

4 1/31	Manipulatives, Games, and Technology for Students and Teachers	• Read Boaler: Chapter 9 • Plan and do a lesson using hands-on manipulatives, a math game, or technology and then do a reflection (due in two class sessions) Resources to check out: New Manipulatives, Games and Technology https://docs.google.com/presentation/d/10Pbvqlvl6tKlT75XDSoPX6MBiPTSkQEiBk15l8Q-tD8/edit#slide=id.g25ea7f2fd1_0_7 Amazing Math Resources https://docs.google.com/presentation/d/1H60LjKRazO2mumDXZJ2D04lwupgbu2VpICNaOFSTE10/edit#slide=id.g3adf13d7b8_0_0 Resources for Elementary Teachers https://docs.google.com/document/d/11Xp54FoFWxkPS4MFIUJ3FFYMaP2hLwLdLMW0JOHYmbU/edit • Bring a class set of math assessments/worksheets already COMPLETED BY STUDENTS to next class

EDU 4339 Curriculum: Social Studies/Science
Seminar session

February 11th — Making Adaptations and Integrating Technology
● Demos!
● Adaptations for Non-Dominant Speakers of English (ELL)/ Students with disabilities etc.
● Classroom management for Science inquiry
● Technology connections in a Science classroom—tools and resources
● Sample inquiry lab activity – discuss modifications, adaptations and technology integration.

EDU 33410 Language and Literacy in the Content Area
Assignment: Research articles/reflections

Students are required to read at least three (3) research articles related to reading and literacy. One of the articles should be related to your content area; two (2) articles should be related to characteristics/abilities of your probable/potential student population. In order to assimilate and process the material in these readings, students are required to reflect on the readings and describe the ways in which the strategies and techniques might be useful for a particular student or groups of students within your content area. These reflections are to be typed, and should be between 1½ and 2 pages double-spaced. Research articles can be found on the Internet connected to organizations in individual content areas (see attached list). You can find other research articles from prominent periodical journals (e.g., Journal of Adolescent and Adult Literacy, Review of Educational Research, Phi Delta Kappa, Journal of Educational Psychology, etc.)

COURSE DESCRIPTION:

This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the terminology, administration of academic assessments, interpretation of cognitive and processing tests, interventions based on test data, research in learning styles, understanding of relevant statistics, report writing, and an overview of the Individualized Educational Program process are addressed. Students are expected to administer, score, and interpret various assessment instruments at the mild- to-moderate and moderate-to-severe levels of functioning. Students will also develop an understanding of basic concepts and cultural factors related to human abilities, achievement, and cognitive potential.

KNOWLEDGE BASE:

Evolving and accurate measurements of academic skills guide instructional planning and interventions. Assessment tools in the hands of knowledgeable teachers increase students' opportunities for access to the curriculum and their success in school. Strong assessment skills are critical to correctly identifying students with disabilities and distinguishing disabilities from differences or weaknesses. The course emphasis is on assessment concepts, skill development in test administration and scoring, best practices in assessment, the IEP process, ethics and legal requirements, and relating test findings to interventions and goals.

STUDENT COMPETENCIES INCLUDE:

- Understanding the assessment process from pre-interventions through the IEP, including RTI and program planning for students with disabilities.
- Applying knowledge of best practices in test administration and use of test manuals.
- Demonstrating knowledge of key statistical concepts in scoring, interpretation, reliability, and validity.
- Knowledge of observational techniques (e.g., classroom observations; interactive observation; observations during testing; data-based observation; and team observations).
- Familiarity with various tests for mild-to-moderate and moderate-to-severe assessments.
- Developing skills in obtaining assessment and performance data from non-standardized sources, such as
  curriculum-based assessment, school records, and state testing in order to recommend interventions.
- Conducting an integrated assessment of a student with suspected learning disabilities and preparing a well- written report with essential report components.
- Developing skills in presenting test findings to parents and students and determining appropriate interventions.
- Understanding key components of the IEP and the difference between an IEP and 504 services.
- The ability to write goals and propose interventions based on test findings, performance, and

standards.

- Understanding the legal and ethical components of assessment (e.g., timelines, prior written notice, eligibility categories, the requirement to assess in all areas of suspected disability), and recent legal or CDE updates.
- Awareness of best practices in collaboration with others (e.g., general education teachers, speech therapist, school psychologist, transition specialist, independent providers, administrators, and parents).
- Awareness of language and/or cultural variables when assessing a student from a minority group or an English Learner.
- Developing skills to interpret a psychoeducational report and to understand the meaning of test scores in

cognitive, processing, adaptive, and behavioral areas.

- Familiarity with the general characteristics, assets, and liabilities of published standardized tests.

STANDARDS/CCTC STANDARDS:

Program Standard 5: Assessment of Students

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. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. 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 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. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities

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 mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

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 candidates to make   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. 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. The program prepares candidates to plan for and participate in state-mandated accountability measures.

REQUIRED TEXT:

Overton, T. (2016). *Assessing Learners with Special Needs, An Applied Approach (8th Edition).* Pearson Education, Inc.: Austin State University: ISBN 13: 978-0-13-384659-1. Loose-leaf and e-text access are available. The loose-leaf version fits in a three-ring binder. Students are also responsible for handouts provided by the instructor, and should bring their packet to class.

RECOMMENDED:

Please read supplementary course-related information as needed. Graduate students are expected to do additional online research or articles on databases to maintain and develop high skill levels. One optional book series is the Essentials Series, which includes: *Essentials of Assessment Report Writing*; *Essentials of*

Intellectual Disability Assessment and Identification; *Essentials of WIAT-III and KTEA Assessment*; *Essentials of Evidence-Based Academic Interventions*, and *Essentials of WJ-IV Assessment*. Many research-based intervention manuals are also available from Hawthorne Educational Services, Inc.

SPRING 2019 CLASS AGENDA

DATE	AGENDA/TOPICS	READINGS	ASSIGNMENTS DUE
1-7-19 WEEK 1	*Setting the Stage for Assessment*: Course, Text, Handouts, and Syllabus Overview; Organization Tips; Instruments Covered; IDEA History; Pre-Interventions through the IEP; Overview of Types of Assessments; Accommodations and Modifications Defined; Discrepancy Models; *Discussion: Course and Student Goals*	Read Chapters 1, 2, and 7 Read Article 1 (*End of Average*)	**STUDENT GOAL SHEET (in class)**
1-14-19 WEEK 2	*Best Practices to Avoid Litigation*: Laws, Ethics, Assessment Timelines, and Compliance; Legally Defensible Practices; Digital Issues; Eligibility vs Placement and Services; Larry P; Confidentiality; Mandated Reporting; Consent Form for Assessments; *Activity: Ethical Vignettes; Review of Worksheet #1; Article Review and Discussion*	Begin Chapters 3, 4, 5	**TURN IN WORKSHEET #1 (CHAPTERS 1-2)** **DISCUSS ARTICLE 1**
1-21-19	NO CLASS		
1-28-19 WEEK 3	*Statistical Terms and Why They Matter:* Bell Curve Samples and Terms; Test Administration Basics; Use of Manuals; Interpreting Test Data; Sample Scored Protocol; Key Terms/Glossary Resources; Confidence Intervals; Standard Scores and Eligibility; Review Assignments as Needed; *Activity: Interpret Score Profiles* *Assessment/Special Education Concepts*: Special Education Assessments vs 504; Key Eligibility Categories and Criteria; Accommodations vs Modifications Continued; Processing Skills and Executive Functioning; EL Assessments and Use of Interpreters; Mentoring Handout; Types of IEPs; Review Semester Timelines; *Activity: Case Study on Eligibility* Distribute Kits for Oral Presentation Assignment and Discuss Options	Chapters 3, 4, 5 Read Article 2 (*Bell Curve Handout* and supplementary readings on your own)	

2-4-19 WEEK 4	*Introduction to the WJ-IV, Part I*: Scoring, Administration, and Administration Guidelines; How to Choose a Battery; Using the Manual; Standard Battery basics; Subtest Scores vs Clusters; Behavioral Observations; Preparing for Your Academic Assessment; *Activity: Group Scoring Practice; Sample Case with Data*	Note: Email link will be sent from HMH for WJ online scoring. Chapter 8	**TURN IN WORKSHEET #2 (CHAPTERS 3-5)** **DISCUSS ARTICLE 2**
2-11-19 WEEK 5	*The WJ-IV, Part 2:* Continue review of subtests, concepts, terms, scoring, printouts; and Chapter 8 highlights; the Extended Battery and Oral Language Battery; Training Manual Booklet reference; *Activity: Group Scoring of Writing Samples; Online Scoring in Computer Lab*		
2-18-19	NO CLASS		
2-25-19 WEEK 6	*Introduction to the WIAT-III, Part I:* Administration Guidelines and Subtest Review; Key Concepts and Discontinue Rules; Strategies and Interventions; Sample Written Reports; *Activity: Group Scoring Practice*	Note: Email link from Q-Global will be sent for WIAT online scoring.	**TURN IN WORKSHEET #3 (CHAPTER 8)** **PRESENTATIONS ON TEST INSTRUMENTS BEGIN**
3-4-19	NO CLASS		
3-11-19 WEEK 7	*WIAT-III, Part 2:* Review; Group Scoring Practice; Psych Report with WIAT Data; *Activity: Subjective Scoring Practice; Online Scoring in Computer Lab; Guest Speaker as Available*	Chapters 10, 13 Read Article 3 *(Mindset)*	**PRESENTATIONS CONTINUED**
3-18-19 WEEK 8	<mark>*Moderate to Severe Assessments:*</mark> Adaptive and Functional Test Options; Sample Reports and Goals; ID Profiles and Case Samples from Text; Mock IEP from Chapter 13 Case; Short Quiz on WJ/WIAT Assessment	Chapters 6, 11	**PRESENTATIONS CONTINUED** **DISCUSS ARTICLE 3**

3-25-19 WEEK 9	*Curriculum-Based Assessments and Goals:* <mark>SMART goals for Mild-Mod and Mod-Severe;</mark> Evidence-Based Interventions and Resources; Other Assessments (e.g., SBAC, GED, CHESPE, ELPAC, 504, early childhood); *Activity: Group Goal Development; Mock IEP Continued; Guest Speaker as available*		**TURN IN WORKSHEET #4** **TURN IN DRAFT ASSESSMENT REPORT (COPIES FOR CLASS)** **PRESENTATIONS OF DRAFT REPORT**
4-1-19 WEEK 10	Class Presentations and Office Hours Individual Meetings Re Reports as Needed (Optional)		**PRESENTATIONS CONTINUED AS NEEDED**
4-8-19 WEEK 11	*Review of Text and Assessment Measures as Needed; Exam Review with Study Guide*		**TURN IN FINAL ACADEMIC REPORT**
4-15-19 WEEK 12	Summative Assessment		**TURN IN MOD-SEVERE REPORT**
4-22-19 WEEK 13	Review Assessment; Course Summary		**FINAL CLASS SESSION TO TURN IN WORK**

PROJECT #I: SEMESTER ACADEMIC ASSESSMENT REPORT

TEST ONE STUDENT (PRESCHOOL THROUGH ADULT) WITH <u>EIGHT SUBTESTS</u> OF THE WJ-IV OR WIAT-III (WRITING SAMPLES SUBTEST IS REQUIRED ON THE WJ-IV); SCORE THE SUBTESTS; ANALYZE THE DATA; PROVIDE TWO TO THREE RECOMMENDATIONS; AND DEVELOP TWO GOALS IN A WRITTEN REPORT (SAMPLE REPORTS PROVIDED).

CRITERIA	POINTS	NOTES
Draft report submitted for feedback to instructor and class **(10 points)**		
Report includes demographic information and history: Name, Birthdate, Languages (primary and dominant), Education Disabilities and other know diagnoses, Evaluation Dates, Age, Grade, Examiner, Relevant Health Data, Description of Assessment, and Report Headings: Reason for Referral; Background Information; Educational History; Family/Health History; Classroom Performance or Teacher Input; Test Results; Interpretation; and Summary/Recommendations. **(10 points)**		
Provide table or list of test data (standard scores, percentile ranks, and classifications); and describe and explain assessment data. Include observations from testing, teacher input, and **validity statement**. For preschool/ ID students, include age/grade equivalents. **(15 points)**		
Analyze and interpret results: strengths, areas of growth, weaknesses or relative weaknesses, and develop at least two (SMART) IEP goals with specific examples from your test results. Include qualitative information and/or work samples. Note: If academic goals are not indicated by your test data, you may write goals for self-advocacy, organization, executive functioning, etc. **(20 points)**		
The report needs to include the following: several interventions, accommodations, or strategies that would be beneficial for the student based on the assessment data; recommendations for progress monitoring (how, who, and what); and collaboration (family, services, school staff, and student) as needed. **(20 points)**		
Report is to include all required sections and should be written at an academically professional level using APA (6th edition). *Note: Points will be taken off for poor format and/or un-proofed work with spelling, grammatical errors, and typos; you are welcome to ask someone to proof your work before submitting it.* **(10 points)**		
Report includes classroom observations; if not feasible, testing observations should be substantive. **(10 points)**		
A separate "Reflection Paragraph" at the end of the report is to include thoughtful responses about the process from the examiner's, staff, and/or family perspectives. *What went right? What went wrong? What would I do differently next time? With whom should I work more closely next time? Where can I go for support in the future? Other thoughts?* **(5 points)**		
CONSENT SIGNED PRIOR TO ASSESMENT (ETHICAL REQUIREMENT) (-10 points)		
TOTAL FINAL SCORE (OUT OF 100)		
TEST KIT RETURNED?		
HOW MUCH TIME DID YOU SPEND ON THE WRITTEN REPORT?		

YOU WILL TURN IN A DRAFT REPORT WITH THE TEST PROTOCOLS AND SCORE REPORT PRINTOUT FOR FEEDBACK IN ADDITION TO YOUR FINAL REPORT. PLAN TO PRESENT YOUR DRAFT TO THE CLASS AND INSTRUCTOR, WHICH IS INTENDED TO PROVIDE YOU WITH ADDITIONAL SUGGESTIONS FOR YOUR FINAL REPORT. THE FINAL WRITTEN REPORT IS TO BE TURNED IN WITH ALL MATERIALS (ORIGINAL PROTOCOLS AND THE PARENT CONSENT FORM). THE CONSENT FORM MUST BE SIGNED BEFORE STARTING THE ASSESSMENT. NOTE THAT UNIVERSITY PROTOCOLS, NOT SCHOOL DISTRICT PROTOCOLS, MUST BE USED. INTEGRATED TEAM ASSESSMENTS THAT INCLUDE SECTIONS WRITTEN BY OTHERS ARE NOT ACCEPTED. IN

THE EVENT OF SCORING ERRORS THAT INVALIDATE YOUR TEST RESULTS, THE ASSIGNMENT MAY NEED TO BE CORRECTED AND RE-SUBMITTED. ASSIGNMENTS TURNED IN LATE OR IN PARTIAL SUBMISSIONS MAY RECEIVE POINT DEDUCTIONS.

To develop competency in the assessment of the severely disabled, graduate students will assess the functioning of an individual between the ages of 3-22 in the Moderate-to-Severe range and write a report with a minimum of three to four pages in length. For breadth of experience, it is recommended that the functional assessment focus on a student with severe disabilities (i.e., severe, not moderate). The assessment will consist of: 1) at least one test instrument, or CBM, or rating scale as reviewed in class that is suitable for severely disabled students with low cognitive and adaptive functioning, although two measures are strongly recommended for students who will specialize in the Moderate-to-Severe population;

2) written descriptions of the individual's Present Levels of Functioning in areas such as Functional Academics; Motor   Skills; Self-Help or Adaptive Skills; Behavior, Language and Communication; Health; Pre-Vocational Skills, etc., as shown in sample reports; 3) your observations of the student; and 4) several recommendations for interventions and accommodations, and a minimum of two goals. Suggested disability categories appropriate for this assignment can include Autism, Intellectual Disability, Other Health Impairment, Multiple Disabilities, Hard of Hearing, or Visual Impairments. Students will turn in the written report, test protocol, online score report if applicable, and the parent consent form in one package. Two students may share a test subject for this assignment (with one consent form), but must turn in separate reports. The general sections of the report are similar to the academic assessment report. Additional information and options for obtaining volunteers for this assignment will be discussed in class. Students may be asked to share their results and/or progress on this assignment with the class.

CRITERIA	POINTS	NOTES
Use a minimum of one assessment measure (functional or adaptive). (Use of two measures are strongly recommended for students specializing in the Mod-to-Severe population.) **(10 points)**		
Write a proofed and well-written assessment report that includes the sections, background information, headers, test results, observations, analysis, and general data as required in the academic report. **(25 points)**		
Include descriptive information on functional skills (present levels of performance) per the report examples provided. **(20 points)**		
Analyze and interpret the test data, and link the results to recommendations. **(20 points)**		
Write a summary section that includes key assessment results; an overview of strengths, challenges and progress; recommendations for interventions; and two goals. **(25 points)**		
Extra credit for administering two measures (e.g., adaptive rating scale completed by both parent and teacher; or functional and adaptive assessment (e.g., Brigance and adaptive rating scale). (+10 points)		

Turn in the signed consent form, protocol, online score report if applicable, and written report TOGETHER. (-10 points)		

PROJECT #3: PRESENT ON A TEST OR CURRICULUM-BASED MEASURE (NO WRITTEN REPORT)

Please choose a test or curriculum-based measurement to explore that interests you (not the WJ-IV or WIAT-III). Review the manual, test administration basics, and information that the test results provide to a teacher. (Examples include KEY MATH, TOWL, GORT, BRIGANCE, WRAT, CBMs, etc.) Several of these kits are available to borrow. The purpose of this assignment is to help you become familiar with an additional special education test that can provide supplemental data to your academic battery. Your test selection needs to be approved by the instructor, and available tests will be discussed in class.

The presentation should take at least 15-20 minutes, and will include class questions or discussion. When presenting, practice good teaching skills (e.g., provide a handout or use visuals, repeat key points, check for understanding as needed, and use a power point if you wish). Students are encouraged to pair up on this presentation. Consider including a demonstration of test administration and an example of protocol scoring.

Evaluation will be based on:

- Clear presentation of the purpose of the test and on information that the test provides. (20 points)
- Evidence of planning, thought, and understanding of the test. (20 points)
- Use of several effective teaching strategies when presenting (see above). (20 points)
- Explanation of key components of test administration and scoring according to the manual. (20 points)
- Note the reliability, validity, and size of the norm sample as stated in the manual. (10 points)
- Provide any additional useful information (e.g., uses of the test; how the test is scored; planning for more difficult subtest administration; testing specific disabilities). (10 points)

TOTAL SCORE:

COMMENTS:

Notre Dame de Namur University
Belmont, CA
Fall 2018
EDU 4886 Teaching Students with Motor, Sensory and Health Needs

Course description:
This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury, The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory and specialized health care needs in order for students to access classrooms, schools and the community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, for students with students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.

The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

Education Specialist Program Level Outcomes:
Students will be able to:
1. Understand and organize subject matter for student learning
2. Assess students for learning
3. Engage and support all students in learning
4. Plan instruction and design learning experiences for all students
5. Create and maintain effective environments for student learning
6. Develop as a professional educator

Moderate / Severe Program Standards Addressed:

M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities
To demonstrate knowledge of disability characteristics, educational and psychosocial implications of these characteristics, individualized and functional assessments, and instructional/curricular adaptation strategies for students identified with moderate/severe/profound intellectual disabilities, deaf-blindness, multiple disabilities, and related disabilities such as physical health impairments, other health impairments, and traumatic brain injury, while determining the implications of these characteristics for service delivery.

M/S Standard 5: **Movement, Mobility, Sensory and Specialized Health Care**
To demonstrates knowledge of and ability to support the movement,
mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability. To learn to use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. To demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. To learn to consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. 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.

M/S Standard 6: Augmentative and Alternative Communication
To demonstrates understanding of mandated considerations and collaboration for augmentative and alternative, and sign language communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blindness and multiple disabilities. 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/blindness, and multiple disabilities.

Learner Outcomes:

1. Understand the characteristics of students with motor, mobility, sensory, specialized health care needs. (PLO 3,4; M/S 1,5)
2. Become familiar with classroom-based interventions to optimize learning for students with physical disabilities. (PLO 3,4,5; M/S 1,5)
3. Learn the impact of sensory disabilities on learning development from early childhood to young adulthood. (PLO 3,5; M/S 1,5)
4. Develop basic and specific strategies to guide instructional practices for students with sensory disabilities including visual impairment, hearing impairment, deaf-blindness and autism. (PLO 1,4,5; M/S 1,5)
5. Learn to recognize and respond to health care needs of students with severe and multiple disabilities. (PLO 5, M/S 1,5)
6. Increase knowledge and skills in the construction and utilization of individual health care plans and emergency care plans. (PLO 2,5; M/S 1,5)
7. Describe interventions to support communication for students with severe and multiple disabilities. (PLO 3,4,5; M/S 6)
8. Become familiar with the key elements of augmentative and alternative communication (AAC) (PLO 2,3,4; M/S 6)
9. Understand the importance of communication competence as a foundation for learning for all students. (PLO 3,4; M/S 6)
10. Develop knowledge and skills to develop individualized adaptations for students with severe and multiple disabilities to support the inclusive academic and social involvement and membership in their school community. (PLO 1, 2, 3,4; M/S 6)

11. Understand the principles for collaboratively developing educational goals that will increase quality of life for students with severe and multiple disabilities. (PLO 1,4; M/S 5,6)
12. Identify evidence-based practices for student-focused transition planning. (PLO 1,4; M/S 1,5)
13. Describe the collaborative approach to educational programming for students with severe and multiple disabilities. (PLO 1,4,5; M/S 1,5,6)
14. Understand the roles of other professionals who support students with moderate and severe disabilities, and describe strategies for working as a collaborative team to design and implement effective educational interventions. (PLO 4,6; M/S 5,6)
15. Understand the importance of the partnership between families and the educational team. (PLO 5,6; M/S 5,6)
16. Describe some approaches and methods that school personnel can use to work in collaboration with families. (PLO 5,6; M/S 5,6)

Workload distribution:
   Hours in class: 30
    Reading: 30
   Written assignments/presentation:30 hours

Required Text:
Oreland, Fred P. Sobsey, Dick. Gilles, Donna L. *Educating Students with Severe and Multiple Disabilities, A Collaborative Approach* Brookes Publishing; Fifth Edition, (September 9, 2016)
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<u>Privacy and Confidentiality:</u>
One of the highlights of the NDNU academic experience is that students often use real world examples from their organizations in class discussions and in their written work. It is imperative that students not share information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their school.

<u>Course Assignments and Projects:</u>

Reflection 1: Collaborative teaming at your school site
          Write a one-page reflection on how the collaborative model is working at your school site. Include which professionals are available to participate in collaborative teams, which type of collaborative team model is used (multidisciplinary, interdisciplinary, transdisciplinary or collaborative), what is working well and what are the challenges to implementing an effective collaborative team.

Reflection 2: Working with parents and families
          Write a one-page reflection on your experiences working with parents and families of students with severe and multiple disabilities. What techniques have you found that were successful and what challenges have you faced. Are there any suggestions from the chapter in the textbook that you might like to try to expand your skills in interactions with parents and families?

Strategy List: Compile a list of useful strategies to use with students with physical, sensory and health disabilities. You should have at least twenty strategies in each of the three areas. We will compile everyone's strategies into a master list that can be used as a reference and idea generator for students in your classrooms with these support needs.

Signature Assignment:
Final Project: Describe how to access, develop and implement an AAC system to meet the needs of a student who has motor, sensory and/or health needs. Write a four to five-page paper and prepare a 5 to 10-minute presentation for the class with a one-page handout. More detailed instructions will be given out in class.

Course Schedule

	Topic	*Reading Due*	*Assignments Due*
Aug. 28	Introductions Syllabus Collaborative teams		
Sept.4	Collaborative teams (cont.) Working with parents and families.	Textbook Ch.1, 2	Reflection: Collaborative teaming at your school site
Sept.11	Working with students who have motor and mobility needs.	Textbook Ch.3	Reflection: Working with parents and families.
Sept.18	Working with students who have sensory needs	Textbook Ch.4	List of strategies for students with physical disabilities.
Sept.25	Working with students who have specialized health care needs.	Textbook Ch.5,6	List of strategies for students with sensory disabilities
Oct. 2	Communication skills AAC	Textbook Ch. 7	List of strategies for students with specialized health needs.
Oct. 9	Designing and adapting the curriculum.	Textbook Ch.9,10	
Oct,16	Assistive technology Alternative Assessments	Textbook Ch.11,12	
Oct.23	Transition to adulthood.	*Textbook Ch. 13*	
Oct.30	Class presentations[ph		Final project presentation and paper.

Note: Instructor reserves the right to make changes in the course syllabus. Students will be informed if a change is made. If you find it necessary to be absent, please contact the instructor regarding missed assignments.

**Evaluation of Student/Intern Teacher
Effectiveness Form
By Master Teacher/Intern Liaison**

Student Name _____ 1ˢᵗ Semester_____ 2ⁿᵈ Semester _____

School _____ Grade Level _____

Criteria for Evaluation:

0 = <u>NOT OBSERVED</u>

1 = <u>BEGINNING</u> - Evidence is lacking in knowledge, skills and abilities established in
the Teaching Performance Expectations.

2 = <u>EMERGING</u> - Showing some evidence of knowledge, skills and abilities established
in the Teaching Performance Expectations; more is needed to become a
successful 1ˢᵗ year teacher.

3 = <u>APPLYING</u> - Sufficient evidence of knowledge, skills and abilities established in the
Teaching Performance Expectations; ready to assume the role of a 1ˢᵗ year
teacher.

Signatures:

_____   _____
Candidate/Intern   Master Teacher/Intern Liaison

_____   _____
NDNU Supervisor   Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of students to engage them in learning	0	1	2	3
Maintain ongoing communication with students and families including use of technology to provide support, communicate achievement expectations and student progress.	0	1	2	3
Understand important concepts about the learners and use to design instructional activities that provide developmentally appropriate educational experiences.	0	1	2	3
Connect subject matter to real-life contexts and provide active learning experiences that engage and support student interest and motivation to extend their learning.	0	1	2	3
Use a variety of developmentally appropriate strategies and resources to support access to the curriculum for a wide range of learners in the general education classroom and environment	0	1	2	3
• Assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
Promote students' critical and creative thinking and analysis through opportunities for inquiry and problem solving, responding to/framing meaningful questions, and reflection.	0	1	2	3
Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches including SDAIE and demonstrate an understanding of the difference among students whose only instruction need is to acquire Standard English proficiency.	0	1	2	3
Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	0	1	2	3
Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.	0	1	2	3

Additional Comments:

Re: 12/1/17

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Promote students' socio-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	0	1	2	3
Creating learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity and multiple perspectives and are culturally responsive.	0	1	2	3
Establish, maintain and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn and recognize and appropriately address instances of intolerance and harassment among students such as bullying, racism, and sexism.	0	1	2	3
Know how to access resources to support students, including those who have experiences trauma, homelessness, foster care, incarceration, and/or are medically fragile.	0	1	2	3
Maintain high expectation for learning with appropriate support for the full range of students in the classroom.	0	1	2	3
Establish and maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating routines, procedures, and norms to students and families.	0	1	2	3

Additional Comments:

Re: 12/1/17

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks, to promote access for all students to the curriculum including the full range of English leaners, students with disabilities and students with other learning needs in the least restrictive environment.	0	1	2	3
Use knowledge about students and learning goals to plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s)	0	1	2	3
Use knowledge about students and learning goals to organize the curriculum and make accommodations and/or modifications to facilitate student understanding of subject matter and promote student access to the curriculum	0	1	2	3
Design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	0	1	2	3
Plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge, both individually and in consultation/Collaboration with other educators and members of the larger school community.	0	1	2	3
Use and adapt resources, standards-aligned instructional materials, and a range of technology including assistive technology, to engage/support students and facilitate equitable access to the curriculum and promote digital citizenship.	0	1	2	3

Additional Comments:

Re: 12/1/17

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Gather and apply pertinent information of students' academic and cultural background, developmental learning needs and interests for both short-term and long-term instructional planning purposes.	0	1	2	3
Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills across the curriculum, as applicable to the subject area of instruction.	0	1	2	3
Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students.				
Apply knowledge of child development and principles of UDL and MTSS to select developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners	0	1	2	3
Use of developmentally, linguistically, and culturally appropriate learning activities to make appropriate accommodations and/or modifications for students with disabilities in the general education classroom	0	1	2	3
Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g. IEP, IFSP, ITP, and 504 plans)	0	1	2	3
Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	0	1	2	3
Make appropriate use of instructional technologies, including assistive technology, to create new content and provide personalized, integrated technology-rich lessons to engage students in learning, promote digital literacy and offer students multiple means to demonstrate their learning.	0	1	2	3

Additional Comments:

Re: 12/1/17

CSTP 5: Assessing Student Learning (TPE 5)				
Teaching Performance Expectations	**Not Observed**	**Beginning**	**Emerging**	**Applying**
Beginning teachers:				
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
Collect and analyze assessment data from multiple measures and courses to plan and modify instruction and document students' learning over time.	0	1	2	3
Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	0	1	2	3
Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes t students and families.	0	1	2	3
Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	0	1	2	3
Work with specialist to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	0	1	2	3
Interpret English learners'' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	0	1	2	3
Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction.	0	1	2	3

Additional Comments:

Re: 12/1/17

CSTP 6: Developing as a Professional Educator (TPE 6)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Reflect on their teaching practice and level subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	0	1	2	3
Recognize their own values and implicit and explicit biases, the ways in which these may affect teaching and learning, and work to mitigate any negative on the teaching and learning of students	0	1	2	3
Exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	0	1	2	3
Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues	0	1	2	3
Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	0	1	2	3
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, healthy, and safety of students and families.	0	1	2	3
Conduct themselves with integrity and model ethical conduct for themselves and others.	0	1	2	3
Understanding and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	0	1	2	3

Additional Comments:

Re: 12/1/17

Education Specialist Preliminary Credential Standards

MILD/MODERATE DISABILITIES	Not Observed	Beginning	Emerging	Applying
M/M Standard 1: Characteristics of Students with M/M Disabilities				
• Candidate can identify the characteristics of students with mild/moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disability, other health impairment, traumatic brain injury, emotional disturbances, and autism spectrum disorders, and to determine the implications of these characteristics for service delivery. •	0	1	2	3
M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities				
• Candidate has the 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.	0	1	2	3
• Candidate makes appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, assessments and processes that are standards-based, curriculum based and appropriate to the diverse needs of individual students.	0	1	2	3
• Candidate utilizes these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor student's progress.	0	1	2	3
• Candidate demonstrates the ability to plan for and participates in state-mandated accountability measures.	0	1	2	3
M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction				
• Candidate selects curricula and uses evidence-based instructional strategies that meet the diverse learning characteristics of students with mil/moderate disabilities across an array of environments and activities.	0	1	2	3
• Candidate utilizes standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum and are implemented and adjusted systematically to promote maximum learning and academic achievement.	0	1	2	3
• Candidate has a knowledge base of strategies and interventions for students who are not responding to the current instructional environment.	0	1	2	3
• Candidate creates instructional and behavior support partnerships with parents/families	0	1	2	3
M/M Standard 4: Positive Behavior Support				

	0	1	2	3
• 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 others.	0	1	2	3
• 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.	0	1	2	3
• Candidate participates effectively in school wide behavior support processes.	0	1	2	3
M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
• Candidate has a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access the general education curriculum across settings.	0	1	2	3
• Candidate knows how mild/moderate disabilities impact students learning in these areas and knows how to insure that evidence –based methods for teaching, developmental, reading and subject specific reading skills to students with mild/moderate disabilities are used.	0	1	2	3
• Candidate knows and is 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.	0	1	2	3
M/M Standard 6: Case Management				
• Candidate demonstrates proficiency in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.	0	1	2	3

Additional Comments:

Education Specialist Preliminary Credential Standards

MODERATE/SEVERE DISABILITIES	Not Observed	Beginning	Emerging	Applying
M/S Standard 1: Characteristics of Students with M/S Disabilities				
• Candidate demonstrates the knowledge of disability characteristics and the educational and psychosocial implications of these characteristics for students identified with moderate / severe intellectual disability, physical impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders while determinint	0	1	2	3
M/S Standard 2: Communication Skills				
• Candidate demonstrates the ability to assess students' verbal and non-verbal communication skills.	0	1	2	3
• 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.	0	1	2	3
M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context				
• 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.	0	1	2	3
M/S Standard 4: Assessment, Program Planning and Instruction				
• Candidates demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts	0	1	2	3
• Candidate develops and implements 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.	0	1	2	3
M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care				
• 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.	0	1	2	3

Re: 12/1/17

	0	1	2	3
• The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.				
M/S Standard 6: Positive Behavioral Support				
• 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.				
• 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.				
• Candidate is able to participate effectively in school wide behavior support processes.				
M/S Standard 7: Transition & Transitional Planning				
• 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.				
M/S Standard 8: Augmentative & Alternative Communication				
• Candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including physical disabilities, other health impairments, deaf/blind and multiple disabilities.				
• 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				

Additional Comments:

Re: 12/1/17