



FORTUNE SCHOOL

***SPECIAL EDUCATION:
EDUCATION SPECIALIST – MILD/MODERATE
PRELIMINARY CREDENTIAL PROGRAMS***

TABLE OF CONTENTS

INTRODUCTION

PRECONDITIONS

STANDARDS

PROGRAM STANDARDS

STANDARD 1: PROGRAM DESIGN, RATIONALE AND COORDINATION

STANDARD 2: PROFESSIONAL, LEGAL AND ETHICAL PRACTICES

STANDARD 3: EDUCATING DIVERSE LEARNERS

STANDARD 4: EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS

STANDARD 5: ASSESSMENT OF STUDENTS

STANDARD 6: USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY

STANDARD 7: TRANSITION AND TRANSITIONAL PLANNING

STANDARD 8: PARTICIPATING IN ISFP/IEPs AND POST-SECONDARY TRANSITION
PLANNING

STANDARD 9: PREPARATION TO TEACH READING-LANGUAGE ARTS AND THE
READING/LANGUAGE ARTS FRAMEWORK

STANDARD 10: PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS

STANDARD 11: TYPICAL AND ATYPICAL DEVELOPMENT

STANDARD 12: BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING

STANDARD 13: CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES

STANDARD 14: CREATING HEALTHY LEARNING ENVIRONMENTS

STANDARD 15: FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS

STANDARD 16: ASSESSMENT OF CANDIDATE PERFORMANCE

MILD/MODERATE DISABILITIES STANDARDS

STANDARD 1: CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES

STANDARD 2: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE
DISABILITIES

STANDARD 3: PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND
INSTRUCTION

STANDARD 4: POSITIVE BEHAVIOR SUPPORT

STANDARD 5: SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH
MILD/MODERATE DISABILITIES

STANDARD 6: CASE MANAGEMENT

EDUCATION SPECIALIST – MILD/MODERATE PROGRAM

SCOPE & SEQUENCE

COURSE CALENDAR

SYLLABI

MODULE B: FOUNDATIONS OF TEACHING

MODULE C: PLANNING FOR DATA-DRIVEN INSTRUCTION

MODULE D: SUPPORTING DIVERSE LEARNERS

MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY

ED 200: METHODOLOGY OF TEACHING READING AND WRITING

ED 309: TECHNOLOGY IN THE CLASSROOM

ESMM 201: BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR STUDENT LEARNING

[ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING](#)
[ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION](#)
[ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION](#)
[ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT](#)
[ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES](#)
[ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES](#)
[ESMM 620 / ESMM 730: FIELD EXPERIENCE / SUPERVISION](#)
[PRACTICUM SYLLABI – SPECIAL EDUCATION PROGRAM](#)

[NON-DISCRIMINATION STATEMENT](#)

[ADMISSION REQUIREMENTS](#)

[COURSE MATRIX](#)

[PROFICIENCY ALIGNMENT MATRIX](#)

[CONTACT INFORMATION](#)

INTRODUCTION

FORTUNE SCHOOL, FORMERLY PROJECT PIPELINE, WAS ESTABLISHED IN 1989 BY CENTER USD SUPERINTENDENT DR. REX FORTUNE AND WAS SUPPORTED BY A GRANT FROM THE CALIFORNIA POST-SECONDARY EDUCATION COMMISSION. ITS PRIMARY INITIAL FOCUS WAS TO RECRUIT TEACHERS OF MATHEMATICS AND SCIENCE FOR MIDDLE SCHOOL AND SECONDARY SCHOOLS FOR A CONSORTIUM OF SCHOOL DISTRICT IN SACRAMENTO COUNTY. FOUR YEARS LATER, PROJECT PIPELINE WAS OFFICIALLY ESTABLISHED AS A NONPROFIT PUBLIC BENEFIT CORPORATION (APRIL 5, 1993) AND WAS APPROVED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING TO OFFER AN ALTERNATIVE TEACHER CERTIFICATION PROGRAM FOR SINGLE SUBJECT AND MULTIPLE SUBJECT TEACHERS. BY 1996, PROJECT PIPELINE EXPANDED TO THE SAN FRANCISCO BAY AREA, OPENING PIPELINE CENTERS IN ALAMEDA, PITTSBURG, AND CONCORD (FALL 2001). BY 2004, PROJECT PIPELINE ENROLLED 285 STUDENT INTERNS. THE BUDGET WAS \$712,500, AND THE SACRAMENTO COUNTY OFFICE OF EDUCATION WAS THE FISCAL AGENT FOR THE ALTERNATIVE TEACHER CREDENTIALING PROGRAM.

FORTUNE SCHOOL:

FORTUNE SCHOOL IS SEEKING COMMISSION APPROVAL OF A DISTRICT INTERN CREDENTIALING PROGRAM IN WHICH SUCCESSFUL PROGRAM COMPLETERS WILL OBTAIN A PRELIMINARY DISTRICT INTERN CREDENTIAL. FORTUNE SCHOOL'S DISTRICT INTERNS COMPLETE THEIR COURSEWORK THROUGH A RIGOROUS TWO YEAR PROGRAM INCLUDING A 160-HOUR PRE-SERVICE PROGRAM. THE DISTRICT INTERN CREDENTIALING PROGRAM'S CLINICAL-BASED DESIGN PROVIDES OPPORTUNITIES FOR DISTRICT INTERNS TO LEARN AND APPLY SKILLS THROUGHOUT THE PROGRAM. THE PROGRAM DESIGN ALSO ALLOWS DISTRICT INTERNS TO PARTICIPATE IN A VARIETY OF AUTHENTIC TEACHING EXPERIENCES TYPICALLY REQUIRED OF HIGHLY EFFECTIVE TEACHERS THROUGH BOTH COURSE WORK AND FIELDWORK.

VISION:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

MISSION:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA'S DEMAND FOR NEW TEACHERS.

PRECONDITIONS

PRECONDITIONS FOR PRELIMINARY EDUCATION SPECIALIST INTERNSHIP PROGRAM

(1) BACHELOR'S DEGREE REQUIREMENT. CANDIDATES ADMITTED TO INTERNSHIP PROGRAMS MUST HOLD BACCALAUREATE DEGREES OR HIGHER FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION. REFERENCE: EDUCATION CODE SECTIONS 44325, 44326, 44453.

FORTUNE SCHOOL REQUIRES THAT INTERNS HOLD A BACCALAUREATE DEGREE OR HIGHER FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION PER THE ADMISSIONS PROCESS.

[APPLICATION PACKET FOR EDUCATION SPECIALIST PROGRAM](#)

(2) SUBJECT MATTER REQUIREMENT. EACH MULTIPLE SUBJECT INTERN ADMITTED INTO THE PROGRAM HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATIONS(S) FOR THE SUBJECT AREA(S) IN WHICH THE INTERN IS AUTHORIZED TO TEACH, AND EACH SINGLE SUBJECT INTERN ADMITTED INTO THE PROGRAM HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATION(S) OR COMPLETED THE SUBJECT MATTER PROGRAM FOR THE SUBJECT AREAS(S) IN WHICH THE INTERN IS AUTHORIZED TO TEACH. REFERENCE: EDUCATION CODE SECTION 44325(c) (3).

FORTUNE SCHOOL REQUIRES THAT EACH MULTIPLE SUBJECT DISTRICT INTERN ADMITTED INTO THE PROGRAM HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATIONS FOR MULTIPLE SUBJECT OR COMPLETED THE SUBJECT MATTER PREPARATION PROGRAM FOR LIBERAL STUDIES (WILL BEGIN ACCEPTING IN 2018). APPLICANTS ARE REQUIRED TO SUBMIT ONE OF THESE ITEMS WITH THEIR APPLICATION MATERIALS.

[EXAMPLE OF SUBJECT MATTER EXAMINATION
FORTUNE SCHOOL'S WHAT CAN I TEACH? DOCUMENT](#)

FORTUNE SCHOOL REQUIRES THAT EACH SINGLE SUBJECT DISTRICT INTERN HAS PASSED THE COMMISSION-APPROVED SUBJECT MATTER EXAMINATION(S) OR COMPLETED THE SUBJECT MATTER PROGRAM FOR THE SUBJECT AREAS(S) IN WHICH THE DISTRICT INTERN IS AUTHORIZED TO TEACH. APPLICANTS ARE REQUIRED TO SUBMIT ONE OF THESE ITEMS WITH THEIR APPLICATION MATERIALS.

[EXAMPLE OF SUBJECT MATTER AUTHORIZATION LETTER
EXAMPLE OF SUBJECT MATTER EXAMINATION
FORTUNE SCHOOL'S WHAT CAN I TEACH? DOCUMENT](#)

(3) PRE-SERVICE REQUIREMENT.

EACH EDUCATION SPECIALIST INTERNSHIP PROGRAM INCLUDES A MINIMUM OF 120 CLOCK HOUR (OR THE SEMESTER OR QUARTER UNIT EQUIVALENT) PRE-SERVICE COMPONENT WHICH INCLUDES FOUNDATIONAL PREPARATION IN PEDAGOGY INCLUDING CLASSROOM MANAGEMENT AND PLANNING, READING/LANGUAGE ARTS, SPECIALTY SPECIFIC PEDAGOGY, HUMAN DEVELOPMENT, AND TEACHING ENGLISH LEARNERS.

(B) EACH EDUCATION SPECIALIST DISTRICT INTERNSHIP PROGRAM INCLUDES A 160 CLOCK HOUR PRE-SERVICE PROGRAM. DISTRICT INTERNS COMPLETE A VARIETY OF COURSES INCLUDING OVERVIEW OF THE PRE-SERVICE PROGRAM, ORGANIZING AND MANAGING THE CLASSROOM/POSITIVE BEHAVIOR MANAGEMENT, PREPARATION TO TEACH READING/LANGUAGE ARTS, PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS, TEACHING EXCEPTIONAL CHILDREN: TYPICAL AND ATYPICAL DEVELOPMENT,

INDIVIDUALIZED EDUCATION PROGRAMS: DEVELOPMENT AND IMPLEMENTATION, FIELD EXPERIENCE, AND CAPSTONE/PORTFOLIO. .

(4) PROFESSIONAL DEVELOPMENT PLAN. THE EMPLOYING DISTRICT HAS DEVELOPED AND IMPLEMENTED A PROFESSIONAL DEVELOPMENT PLAN FOR INTERNS IN CONSULTATION WITH A COMMISSION-APPROVED PROGRAM OF TEACHER PREPARATION. THE PLAN SHALL INCLUDE ALL OF THE FOLLOWING:

(A) PROVISIONS FOR AN ANNUAL EVALUATION OF THE INTERN.

***SUCCESSFUL TEACHING AS A DISTRICT INTERN:** SUCCESSFUL TEACHING IS DETERMINED BY THE SITE ADMINISTRATOR'S ANNUAL EVALUATION AND FORTUNE SCHOOL'S FIELD SUPERVISORS' ONGOING FORMATIVE AND SUMMATIVE OBSERVATIONS. DISTRICT INTERNS MUST HAVE SUCCESSFUL EVALUATIONS THROUGHOUT THEIR ENTIRE PROGRAM AS DETERMINED BY SITE ADMINISTRATOR AND FIELD SUPERVISOR TO BE RECOMMENDED FOR THEIR CREDENTIAL.*

EACH DISTRICT INTERN IS EVALUATED USING THE FOLLOWING:

- *DISPOSITION CHECKLIST*
- *FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA)*
- *GOAL-SETTING REFLECTION*
- *VIDEO OBSERVATION AND COLLABORATION*
- *OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS*
- *PERIODIC REFLECTIVE JOURNALS*
- *SUMMATIVE REFLECTION*

(B) A DESCRIPTION OF THE COURSES TO BE COMPLETED BY THE INTERN, IF ANY, AND A PLAN FOR THE COMPLETION OF PRESERVICE OR OTHER CLINICAL TRAINING, IF ANY, INCLUDING STUDENT TEACHING.

ALL DISTRICT INTERNS ENROLLED IN THE PROGRAM ARE EXPECTED TO COMPLETE THE FOLLOWING COURSES BASED ON THEIR PROGRAM:

- *EDUCATION SPECIALIST DISTRICT INTERN PROGRAM (INCLUDES PRE-SERVICE PROGRAM)*

(C) ADDITIONAL INSTRUCTION DURING THE FIRST SEMESTER OF SERVICE, FOR INTERNS TEACHING IN KINDERGARTEN OR GRADES 1 TO 6 INCLUSIVE, IN CHILD DEVELOPMENT AND TEACHING METHODS, AND SPECIAL EDUCATION PROGRAMS FOR PUPILS WITH MILD AND MODERATE DISABILITIES.

DURING PRE-SERVICE, INTERN CANDIDATES ARE EXPOSED TO CHILD DEVELOPMENT AND TEACHING METHODS FOR STUDENTS WITH SPECIAL NEEDS AND AGAIN, DURING THE FIRST SEMESTER IN THE DISTRICT INTERN PROGRAM AS ENROLLED AS DISTRICT INTERNS (EDUCATION SPECIALIST) THROUGH THE SUCCESSFUL COMPLETION OF THE FOLLOWING COURSES:

PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN

THIS COURSE FAMILIARIZES PARTICIPANTS WITH THE BASIC KNOWLEDGE, SKILLS AND STRATEGIES FOR TEACHING SPECIAL POPULATIONS INCLUDING STUDENTS WITH DISABILITIES, STUDENTS ON BEHAVIOR PLANS, AND GIFTED AND TALENTED STUDENTS IN THE GENERAL EDUCATION CLASSROOM. EACH CANDIDATE LEARNS ABOUT THE ROLE OF THE EDUCATION SPECIALIST AND THE GENERAL EDUCATION TEACHER IN THE SPECIAL EDUCATION PROCESS AND THE PROCESSES FOR ANALYZING THE PSYCHOLOGICAL, PHYSICAL, AND COGNITIVE INFLUENCES ON CHILD DEVELOPMENT. PARTICIPANTS WILL BE INTRODUCED TO THE USE OF DIFFERENTIATED INSTRUCTIONAL STRATEGIES THAT ENSURE THAT ALL STUDENTS HAVE ACCESS TO THE CORE CURRICULUM WHILE CREATING A POSITIVE, INCLUSIVE CLIMATE OF INSTRUCTION FOR ALL SPECIAL POPULATIONS IN THE GENERAL EDUCATION CLASSROOM. ALL PARTICIPANTS WILL HAVE AN INTRODUCTION

TO THE INDIVIDUAL EDUCATIONAL PROGRAM (IEP) PROCESS DISCUSSES IMPLEMENTATION OF STATE AND FEDERAL LAWS (IDEA AND ADA), AS WELL AS EXAMINATION AND REFLECTION ON ATTITUDES AND FEELINGS ABOUT EXCEPTIONALITY.

TEACHING EXCEPTIONAL CHILDREN COURSE DESCRIPTION

MODULE B: FOUNDATIONS OF TEACHING (INCLUDES A SUPPLEMENTAL PRACTICUM COURSE)

THIS MODULE WILL INTRODUCE CANDIDATES TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO "NO CHILD LEFT BEHIND" AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). THE COURSE WILL EXPLORE CHARACTERISTICS AND CAUSES OF EXCEPTIONALITY AND THE INCLUSION OF CHILDREN WITH DISABILITIES IN CHILDHOOD SETTINGS (INFANT - ADOLESCENCE). INCLUDES DISCUSSION OF DEVELOPMENTAL DISABILITIES, FAMILY AND COMMUNITY RESOURCES, ASSESSMENT AND SCREENING, WORKING WITH DIVERSE FAMILIES, AND KNOWING HOW TO WORK WITH INTERDISCIPLINARY TEAMS TO PROMOTE THE DEVELOPMENT OF CHILDREN WITH SPECIAL NEEDS.

FURTHERMORE, CANDIDATES WILL...

- STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT FOR ALL LEVELS OF LEARNERS.
- BE INTRODUCED TO CURRENT TRENDS AND ISSUES REGARDING INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.
- IMPLEMENT CLASSROOM MANAGEMENT PRACTICES THAT ARE RESEARCH-BASED AND ASSOCIATED WITH HIGH LEVELS OF STUDENT ENGAGEMENT IN LEARNING ACTIVITIES AND LOW LEVELS OF DISRUPTIVE BEHAVIOR.

MODULE B COURSE DESCRIPTION

(D) INSTRUCTION, DURING THE FIRST YEAR OF SERVICE, FOR INTERNS TEACHING CHILDREN IN BILINGUAL CLASSES IN THE CULTURE AND METHODS OF TEACHING BILINGUAL CHILDREN, AND INSTRUCTION IN THE ETIOLOGY AND METHODS OF TEACHING CHILDREN WITH MILD AND MODERATE DISABILITIES.

DISTRICT INTERNS ENROLLED IN THE FORTUNE SCHOOL DISTRICT INTERN PROGRAM ARE NOT COVERED BY THE AUTHORIZATIONS OF BCLAD. ALL ENROLLED DISTRICT INTERNS ARE AUTHORIZED TO PROVIDE SERVICES TO ENGLISH LANGUAGE LEARNERS IN AN ENGLISH LANGUAGE-BASED CLASSROOM. THE AUTHORIZATION ON THEIR DISTRICT INTERN CREDENTIAL IS AS FOLLOWS:

ELA3: THE FOLLOWING INSTRUCTIONAL SERVICES MAY BE PROVIDED TO ENGLISH LEARNERS LIMITED TO THE SETTINGS OR CONTENT/SPECIALTY AREA(S) LISTED AT THE GRADE/AGE LEVELS AUTHORIZED BY THE INTERN CREDENTIAL: (1) ENGLISH LANGUAGE DEVELOPMENT DEFINED AS INSTRUCTION DESIGNED SPECIFICALLY FOR LIMITED-ENGLISH-PROFICIENT STUDENTS TO DEVELOP THEIR LISTENING, SPEAKING, READING, AND WRITING SKILLS IN ENGLISH; AND (2) SPECIALLY DESIGNED CONTENT INSTRUCTION DELIVERED IN ENGLISH DEFINED AS INSTRUCTION IN A SUBJECT AREA, DELIVERED IN ENGLISH, THAT IS SPECIALLY DESIGNED TO MEET THE NEEDS OF LIMITED-ENGLISH-PROFICIENT STUDENTS.

THE DISTRICT INTERN FORTUNE SCHOOL STANDARDS-BASED LESSON PLAN TEMPLATE ENSURES DIVERSE EXPERIENCES DURING SITE-BASED WORK AND LESSON PLANNING INCLUDING MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS.

5) SUPERVISION OF INTERNS.

(A) IN ALL INTERNSHIP PROGRAMS, THE PARTICIPATING INSTITUTIONS IN PARTNERSHIP WITH EMPLOYING DISTRICTS SHALL PROVIDE 144 HOURS OF SUPPORT AND SUPERVISION ANNUALLY AND 45 HOURS OF SUPPORT AND SUPERVISION SPECIFIC TO TEACHING ENGLISH LEARNERS PURSUANT TO CALIFORNIA CODE OF REGULATIONS §80033. INTERNSHIP PROGRAM 2 PRECONDITIONS

*FORTUNE SCHOOL ON-SITE SUPERVISORS ARE CONTRACTED (**MOU**) TO MEET SYSTEMATICALLY (**SUPERVISOR SCHEDULE, MENTOR SUBMISSION**) WITH INTERNS/CANDIDATES. DURING THE MENTOR SUBMISSION PROCESS, THE LOG SHEET IS SIGNED BY THE SUPERVISING MENTOR SEVERAL TIMES WITHIN THE ACADEMIC YEAR TO ENSURE THAT THE INTERNS ARE MEETING THE 144 HOURS OF SUPPORT WITH THE 45 HOURS OF EL BEING DOCUMENTED VIA THE **LOG SHEET** AND CONFIRMED BY THE SUPERVISING MENTOR VIA SIGNATURES TO CONFIRM PROGRESS MONITORING AND TRACKING. THESE HOURS ARE IN ADDITION TO THE 45 HOURS OF EL SUPPORT PROVIDED DURING THE PRE-SERVICE PROGRAM IN THE "PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS" COURSE. LOG SHEETS ARE **COLLECTED** BY THE LEARNING MANAGEMENT SYSTEM AND MONITORED BY THE DIRECTOR AND COORDINATOR OF TEACHER EDUCATION.*

THESE ADDITIONAL HOURS OF EL SUPPORT ARE OBTAINED DURING THE FOUNDATIONAL PREPARATION OF 45 HOURS DURING PRE-SERVICE WITH THE FOLLOWING COURSE OF INSTRUCTION:

PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS:

CANDIDATES WILL EXAMINE IDEOLOGIES BASED ON EQUITY, DIVERSITY, CULTURAL AWARENESS, AND LINGUISTIC RESPONSIVENESS AND THEIR IMPLEMENTATION ON SCHOOL POLICIES AND ON TEACHING PRACTICES FOR ALL LEARNERS. CANDIDATES WILL DEVELOP AN UNDERSTANDING OF THEORIES, PROGRAMS, AND INSTRUCTIONAL PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT, INCLUDING:

- HISTORICAL, LEGAL, AND LEGISLATIVE FOUNDATIONS OF PROGRAMS FOR ENGLISH LEARNERS*
- ENGLISH LANGUAGE ACQUISITION AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT*
- ENGLISH LANGUAGE STRUCTURE AND USE*
- SCAFFOLDING STRATEGIES TO SUPPORT AND DEVELOP ACADEMIC LANGUAGE PROFICIENCY*
- CULTURAL DIVERSITY AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT*

INTERN PROGRAM MODIFICATION TEMPLATE – ENGLISH LEARNERS

(B) UNIVERSITY INTERN PROGRAMS ONLY: NO INTERN'S SALARY MAY BE REDUCED BY MORE THAN 1/8 OF ITS TOTAL TO PAY FOR SUPERVISION, AND THE SALARY OF THE INTERN SHALL NOT BE LESS THAN THE MINIMUM BASE SALARY PAID TO A REGULARLY CERTIFICATED PERSON. IF THE INTERN SALARY IS REDUCED, NO MORE THAN EIGHT INTERNS MAY BE ADVISED BY ONE DISTRICT SUPPORT PERSON.

REFERENCE: EDUCATION CODE SECTION 44462. INSTITUTIONS WILL DESCRIBE THE PROCEDURES USED IN ASSIGNING SUPERVISORS AND, WHERE APPLICABLE, THE SYSTEM USED TO PAY FOR SUPERVISION.

FORTUNE SCHOOL WILL OPERATE DISTRICT INTERN PROGRAM, NOT UNIVERSITY INTERN PROGRAMS.

(6) ASSIGNMENT AND AUTHORIZATION. TO RECEIVE PROGRAM APPROVAL, THE PARTICIPATING INSTITUTION AUTHORIZES THE CANDIDATES IN AN INTERNSHIP PROGRAM TO ASSUME THE FUNCTIONS THAT ARE AUTHORIZED BY THE REGULAR STANDARD CREDENTIAL. *REFERENCE: EDUCATION CODE SECTION 44454.* THE INSTITUTION STIPULATES THAT THE INTERNS' SERVICES MEET THE INSTRUCTIONAL OR SERVICE NEEDS OF THE PARTICIPATING DISTRICT(S). *REFERENCE: EDUCATION CODE SECTION 44458.*

PER THE MOU AGREEMENT BETWEEN FORTUNE SCHOOL AND THE EMPLOYING AGENCY, BOTH PARTIES AGREE TO THE FOLLOWING:

THE **EMPLOYER** AND **PROGRAM** HEREBY AGREE TO COLLABORATE WITH EACH OTHER TO IMPLEMENT TEACH, AND TO RECRUIT, PLACE, AND TRAIN TEACHERS FOR POSITIONS AS “TEACHER OF RECORD” IN THE FOLLOWING AREAS: ENGLISH, MATHEMATICS, SOCIAL SCIENCE, SCIENCE, PHYSICAL EDUCATION, WORLD LANGUAGES, MULTIPLE SUBJECT, AND EDUCATION SPECIALIST: MILD/MODERATE UPON THE TERMS AND CONDITIONS HEREINAFTER SET FORTH.

EXAMPLE MOU – ASSIGNMENT AND AUTHORIZATION

TEACHERS OF RECORD ARE CLASSIFIED AS THE INSTRUCTOR RESPONSIBLE FOR THE CLASSROOM TO WHICH THE TEACHER IS ASSIGNED AND IS THE PERSON SOLELY RESPONSIBLE FOR ALL GRADING AND EVALUATIONS OF THE STUDENTS WITHIN THE CLASSROOM. THE TEACHER OF RECORD IS THE PERSON RESPONSIBLE FOR THE CLASSROOM BASED ON THE CREDENTIAL HE/SHE HAS ON FILE WITH THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING. THIS CREDENTIAL WILL INCLUDE ENGLISH LEARNER AUTHORIZATION FOR DISTRICT INTERNS UNDER AUTHORIZATION CODE ELA3.

(7) PARTICIPATING DISTRICTS. PARTICIPATING DISTRICTS ARE PUBLIC SCHOOL DISTRICTS OR COUNTY OFFICES OF EDUCATION. SUBMISSIONS FOR APPROVAL MUST IDENTIFY THE SPECIFIC DISTRICTS INVOLVED AND THE SPECIFIC CREDENTIAL(S) INVOLVED. REFERENCE: EDUCATION CODE SECTIONS 44321 AND 44452.

FORTUNE SCHOOL, IN COLLABORATION WITH ITS CONSORTIUM SCHOOLS AND DISTRICTS, DEVELOPS STRONG TEACHER LEADERS THROUGH A DISTRICT INTERN PROGRAM. OUR CURRENT LIST OF PARTNERING SCHOOLS AND DISTRICTS IS CONSISTENTLY GROWING AND IS PROVIDED VIA OUR WEBSITE

FORTUNE SCHOOL PARTNERS

THE PARTNERS IDENTIFIED ON THE FORTUNE SCHOOL WEBSITE INDICATE THE EMPLOYERS WITH WHICH FORTUNE SCHOOL DISTRICT INTERNS ARE AUTHORIZED TO WORK. FORTUNE SCHOOL’S DISTRICT INTERN PROGRAM OPERATES HAND-IN-HAND WITH PARTNERING DISTRICTS, CHARTER SCHOOLS, AND NONPUBLIC SCHOOLS TO PROVIDE THE PROGRAM AS A WHOLE. FORTUNE SCHOOL IS RESPONSIBLE FOR PROVIDING THE PROGRAM ITEMS: COURSES, SUPERVISION, AND CREDENTIAL, WHILE THE EMPLOYING SCHOOL/DISTRICT IS RESPONSIBLE FOR PROVIDING EMPLOYMENT AS THE TEACHER OF RECORD UNDER THE DISTRICT INTERN CREDENTIAL. SINGLE SUBJECT AND MULTIPLE SUBJECT DISTRICT INTERNS ARE AUTHORIZED TO BE EMPLOYED WITHIN PUBLIC SCHOOL DISTRICTS AND CHARTER SCHOOLS. EDUCATION SPECIALIST DISTRICT INTERNS ARE AUTHORIZED TO BE EMPLOYED WITHIN PUBLIC SCHOOL DISTRICTS, CHARTER SCHOOLS, AND NONPUBLIC SCHOOLS. NO DISTRICT INTERN CREDENTIAL HOLDERS ARE AUTHORIZED TO BE EMPLOYED IN A PRIVATE SCHOOL SETTING. AT THE END OF THE DISTRICT INTERN PROGRAM, FORTUNE SCHOOL (PROGRAM) AND THE SCHOOL DISTRICT/CHARTER SCHOOL/NONPUBLIC SCHOOL (EMPLOYER) COME TOGETHER TO APPROVE OF THE DISTRICT INTERN’S PROGRESS AND RECOMMEND HIM/HER FOR THE PRELIMINARY CREDENTIAL.

(8) EARLY PROGRAM COMPLETION OPTION. (DOES NOT APPLY TO AN EDUCATION SPECIALIST INTERN PROGRAM) EACH INTERN PROGRAM MUST MAKE AVAILABLE TO CANDIDATES WHO QUALIFY FOR THE OPTION THE OPPORTUNITY TO CHOOSE AN EARLY PROGRAM COMPLETION OPTION, CULMINATING IN A FIVE YEAR PRELIMINARY TEACHING CREDENTIAL. THIS OPTION MUST BE MADE AVAILABLE TO INTERNS WHO MEET THE FOLLOWING REQUIREMENTS:

(A) PASS A WRITTEN ASSESSMENT ADOPTED BY THE COMMISSION THAT ASSESSES KNOWLEDGE OF TEACHING FOUNDATIONS AS WELL AS ALL OF THE FOLLOWING:

- HUMAN DEVELOPMENT AS IT RELATES TO TEACHING AND LEARNING ALIGNED WITH THE STATE CONTENT AND PERFORMANCE STANDARDS FOR K-12 STUDENTS
- TECHNIQUES TO ADDRESS LEARNING DIFFERENCES, INCLUDING WORKING WITH STUDENTS WITH SPECIAL NEEDS
- TECHNIQUES TO ADDRESS WORKING WITH ENGLISH LEARNERS TO PROVIDE ACCESS TO THE CURRICULUM
- READING INSTRUCTION IN ACCORDANCE WITH STATE STANDARDS
- ASSESSMENT OF STUDENT PROGRESS BASED ON THE STATE CONTENT AND PERFORMANCE STANDARDS
- CLASSROOM MANAGEMENT TECHNIQUES
- METHODS OF TEACHING THE SUBJECT FIELDS

(B) PASS THE TEACHING PERFORMANCE ASSESSMENT. THIS ASSESSMENT MAY BE TAKEN ONLY ONE TIME BY AN INTERN PARTICIPATING IN THE EARLY COMPLETION OPTION.

(C) PASS THE READING INSTRUCTION COMPETENCE ASSESSMENT (RICA) (MULTIPLE SUBJECT CREDENTIAL ONLY).

(D) MEET THE REQUIREMENTS FOR TEACHER FITNESS.

AN INTERN WHO CHOOSES THE EARLY COMPLETION OPTION BUT IS NOT SUCCESSFUL IN PASSING THE ASSESSMENT MAY COMPLETE HIS OR HER FULL INTERNSHIP PROGRAM. (REFERENCE: EDUCATION CODE SECTION 44468). INTERNSHIP PROGRAM 3 PRECONDITIONS

THE EARLY COMPLETION OPTION (ECO) DOES NOT APPLY TO EDUCATION SPECIALISTS. THIS PRECONDITION IS NOT APPLICABLE FOR THE EDUCATION SPECIALIST PROGRAM.

(9) LENGTH OF VALIDITY OF THE INTERN CERTIFICATE. EACH INTERN CERTIFICATE WILL BE VALID FOR A PERIOD OF TWO YEARS. HOWEVER, A CERTIFICATE MAY BE VALID FOR THREE YEARS IF THE INTERN IS PARTICIPATING IN A PROGRAM LEADING TO THE ATTAINMENT OF A SPECIALIST CREDENTIAL TO TEACH STUDENTS, OR FOR FOUR YEARS IF THE INTERN IS PARTICIPATING IN A DISTRICT INTERN PROGRAM LEADING TO THE ATTAINMENT OF BOTH A MULTIPLE SUBJECT OR A SINGLE SUBJECT TEACHING CREDENTIAL AND A SPECIALIST CREDENTIAL TO TEACH STUDENTS WITH MILD/MODERATE DISABILITIES. REFERENCE: EDUCATION CODE SECTION 44325 (B).

FORTUNE SCHOOL OPERATES ON A TWO-YEAR PROGRAM FOR SINGLE SUBJECT, MULTIPLE SUBJECT, OR EDUCATION SPECIALIST. ALL DISTRICT INTERNS ARE REQUIRED TO COMPLETED ALL COURSEWORK, SUPERVISION, AND TPA (IF APPLICABLE) REQUIREMENTS WITHIN THIS TIMEFRAME. A ONE-TIME, ONE-YEAR EXTENSION IS AVAILABLE TO DISTRICT INTERNS WHO HAVE NOT COMPLETED THEIR REQUIREMENTS WITHIN THE TWO-YEAR TIMEFRAME. FOR MULTIPLE SUBJECT AND EDUCATION SPECIALIST DISTRICT INTERNS, PROOF OF PASSING RICA IS REQUIRED PRIOR TO RECOMMENDATION FOR THE PRELIMINARY CREDENTIAL.

(10) NON-DISPLACEMENT OF CERTIFICATED EMPLOYEES. THE INSTITUTION AND PARTICIPATING DISTRICTS MUST CERTIFY THAT INTERNS DO NOT DISPLACE CERTIFICATED EMPLOYEES IN PARTICIPATING DISTRICTS.

FORTUNE SCHOOL PURPOSEFULLY RECRUITS AND ADMITS DISTRICT INTERN CREDENTIAL CANDIDATES FROM PARTNERING PUBLIC SCHOOLS, NON-PUBLIC SCHOOLS, AND CHARTER SCHOOLS TO ASSIST IN THE COMPLETION OF THEIR CREDENTIAL PROGRAM REQUIREMENTS.

THE GOAL OF OUR DISTRICT INTERN PROGRAM WILL BE TO CREDENTIAL A TOTAL OF AT LEAST 150 FULLY CREDENTIALLED TEACHERS DURING THE NEXT THREE SCHOOL YEARS: 2018-2019, 2019-2020, AND 2020-2021. THE PROGRAM'S OUTCOME WILL BE FOR OUR PARTNERING PUBLIC SCHOOLS, NON-PUBLIC

SCHOOLS, AND CHARTER SCHOOLS TO END THE 2020-2021 SCHOOL YEAR WITH NO MORE THAN FIVE TEACHERS SERVING ON EMERGENCY SUBSTITUTE PERMITS, PROVISIONAL INTERNSHIP PERMITS, AND/OR SHORT TERM STAFF PERMITS.

FORTUNE SCHOOL FOSTERS A HISTORY OF POSITIVE RELATIONSHIPS WITH OUR PARTNERS AND HAS CONDUCTED RESEARCH WITH VARIOUS DISTRICT HIRING MANAGERS AND SUPERINTENDENTS TO DISCERN THE PROFESSIONAL DISPOSITIONS AND SKILL-SETS SCHOOLS MOST DESIRED IN TEACHER CANDIDATES. SOME EXAMPLES OF OUR SUPPORTING PARTNERS INCLUDE [SACRAMENTO CITY UNIFIED SCHOOL DISTRICT](#) AND FORTUNE CHARTER SCHOOLS – WHICH INCLUDE: FORTUNE SCHOOL, WILLIAM LEE COLLEGE PREP, ALAN ROWE COLLEGE PREP, EPHRAIM WILLIAMS COLLEGE, HAZEL MAHONE COLLEGE PREP, REX & MARGARET FORTUNE EARLY COLLEGE HIGH SCHOOL, AND HARDY BROWN COLLEGE PREP.

PROGRAM DESIGN: FORTUNE SCHOOL

FORTUNE SCHOOL WILL WORK CLOSELY WITH THE PARTICIPATING SCHOOLS/DISTRICT TO FILL HARD-TO-STAFF POSITIONS. PER THE MOU, THE DISTRICT WILL CERTIFY THAT DISTRICT INTERNS DO NOT DISPLACE CERTIFICATED EMPLOYEES AND THAT AFTER EXTENSIVE SEARCH AND RECRUITMENT METHODS, IT IS DETERMINED THAT PERSONNEL ARE UNAVAILABLE FOR THE POSITION.

EXAMPLE MOU – NON DISPLACEMENT

(11) JUSTIFICATION OF INTERNSHIP PROGRAM. WHEN AN INSTITUTION SUBMITS A PROGRAM FOR INITIAL OR CONTINUING ACCREDITATION, THE INSTITUTION MUST EXPLAIN WHY THE INTERNSHIP IS BEING IMPLEMENTED. PROGRAMS THAT ARE DEVELOPED TO MEET EMPLOYMENT SHORTAGES MUST INCLUDE A STATEMENT FROM THE PARTICIPATING DISTRICT(S) ABOUT THE AVAILABILITY OF QUALIFIED CERTIFICATED PERSONS HOLDING THE CREDENTIAL. THE EXCLUSIVE REPRESENTATIVE OF CERTIFICATED EMPLOYEES IN THE CREDENTIAL AREA (WHEN APPLICABLE) IS ENCOURAGED TO SUBMIT A WRITTEN STATEMENT TO THE COMMITTEE ON ACCREDITATION AGREEING OR DISAGREEING WITH THE JUSTIFICATION THAT IS SUBMITTED.

FORTUNE SCHOOL ACKNOWLEDGES THE CONTINUING NEED FOR INTERNS IN CRITICAL AREAS SUCH AS SPECIAL EDUCATION, MATHEMATICS, AND SCIENCE TEACHERS TO REDUCE THE CURRENT TEACHER SHORTAGE. FORTUNE OFFERS PROGRAMS DESIGNED TO RECRUIT, TRAIN, AND SUPPORT NEW OR EXISTING EDUCATORS, AND TO SUPPORT THE DEVELOPMENT OF PRINCIPALS/OTHER SCHOOL LEADERS AS A SERVICE TO OUR CANDIDATES AND TO THE DISTRICTS WE SERVE.

THE [SUPPORT LETTER](#) PROVIDED BY SACRAMENTO CITY UNIFIED SCHOOL INDICATED THAT FORTUNE SCHOOLS A “KEY PARTNER IN SOURCING AND PREPARING TALENTED TEACHERS THROUGH A RIGOROUS, COHORT-BASED PROGRAM.”

THE [RATIONAL FOR THE INTERNSHIP](#) TO SUPPORT FORTUNE SCHOOL IS PROVIDED.

(12) BILINGUAL LANGUAGE PROFICIENCY. EACH INTERN WHO IS AUTHORIZED TO TEACH IN BILINGUAL CLASSROOMS HAS PASSED THE LANGUAGE PROFICIENCY SUBTEST OF THE COMMISSION-APPROVED ASSESSMENT PROGRAM LEADING TO THE BILINGUAL CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT CERTIFICATE. REFERENCE: EDUCATION CODE SECTION 44325 (c) (4).

DISTRICT INTERNS ENROLLED IN THE FORTUNE SCHOOL DISTRICT INTERN PROGRAM ARE NOT COVERED BY THE AUTHORIZATIONS OF BCLAD.

STANDARDS

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 1	PROGRAM DESIGN, RATIONALE AND COORDINATION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL AND ETHICAL PRACTICES
PROGRAM STANDARD 3	EDUCATING DIVERSE LEARNERS
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 5	ASSESSMENT OF STUDENTS
PROGRAM STANDARD 6	USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY
PROGRAM STANDARD 7	TRANSITION AND TRANSITIONAL PLANNING
PROGRAM STANDARD 8	PARTICIPATING IN ISFP/IEPS AND POST-SECONDARY TRANSITION PLANNING
PROGRAM STANDARD 9	PREPARATION TO TEACH READING-LANGUAGE ARTS AND THE READING/LANGUAGE ARTS FRAMEWORK.
PROGRAM STANDARD 10	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS
PROGRAM STANDARD 11	TYPICAL AND ATYPICAL DEVELOPMENT
PROGRAM STANDARD 12	BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING
PROGRAM STANDARD 13	CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES
PROGRAM STANDARD 14	CREATING HEALTHY LEARNING ENVIRONMENTS
PROGRAM STANDARD 15	FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS
PROGRAM STANDARD 16	ASSESSMENT OF CANDIDATE PERFORMANCE
MILD/MODERATE DISABILITIES 1	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 2	ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 3	PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION
MILD/MODERATE DISABILITIES 4	POSITIVE BEHAVIOR SUPPORT
MILD/MODERATE DISABILITIES 5	SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

PROGRAM DESIGN STANDARDS	
PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIALS AND OTHER RELATED SERVICES CREDENTIALS	
STANDARD	HOW THE INSTITUTION MEETS THE STANDARD
PROGRAM STANDARD I: PROGRAM DESIGN, RATIONALE AND COORDINATION	
<p>INTERN PROGRAM DELIVERY MODEL: THE INTERN PROGRAM IS A PARTNERSHIP BETWEEN THE PREPARATION PROGRAM AND THE EMPLOYING SCHOOL DISTRICT. IN AN INTERN DELIVERY MODEL, THE PREPARATION PROGRAM INTEGRATES THEORY AND PRACTICE AS APPROPRIATE FOR TEACHERS OF RECORD. EACH INTERNSHIP PROGRAM INCLUDES A PRESERVICE COMPONENT (PROVIDING SKILLS AND KNOWLEDGE REQUIRED PRIOR TO ENTERING THE CLASSROOM AS THE TEACHER OF RECORD) DELIVERED IN A SUSTAINED, INTENSIVE AND CLASSROOM-FOCUSED MANNER, WHICH INCLUDES INTRODUCTORY PREPARATION RELATIVE TO STANDARDS 9, 10, 11, 13, AND 15. THE REMAINING CONTENT AND FIELDWORK BUILDS ON THE PRE-SERVICE EXPERIENCES AND ADDRESSES ALL COMMISSION-ADOPTED STANDARDS. THE PARTNERS JOINTLY PROVIDE INTENSIVE SUPERVISION THAT CONSISTS OF STRUCTURED GUIDANCE AND REGULAR ONGOING SUPPORT THROUGHOUT THE PROGRAM.</p>	<p>THEORY AND PRACTICE & EFFECTIVE PROFESSIONAL PRACTICE: FORTUNE SCHOOL INSTRUCTORS ARE COMMITTED TO DEVELOPING AND IMPLEMENTING STANDARDS-BASED CURRICULUM AND SCHOLARLY RESEARCH WITH CONTENT SPECIFIC PEDAGOGY. A PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS ENSURE STUDENT UNDERSTANDING OF CONTENT AT VARYING LEVELS OF DEPTH OF KNOWLEDGE AND WITH DIVERSE THEORETICAL PERSPECTIVES. INSTRUCTIONAL STRATEGIES AND STANDARDS-ALIGNED TOOLS AS EVIDENCED BY THE COURSE MATRIX ARE USED FOR EVIDENCE COLLECTION AND DATA ANALYSIS. A FOCUS ON ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH SPECIAL NEEDS IS EMBEDDED THROUGHOUT THE PROGRAM. OUR COURSES ARE ALIGNED TO OUR CONCEPTUAL FRAMEWORK:</p> <ol style="list-style-type: none"> (1) HIGH EXPECTATIONS (2) CHOICE AND COMMITMENT (3) MORE TIME (4) FOCUS ON RESULTS (5) CITIZENSHIP. <p>IN ADDITION TO OUR CONCEPTUAL FRAMEWORK, STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE; (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING; (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS; (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP. THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS. TO ENSURE THAT EQUITABLE AND ETHICAL STANDARDS ARE BEING MET, A *RESEARCH-BASED PROFESSIONAL DISPOSITION CHECKLIST IS IMPLEMENTED AS AN EFFECTIVE PROFESSIONAL PRACTICE.</p> <p>* VALID AND RELIABLE SURVEY MODIFIED FROM THE UNIVERSITY OF TAMPA: <i>DISPOSITIONS ASSESSMENT IN TEACHER</i></p>

EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD.

THROUGH SITE-BASED WORK AND CLINICAL EXPERIENCES, PROGRAMS OFFERED BY THE UNIT PROVIDE CANDIDATES WITH OPPORTUNITIES TO BOTH EXPERIENCE ISSUES OF DIVERSITY THAT AFFECT SCHOOL CLIMATE AND TO EFFECTIVELY IMPLEMENT RESEARCH-BASED STRATEGIES FOR IMPROVING TEACHING AND STUDENT LEARNING.

FORTUNE SCHOOL IS COMMITTED TO DEVELOPING K-12 STUDENTS TO THEIR FULLEST POTENTIAL. IN ORDER TO ACCOMPLISH THIS, FORTUNE SCHOOL FOLLOWS GUIDELINES SET FORTH IN THE CALIFORNIA STATE STANDARDS AND FRAMEWORKS WHEN DEVELOPING AND UPDATING TEACHER PREPARATION CURRICULUM AND FIELD EXPERIENCE REQUIREMENTS.

DISTRICT INTERN COURSEWORK CALENDAR: [YEAR 1](#) AND [YEAR 2](#) AND SCOPE AND SEQUENCE

THE DISTRICT INTERN FORTUNE SCHOOL [STANDARDS-BASED LESSON PLAN TEMPLATE](#) FOR EDUCATION SPECIALIST DISTRICT INTERNS ENSURES DIVERSE EXPERIENCES DURING SITE-BASED WORK AND LESSON PLANNING.

DISTRICT INTERNS ARE REQUIRED TO COMPLETE FIELD EXPERIENCE DURING THE PRE-SERVICE PROGRAM AND ONGOING DURING THE PROGRAM AS EVIDENCED USING LOG SHEETS, REFLECTIVE JOURNALS, AND FORMATIVE AND SUMMATIVE ASSESSMENTS. DISTRICT INTERNS ARE AFFORDED THE OPPORTUNITY TO WORK EFFECTIVELY WITH THE FULL RANGE OF CALIFORNIA'S DIVERSE K-12 STUDENTS AND TO EXPERIENCE A VARIETY OF CLASSROOM SETTINGS, STUDENT POPULATIONS, AND GRADE LEVELS. WHILE ENROLLED IN THE TEACHER PREPARATION PROGRAM, CANDIDATES TAKE PART IN A MODULE-STYLE SETTING THROUGHOUT THE FIRST YEAR. THIS STYLE OF PROGRAM FOSTERS COLLABORATION AMONG EDUCATION SPECIALIST CANDIDATES. WITH THE IMPLEMENTATION OF SCHOOLGY, CANDIDATES ARE ABLE TO CONTINUE THEIR COLLABORATION AND COMMUNICATION WITH THEIR PEERS ONLINE VIA SCHOOLGY.

RESEARCH-BASED DOCUMENTATION REFERENCED REGARDING THE PROFESSIONAL DISPOSITION CHECKLIST HAS BEEN HYPERLINKED ABOVE: "TO ENSURE THAT EQUITABLE AND ETHICAL STANDARDS ARE BEING MET, A [*RESEARCH-BASED PROFESSIONAL DISPOSITION CHECKLIST](#) IS IMPLEMENTED AS AN EFFECTIVE PROFESSIONAL PRACTICE."

THE PROFICIENCY ALIGNMENT MATRIX AT THE CONCLUSION OF THIS DOCUMENT CONTAINS DETAILED DESCRIPTIONS AND RUBRICS FOR EACH MEASURABLE ARTIFACT. EACH RUBRIC DELEGATES THE APPROPRIATE AMOUNT OF POINTS FOR EACH STANDARD: *INSTRUCTIONAL STRATEGIES AND STANDARDS-ALIGNED TOOLS AS EVIDENCED BY THE [COURSE MATRIX](#) ARE USED FOR EVIDENCE COLLECTION AND DATA ANALYSIS*

- [PRELIMINARY EDUCATION SPECIALIST MATRIX FOR MILD/MODERATE DISABILITIES AVAILABLE ON CTC'S WEBSITE AS OF DECEMBER 5, 2018](#)

**PROGRAM STANDARD 2:
PROFESSIONAL, LEGAL AND ETHICAL PRACTICES**

EACH PROGRAM MUST PROVIDE INSTRUCTION IN THE PHILOSOPHY, HISTORY AND LEGAL REQUIREMENTS, AND ETHICAL PRACTICES OF SPECIAL EDUCATION. THIS CURRICULUM INCLUDES STATE AND FEDERAL MANDATES, LEGAL REQUIREMENTS FOR ASSESSMENT, INDIVIDUALIZED FAMILY SERVICE PROGRAM (IFSP), INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT AND MONITORING, SERVICES, AND INSTRUCTION OF STUDENTS WITH DISABILITIES. THE PROGRAM PROVIDES CANDIDATES INFORMATION ON LAWS AND REGULATIONS AS THEY PERTAIN TO PROMOTING TEACHER BEHAVIOR THAT IS POSITIVE AND SELF-REGULATORY AS WELL AS PROMOTING SAFE EDUCATIONAL ENVIRONMENTS. THE PROGRAM PROVIDES OPPORTUNITIES FOR DEMONSTRATION OF ETHICAL STANDARDS, OF TEACHING, OF EVIDENCE BASED EDUCATIONAL PRACTICES IN RELATION TO THEORIES, RESEARCH AND REGULATIONS NECESSARY TO THE PROVISION OF SERVICES TO INDIVIDUALS WITH DISABILITIES AND THEIR FAMILIES.

FORTUNE SCHOOL’S PROGRAM DESIGN ENGAGES CANDIDATES IN LEARNING ACTIVITIES THAT FACILITATE THE INSTRUCTION IN THE PHILOSOPHY, HISTORY, AND LEGAL REQUIREMENTS, AND ETHICAL PRACTICES OF SPECIAL EDUCATION UNDERSTANDING AS EXAMPLED BELOW:

MODULE B: FOUNDATIONS OF TEACHING

CANDIDATES ARE INTRODUCED TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL, AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO “NO CHILD LEFT BEHIND” AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). FURTHERMORE, CANDIDATES WILL STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT, INCLUDING CONSTRUCTIVIST THEORY, BLOOM’S TAXONOMY, AND BACKWARDS DESIGN. CANDIDATES WILL ALSO BE INTRODUCED TO CURRENT TRENDS AND ISSUES OF INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.

ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION

GOAL WRITING REVIEW ([MEASUREABLE ARTIFACT](#))

EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT

CO-PLANNING & CO-TEACHING SUCCESS

([COMPETENCY-BASED ARTIFACT](#))

CO-PLANNING & CO-TEACHING SUCCESS

(*COMPETENCY-BASED ARTIFACT*)

CREATE/IDENTIFY OPPORTUNITIES FOR CO-TEACHING PARTNERS WHO WISH TO IMPROVE THEIR PLANNING PRACTICES. COLLABORATIVE PLANNING, OR CO-PLANNING, OCCURS WHEN A SPECIAL AND GENERAL EDUCATOR COMBINE THEIR EXPERTISE TO PLAN INSTRUCTIONAL CONTENT, INSTRUCTIONAL DELIVERY, AND ASSESSMENT OF STUDENT LEARNING AND MAY BE USED IN AN IEP. EXPLORE THE ABILITY TO COLLABORATE, COOPERATE, AND/OR CO-TEACH EFFECTIVELY AS A MEMBER OF A TEAM WITH INDIVIDUALS WITH MILD/MODERATE DISABILITIES, STUDENTS

WITH ASD, ADMINISTRATORS, TEACHERS, RELATED SERVICE PERSONNEL, SPECIALISTS, PARAPROFESSIONALS, MEMBERS OF THE STUDENT STUDY TEAM, INTERVENTION TEAM, THE IEP TEAM, FAMILY MEMBERS, AND NON-FAMILY CAREGIVERS.

ESMM 205 HAS AN ACCOMPANYING PRACTICUM. THE PRACTICUM HOURS FOCUS ON SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM AND CONNECTING THEORETICAL TEXTS TO PRACTICE. FOR ALL DISTRICT INTERNS, THE PRACTICUM READINGS AND ACTIVITIES ARE AIMED AT ADDRESSING ISSUES OF DIVERSITY AND ETHICAL STANDARDS OF TEACHING ACROSS THE DISTRICT INTERN'S EXPERIENCE IN THE PROGRAM, FROM THEORETICAL PERSPECTIVES (IN THE FORM OF READINGS), PRACTICAL TOOLS (IN OBSERVATIONS AND COLLABORATION WITH COLLEAGUES, FIELD SUPERVISORS, AND ON-SITE MENTORS), AND PERSONAL REFLECTIONS (IN WRITTEN SUBMISSIONS CONNECTING READINGS, EXPERIENCES IN THE CLASSROOM, AND PERSONAL HISTORIES, IN ALIGNMENT WITH TPE 6) (SEE [PRACTICUM SYLLABUS](#)).

PRACTICUM EXPERIENCES ARE EXTENDED FOR DISTRICT INTERNS PURSUING AN EDUCATION SPECIALIST CREDENTIAL; THESE READINGS AND FIELD EXPERIENCES NOT ONLY ALIGN WITH THE COURSEWORK FOR THE DISTRICT INTERNS BUT ALSO CONNECT TO THE DISTRICT INTERNS' DAILY PRACTICE (SEE [PRACTICUM SYLLABUS](#)). THESE PRACTICUM ACTIVITIES AND EXPERIENCES HAVE AN EMPHASIS ON INDIVIDUALIZING INSTRUCTION, COLLABORATION WITH COLLEAGUES, AND FORMATIVE ASSESSMENT.

**ESMM 203 APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION
ANALYSIS IEP PRESENT LEVELS/ACADEMIC REPORT/PSYCHO-EDUCATIONAL EVALUATION
([MEASUREABLE ARTIFACT](#))**

A "STATEMENT OF THE CHILD'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE," INCLUDING AN EXPLANATION OF "HOW THE CHILD'S DISABILITY AFFECTS THE CHILD'S INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM." REVIEW SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT MEASURES BY THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE), SPECIAL EDUCATION DIVISION (SED) AND DIVE DEEPLY INTO THE PROCESS OF DISSEMINATING EDUCATIONAL DATA FOR IMPROVING THE QUALITY OF EDUCATION FOR ALL STUDENTS, WITH AN EMPHASIS ON STUDENTS WITH DISABILITIES. PROVIDE RESOURCES THROUGH A TEACHER-GUIDED ACTIVITY FOR UNDERSTANDING THE LEGAL REQUIREMENTS OF A PSYCHO-

EDUCATIONAL ASSESSMENT SO THAT IT IS “LEGALLY DEFENSIBLE

LEGALLY DEFENSIBLE IEP: ([COMPETENCY-BASED ARTIFACT’S](#))

WRITE AND SCORE A LEGALLY DEFENSIBLE IEP; THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT REQUIRES THAT EACH INDIVIDUALIZED EDUCATION PROGRAM CONTAIN AND ADDRESS ETHICAL ELEMENTS. CANDIDATES REVIEW THE ESSENTIAL COMPONENTS OF A LEGALLY DEFENSIBLE IEP.

ESMM 205 HAS AN ACCOMPANYING PRACTICUM. THE PRACTICUM HOURS FOCUS ON SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM AND CONNECTING THEORETICAL TEXTS TO PRACTICE. FOR ALL DISTRICT INTERNS, THE PRACTICUM READINGS AND ACTIVITIES ARE AIMED AT ADDRESSING ISSUES OF DIVERSITY AND ETHICAL STANDARDS OF TEACHING ACROSS THE DISTRICT INTERN’S EXPERIENCE IN THE PROGRAM, FROM THEORETICAL PERSPECTIVES (IN THE FORM OF READINGS), PRACTICAL TOOLS (IN OBSERVATIONS AND COLLABORATION WITH COLLEAGUES, FIELD SUPERVISORS, AND ON-SITE MENTORS), AND PERSONAL REFLECTIONS (IN WRITTEN SUBMISSIONS CONNECTING READINGS, EXPERIENCES IN THE CLASSROOM, AND PERSONAL HISTORIES, IN ALIGNMENT WITH TPE 6) (SEE [PRACTICUM SYLLABUS](#)).

PRACTICUM EXPERIENCES ARE EXTENDED FOR DISTRICT INTERNS PURSUING AN EDUCATION SPECIALIST CREDENTIAL; THESE READINGS AND FIELD EXPERIENCES NOT ONLY ALIGN WITH THE COURSEWORK FOR THE DISTRICT INTERNS BUT ALSO CONNECT TO THE DISTRICT INTERNS’ DAILY PRACTICE (SEE [PRACTICUM SYLLABUS](#)). THESE PRACTICUM ACTIVITIES AND EXPERIENCES HAVE AN EMPHASIS ON INDIVIDUALIZING INSTRUCTION, COLLABORATION WITH COLLEAGUES, AND FORMATIVE ASSESSMENT.

THE [CO-PLANNING & CO-TEACHING SUCCESS](#) ARTIFACT (**ESMM 205**) PROVIDES OPPORTUNITIES FOR MEASURING ETHICAL STANDARDS OF TEACHING THROUGH DEMONSTRATION OF ETHICAL CONSIDERATIONS DURING PRE-PLANNING, THROUGH THE EVALUATION OF LEGAL AND ETHICAL OBLIGATIONS, AND IS ASSESSED BY QUANTIFIABLY MEASURING ETHICAL RESPONSIBILITIES.

**PROGRAM STANDARD 3:
EDUCATING DIVERSE LEARNERS**

THE PROGRAM PROVIDES INSTRUCTION IN UNDERSTANDING AND ACCEPTANCE OF DIFFERENCES IN CULTURE, CULTURAL HERITAGE, ETHNICITY, LANGUAGE, AGE, RELIGION, SOCIAL ECONOMIC STATUS, GENDER IDENTITY/EXPRESSION, SEXUAL ORIENTATION, AND ABILITIES AND DISABILITIES OF INDIVIDUALS SERVED. IN ADDITION, THE PROGRAM PROVIDES KNOWLEDGE AND APPLICATION OF PEDAGOGICAL THEORIES, DEVELOPMENT OF ACADEMIC LANGUAGE AND PRINCIPLES/PRACTICES FOR ENGLISH LANGUAGE USAGE LEADING TO COMPREHENSIVE LITERACY IN ENGLISH. THE PROGRAM ENSURES EACH CANDIDATE IS ABLE TO DEMONSTRATE KNOWLEDGE, SKILLS AND ABILITIES TO BECOME PROFICIENT IN IMPLEMENTING EVIDENCE BASED AND MULTIFACETED METHODOLOGIES AND STRATEGIES NECESSARY IN TEACHING AND ENGAGING STUDENTS WITH DISABILITIES FROM DIVERSE POPULATIONS.

FORTUNE SCHOOL PROGRAM DESIGN ENGAGES CANDIDATES IN LEARNING ACTIVITIES THAT FACILITATE THE UNDERSTANDING OF CULTURAL AWARENESS AND APPRECIATION ALONG WITH THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE AS EXAMPLED BELOW:

**MODULE D: SUPPORTING DIVERSE LEARNERS
CURRENT TRENDS REFLECTIONS/PRACTICUM
ARTIFACTS ([MEASURABLE ARTIFACT](#))**

DISTRICT INTERNS WILL READ SCHOLARLY ARTICLES DESIGNED TO CONNECT THEORY TO PRACTICE. DISTRICT INTERN PREPAREDNESS FOR EACH CLASS WILL ENABLE FURTHER TEACHER DEVELOPMENT IN SKILL AND PEDAGOGY. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.

- *READING/LA FRAMEWORK*
- *SIOP MODEL*
- *TESOL QUARTERLY JOURNALS*
- *BEST PRACTICES FOR ELL STUDENTS IN PERSONALIZED ENVIRONMENTS (J. BOLKEN)*
- *READ RUBY PAYNE'S A FRAMEWORK FOR UNDERSTANDING POVERTY*
- *CONFERRING NOTES BY C. TOVANI*

PRE-SERVICE: ORGANIZING AND MANAGING THE CLASSROOM

**CURRENT TRENDS REFLECTIONS/PRACTICUM
ARTIFACTS ([MEASURABLE ARTIFACT](#))**

DISTRICT INTERNS WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- *REINKE ET AL.'S "PBIS IN THE CLASSROOM"*
- *NOGUERA*
- *MOLL ET AL. "FUNDS OF KNOWLEDGE"*
- *"GROWING UP LGBT IN AMERICA"*
- *"GUIDELINES FOR ATTENDING TO GENDER IDENTITY, GENDER EXPRESSION, AND SEXUAL ORIENTATION"*

**DISTRICT INTERN PROGRAM PRACTICUM SYLLABUS
ON-SITE LEARNING EXPERIENCES ([MEASURABLE ARTIFACT](#))**

ESMM 205 HAS AN ACCOMPANYING PRACTICUM. THE PRACTICUM HOURS FOCUS ON SUPPORTING DIVERSE

LEARNERS IN THE CLASSROOM AND CONNECTING THEORETICAL TEXTS TO PRACTICE. ([EXAMPLE 1](#) AND [EXAMPLE 2](#) SHOW APPLICATION OF PEDAGOGICAL THEORIES AND DEVELOPMENT OF ACADEMIC LANGUAGE. [EXAMPLE 3](#) SHOWS HOW THESE APPLICATIONS ARE MEASURED.)

**ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES
FSE LESSON PLAN TEMPLATE ([MEASURABLE ARTIFACT](#))**

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE MODIFIED EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS).

**CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS
([MEASURABLE ARTIFACT](#))**

DISTRICT INTERNS WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- REINKE ET AL.'S "PBIS IN THE CLASSROOM"
- NOGUERA
- MOLL ET AL. "FUNDS OF KNOWLEDGE"
- "GROWING UP LGBT IN AMERICA"
- "GUIDELINES FOR ATTENDING TO GENDER IDENTITY, GENDER EXPRESSION, AND SEXUAL ORIENTATION"

**DISTRICT INTERN PROGRAM PRACTICUM SYLLABUS
ON-SITE LEARNING EXPERIENCES ([MEASURABLE ARTIFACT](#))**

ESMM 205 HAS AN ACCOMPANYING PRACTICUM. THE PRACTICUM HOURS FOCUS ON SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM AND CONNECTING THEORETICAL TEXTS TO PRACTICE. ([EXAMPLE 1](#) AND [EXAMPLE 2](#) SHOW APPLICATION OF PEDAGOGICAL THEORIES AND DEVELOPMENT OF ACADEMIC LANGUAGE. [EXAMPLE 3](#) SHOWS HOW THESE APPLICATIONS ARE MEASURED.)

DISTRICT INTERNS READ AND REFLECT ON SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS METHODS TO DEVELOP PEDAGOGY AND TO DEVELOP THEIR ACADEMIC LANGUAGE. THESE CURRENT TRENDS PROVIDE RESOURCES FOR PREPARING DISTRICT INTERNS TO BECOME REFLECTIVE PRACTITIONERS AND TO GUIDE FURTHER INSTRUCTIONAL PLANNING ([SYSTEM OF SUPPORTS – ESMM 201](#)).

ESMM 205 HAS AN ACCOMPANYING PRACTICUM. THE PRACTICUM HOURS FOCUS ON SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM AND CONNECTING THEORETICAL TEXTS TO PRACTICE. ([EXAMPLE 1](#) AND [EXAMPLE 2](#) SHOW APPLICATION OF PEDAGOGICAL THEORIES AND DEVELOPMENT OF ACADEMIC LANGUAGE THROUGH THE CRITICAL THINKING AND APPLICATION OF PRACTICUM REFLECTIONS. [EXAMPLE 3](#) SHOWS HOW THESE APPLICATIONS ARE MEASURED.)

**PROGRAM STANDARD 4:
EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS**

THE PROGRAM PROVIDES INSTRUCTION IN COMMUNICATING, COLLABORATING AND CONSULTING EFFECTIVELY WITH (1) INDIVIDUALS WITH DISABILITIES AND THEIR PARENTS, AND PRIMARY CAREGIVERS, (2) GENERAL/SPECIAL EDUCATION TEACHERS, AND CO-TEACHERS, RELATED SERVICE PERSONNEL, AND ADMINISTRATORS, (3) TRANS-DISCIPLINARY TEAMS INCLUDING BUT NOT LIMITED TO MULTI-TIERED INTERVENTION STRATEGIES, SECTION 504, IEP/IFSP/ITP. THE PROGRAM PROVIDES OPPORTUNITIES FOR THE CANDIDATE TO ESTABLISH AND WORK IN PARTNERSHIPS TO DESIGN, IMPLEMENT, AND EVALUATE APPROPRIATE, INTEGRATED SERVICES BASED ON INDIVIDUAL STUDENT NEEDS. THE PROGRAM INFORMS CANDIDATES OF THE IMPORTANCE OF COMMUNICATING EFFECTIVELY WITH THE BUSINESS COMMUNITY, PUBLIC AND NON-PUBLIC AGENCIES, TO PROVIDE THE COHESIVE DELIVERY OF SERVICES, AND BRIDGE TRANSITIONAL STAGES ACROSS THE LIFE SPAN FOR ALL LEARNERS.

**ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING
MOCK MANIFESTATION DETERMINATION:
([PROFESSIONAL COMPETENCY-BASED ARTIFACT](#))**

- PARTICIPATE EFFECTIVELY IN MANIFESTATION DETERMINATION HEARINGS FOR STUDENTS WITH MILD/MODERATE DISABILITIES
- PREPARE SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION
- IDENTIFY EFFECTIVE COMMUNICATION, COLLABORATION, AND CONSULTING PRACTICES WITH PARENT(S)/GUARDIAN(S)/CAREGIVER(S)
- IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE

ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION

- **GOAL WRITING REVIEW AND ITP**
([MEASUREABLE ARTIFACT](#))
- **ITP PROCESS** ([MEASUREABLE ARTIFACT](#))

EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

**ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT
CO-PLANNING & CO-TEACHING SUCCESS
([COMPETENCY-BASED ARTIFACT](#))**

CREATE/IDENTIFY OPPORTUNITIES FOR CO-TEACHING PARTNERS WHO WISH TO IMPROVE THEIR PLANNING PRACTICES. COLLABORATIVE PLANNING, OR CO-PLANNING, OCCURS WHEN A SPECIAL AND GENERAL EDUCATOR COMBINE THEIR EXPERTISE TO PLAN INSTRUCTIONAL CONTENT, INSTRUCTIONAL DELIVERY, AND ASSESSMENT OF STUDENT LEARNING AND MAY BE USED IN AN IFSP. EXPLORE THE ABILITY TO COLLABORATE, COOPERATE, AND/OR CO-TEACH EFFECTIVELY AS A MEMBER OF A TEAM WITH INDIVIDUALS WITH MILD/MODERATE DISABILITIES, STUDENTS WITH ASD, ADMINISTRATORS, TEACHERS, RELATED SERVICE PERSONNEL, SPECIALISTS, PARAPROFESSIONALS, MEMBERS OF THE STUDENT STUDY TEAM, INTERVENTION TEAM, THE IEP TEAM, FAMILY MEMBERS, AND NON-FAMILY CAREGIVERS.

EVIDENCE OF DISTRICT INTERNS COLLABORATING REGARDING THE ITP AND COMMUNICATING EFFECTIVELY REGARDING VARIOUS COMMUNITIES OF PRACTICE IS FOUND WITHIN THE FOLLOWING: **ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION**

	<ul style="list-style-type: none"> • GOAL WRITING REVIEW AND ITP (MEASUREABLE ARTIFACT) • ITP PROCESS (MEASUREABLE ARTIFACT) <p>EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.</p> <p>INVESTIGATING THE TRANSITION MEASUREABLE ARTIFACT (ESMM 204). THE PROGRAM PROVIDES OPPORTUNITIES FOR DISTRICT INTERNS TO EVIDENCE COMMUNICATING EFFECTIVELY WITH BUSINESSES AND AGENCIES AND BRIDGING THE TRANSITION PROCESS. DISTRICT INTERNS DEMONSTRATE EXPERIENCE EVIDENCED FROM RESEARCHING EDUCATIONAL AND COMMUNITY AGENCIES FROM A VARIETY OF CONTACT POINTS; DEVELOP SUPPORT PLAN(S) THAT HELP THE STUDENT, FAMILY, OR OTHER COMMUNITY AGENCIES AND SYSTEMS OF SUPPORT DESIRED TRANSITION ROUTE OR OPTIONS; AND DEVELOP A PLAN THAT ENGAGES GUARDIAN(S)/PARENT(S) AND COMMUNITY PARTNERS IN THE PLANNING AND DESIGN OF DESIRED TRANSITION ROUTE OR OPTIONS.</p> <p>MOCK MANIFESTATION DETERMINATION ARTIFACT (ESMM 201). DISTRICT INTERNS IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE TO FURTHER DEMONSTRATE THE IMPORTANCE OF COMMUNICATING EFFECTIVELY TO PROVIDE THE COHESIVE DELIVERY OF SERVICES FOR ALL LEARNERS.</p>
--	--

**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.

FORTUNE SCHOOL'S PROGRAM DESIGN ALSO INCLUDES A COHERENT CANDIDATE ASSESSMENT SYSTEM TO PROVIDE FORMATIVE INFORMATION TO CANDIDATES REGARDING THEIR PROGRESS TOWARDS THE CREDENTIAL AS REFLECTED QUARTERLY USING A SNAPSHOT AND AS REFLECTED THROUGHOUT THE PROGRAM:

ASSESSMENT CYCLE (TO SHOW SYSTEMATIC AND CONTINUOUS COLLECTION AND ANALYSIS OF DATA, WHICH INFLUENCES PROGRAM CHANGES)

ASSESSMENT ARTIFACT DESCRIPTIONS

A TPE ALIGNED **PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS** ENSURE STUDENT UNDERSTANDING OF CONTENT AT A PROFICIENT LEVEL. THE ADDITIONAL MEASUREABLE ARTIFACTS (BELOW) ENSURE MULTIPLE OPPORTUNITIES AT VARYING LEVELS OF DEPTH OF KNOWLEDGE AND WITH DIVERSE THEORETICAL PERSPECTIVES FOR CANDIDATES TO LEARN, APPLY, AND REFLECT ON TPEs.

ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES CASE STUDY AND MULTIPLE MEASURES
(COMPETENCY-BASED ARTIFACT & RUBRIC)

WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY. DEVELOP A MULTIPLE MEASURES BINDER OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS.

MEASUREABLE ARTIFACTS:

ADMIT/EXIT SLIPS ARE (PARTICIPATION AND COLLABORATION)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOOLGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL).

CURRENT TRENDS REFLECTIONS/ARTIFACTS ARE MEASURABLE ARTIFACTS EMBEDDED IN ALL COURSES. CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

ACTIVE CLASS PARTICIPATION ELEMENTS

(PARTICIPATION AND COLLABORATION)

- **PREPARATION:** PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
- **SUBSTANTIVE CONTRIBUTIONS:** MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
- **ATTENDANCE:** ATTEND THE ENTIRE CLASS SESSION

PROFESSIONAL DISPOSITION CHECKLIST: *(PARTICIPATION AND COLLABORATION)*

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

THE FORTUNE SCHOOL **SPECIAL** IS ALIGNED TO THE CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS TO ENSURE BEGINNING LEVEL PRACTITIONERS ARE PLANNING EFFECTIVE LESSONS TO MEET THE NEEDS OF STUDENTS WITH SPECIAL NEEDS AS EXAMPLED BELOW:

ACCOMMODATIONS INCLUDING MODIFICATIONS AND/OR EXTENDED LEARNING

CONSIDERATIONS:

- BEHAVIORAL NEEDS
- ACADEMIC NEEDS
- ENGLISH LEARNER NEEDS
- IEP GOALS
- SCAFFOLDING
- OPPORTUNITIES TO PRE- OR RE-TEACH
- GENERALIZATION

ESMM 207 ARTIFACTS DETAIL HOW DISTRICT INTERNS ASSESS STUDENTS FROM DIVERSE BACKGROUNDS AND FROM

VARYING LANGUAGE, COMMUNICATION, AND COGNITIVE ABILITIES. TO DEMONSTRATE THE KNOWLEDGE OF REQUIRED STATEWIDE ASSESSMENTS.

ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES CASE STUDY AND MULTIPLE MEASURES

(COMPETENCY-BASED ARTIFACT & RUBRIC)

WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY. DEVELOP A MULTIPLE MEASURES BINDER OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS.

THE PROGRAM PROVIDES OPPORTUNITIES FOR DISTRICT INTERNS TO LEARN FROM VARIOUS EXPERTS IN THE FIELD THROUGH [TOPIC SEMINARS](#). THESE SEMINARS PROVIDE RESOURCES FOR DISTRICT INTERNS TO LEARN SKILLS AND STRATEGIES FOR ASSESSING STUDENTS FROM DIVERSE BACKGROUNDS FROM VARYING LANGUAGE, COMMUNICATION AND COGNITIVE ABILITIES.

[CASE STUDY \(MODULE D\)](#). DISTRICT INTERNS WILL PREPARE A CASE STUDY OF A STUDENT AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND THAT INCLUDES APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD FURTHER INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE CASE STUDY PORTFOLIO INCLUDES THE FOLLOWING REQUIREMENT TO DEMONSTRATE UNDERSTANDING OF THEIR PLANNING AND ASSESSING OF STUDENTS WITH DIVERSE BACKGROUNDS AND FROM VARYING LANGUAGE, COMMUNICATION, AND COGNITIVE ABILITIES, AS WELL AS THEIR KNOWLEDGE OF STATEWIDE ASSESSMENTS:

- STUDENT BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NON-EDUCATIONAL FACTORS INCLUDING DIVERSE BACKGROUND AND COGNITIVE ABILITIES) – USE ALIAS/ANONYMITY
- ASSESSMENTS & DATA ANALYSIS FOR VARIOUS LEARNERS INCLUDING LEARNERS WITH DIVERSE BACKGROUNDS AND DIVERSE COGNITIVE ABILITIES

	<ul style="list-style-type: none">• VARIOUS STANDARDIZED ASSESSMENTS: AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART, WOODCOCK JOHNSON, ETC.
--	---

**PROGRAM STANDARD 6:
USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY**

THE PROGRAM PROVIDES OPPORTUNITIES FOR CANDIDATES TO ACQUIRE THE ABILITY TO USE COMPUTER-BASED TECHNOLOGY TO FACILITATE THE TEACHING AND LEARNING PROCESS. EACH CANDIDATE DEMONSTRATES KNOWLEDGE AND UNDERSTANDING OF THE APPROPRIATE USE OF COMPUTER-BASED TECHNOLOGY FOR INFORMATION COLLECTION, ANALYSIS AND MANAGEMENT IN THE INSTRUCTIONAL SETTING. CANDIDATES DEMONSTRATE KNOWLEDGE OF ASSISTIVE TECHNOLOGY INCLUDING LOW AND HIGH EQUIPMENT AND MATERIALS TO FACILITATE COMMUNICATION, CURRICULUM ACCESS, AND SKILL DEVELOPMENT OF STUDENTS WITH DISABILITIES.

**MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY
FSE LESSON PLAN TEMPLATE ([COMPETENCY-BASED ARTIFACT](#))**

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS (SPECIAL EDUCATION, ELL, GATE, AND/OR OTHER IDENTIFIED SUBGROUPS).

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

- **FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))**
- **ASSISTIVE TECHNOLOGY DEEP DIVE INVENTORY ([MEASUREABLE ARTIFACT](#))**
- **TECHNOLOGY ASSESSMENT PLAN ([MEASUREABLE ARTIFACT](#))**
- **EDUCATION BENEFIT ANALYSIS ([MEASUREABLE ARTIFACT](#))**

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE MODIFIED EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS).

**ED 309: TECHNOLOGY IN THE CLASSROOM
APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION ([COMPETENCY-BASED ARTIFACT](#))**

CANDIDATES WILL DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM (WEBSITE, BLOG, YOUTUBE CHANNEL, LMS, ETC.). IN COLLABORATION WITH THEIR

COLLEAGUES IN THE COURSE, CANDIDATES WILL PROVIDE FEEDBACK TO ONE ANOTHER ON THE MATERIALS AND THEIR DELIVERY IN AN ONLINE SPACE, ADJUSTING THEIR PLATFORMS AS NECESSARY TO ENSURE HIGHLY EFFECTIVE INSTRUCTION.

THE FOLLOWING ARTIFACTS ARE INCLUDED TO DEMONSTRATE THE USE OF COMPUTER-BASED TECHNOLOGY AND ASSISTIVE TECHNOLOGY TO FACILITATE TEACHING AND LEARNING.

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

- ***FSE LESSON PLAN TEMPLATE*** ([MEASUREABLE ARTIFACT](#))
- ***ASSISTIVE TECHNOLOGY DEEP DIVE INVENTORY*** ([MEASUREABLE ARTIFACT](#))
- ***TECHNOLOGY ASSESSMENT PLAN*** ([MEASUREABLE ARTIFACT](#))
- ***EDUCATION BENEFIT ANALYSIS*** ([MEASUREABLE ARTIFACT](#))

**PROGRAM STANDARD 7:
TRANSITION AND TRANSITIONAL PLANNING**

THE PROGRAM PROVIDES OPPORTUNITIES FOR CANDIDATES TO PLAN, IMPLEMENT, AND EVALUATE TRANSITIONAL LIFE EXPERIENCES FOR STUDENTS WITH DISABILITIES ACROSS THE LIFESPAN. EACH CANDIDATE COLLABORATES WITH PERSONNEL FROM OTHER EDUCATIONAL AND COMMUNITY AGENCIES TO PLAN FOR SUCCESSFUL TRANSITIONS BY STUDENTS. EACH CANDIDATE DEMONSTRATES THE KNOWLEDGE AND ABILITY TO TEACH STUDENTS APPROPRIATE SELF-DETERMINATION AND EXPRESSION SKILLS.

ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION

THIS COURSE EXAMINES THE FACTORS ASSOCIATED WITH SUCCESSFUL PLANNING AND IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP), INCLUDING TRANSITION EXPERIENCES FOR STUDENTS WITH MILD/MODERATE DISABILITIES. IT INCLUDES AN OVERVIEW OF THE LEGISLATIVE POLICY BASE FOR TRANSITION AND EMPHASIZES VALIDATED TRANSITION PRACTICES. THE COURSE PROVIDES EDUCATION AND EXPERIENCES IN PARTICIPATION IN THE REFERRAL AND IDENTIFICATION PROCESS, CASE MANAGEMENT, DEVELOPING COMPLIANT IEPs AND PARENT INVOLVEMENT IN THE IEP PROCESS.

- **STUDENT-LED IEP TOOLKIT** ([MEASUREABLE ARTIFACT](#))
- **INVESTIGATING TRANSITION PROCESS** ([MEASUREABLE ARTIFACT](#))

GOAL WRITING REVIEW ([MEASUREABLE ARTIFACT](#))

EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

INTERVIEW AND PRESENTATION ([COMPETENCY-BASED ARTIFACT](#))

INTERVIEW WITH TRANSITIONAL RESOURCES IN SELPA OF SERVICE (EX., CASE MANAGERS IN PROGRAMS TRANSITIONING STUDENTS TO/FROM CANDIDATE'S CURRENT CASELOAD, WORKABILITY OR OTHER COMMUNITY RESOURCES FOR STUDENTS TRANSITIONING TO ADULTHOOD).

THE FOLLOWING ESMM 204 ARTIFACTS DEMONSTRATE DISTRICT INTERNS' KNOWLEDGE AND APPLICATION OF APPROPRIATE SELF-DETERMINATION AND EXPRESSION SKILLS AND COLLABORATIONS WITH VARIOUS EDUCATIONAL AND COMMUNITY AGENCIES.

ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION

- **STUDENT-LED IEP TOOLKIT** ([MEASUREABLE ARTIFACT](#))
- **INVESTIGATING TRANSITION PROCESS** ([MEASUREABLE ARTIFACT](#))

[INVESTIGATING THE TRANSITION MEASUREABLE ARTIFACT](#)

(ESMM 204). THE PROGRAM PROVIDES OPPORTUNITIES FOR DISTRICT INTERNS TO EVIDENCE COMMUNICATING

EFFECTIVELY WITH BUSINESSES AND AGENCIES AND BRIDGING THE TRANSITION PROCESS. DISTRICT INTERNS DEMONSTRATE EXPERIENCE EVIDENCED FROM RESEARCHING EDUCATIONAL AND COMMUNITY AGENCIES FROM A VARIETY OF CONTACT POINTS; DEVELOP SUPPORT PLAN(S) THAT HELP THE STUDENT, FAMILY, OR OTHER COMMUNITY AGENCIES AND SYSTEMS OF SUPPORT DESIRED TRANSITION ROUTE OR OPTIONS; AND DEVELOP A PLAN THAT ENGAGES GUARDIAN(S)/PARENT(S) AND COMMUNITY PARTNERS IN THE PLANNING AND DESIGN OF DESIRED TRANSITION ROUTE OR OPTIONS.

[MOCK MANIFESTATION DETERMINATION ARTIFACT \(ESMM 201\)](#). DISTRICT INTERNS IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE TO FURTHER DEMONSTRATE THE IMPORTANCE OF COMMUNICATING EFFECTIVELY TO PROVIDE THE COHESIVE DELIVERY OF SERVICES FOR ALL LEARNERS.

**PROGRAM STANDARD 8:
PARTICIPATING IN ISFP/IEPs AND POST-SECONDARY TRANSITION PLANNING**

THE PROGRAM PROVIDES CANDIDATES OPPORTUNITIES TO DEMONSTRATE THE ABILITY TO PARTICIPATE EFFECTIVELY AS A TEAM MEMBER AND/OR CASE MANAGER FOR THE IFSP/IEP/TRANSITION PLANNING PROCESS, FROM PRE-REFERRAL INTERVENTIONS AND REQUISITE ASSESSMENT PROCESSES, THROUGH PLANNING SPECIALLY-DESIGNED INSTRUCTION TO SUPPORT ACCESS TO THE CORE CURRICULUM, DEVELOPING APPROPRIATE IFSP/IEP/TRANSITION PLANNING GOALS BASED ON STANDARDS AND FOLLOWING ALL LEGAL REQUIREMENTS OF THE IFSP/IEP/TRANSITION PLANNING PROCESS.

ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION

THIS COURSE EXAMINES THE FACTORS ASSOCIATED WITH SUCCESSFUL PLANNING AND IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP), INCLUDING TRANSITION EXPERIENCES FOR STUDENTS WITH MILD/MODERATE DISABILITIES. IT INCLUDES AN OVERVIEW OF THE LEGISLATIVE POLICY BASE FOR TRANSITION AND EMPHASIZES VALIDATED TRANSITION PRACTICES. THE COURSE PROVIDES EDUCATION AND EXPERIENCES IN PARTICIPATION IN THE REFERRAL AND IDENTIFICATION PROCESS, CASE MANAGEMENT, DEVELOPING COMPLIANT IEPs AND PARENT INVOLVEMENT IN THE IEP PROCESS.

GOAL WRITING REVIEW ([MEASUREABLE ARTIFACT](#))

EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

INTERVIEW AND PRESENTATION ([COMPETENCY-BASED ARTIFACT](#))

INTERVIEW WITH TRANSITIONAL RESOURCES IN SELPA OF SERVICE (EX., CASE MANAGERS IN PROGRAMS TRANSITIONING STUDENTS TO/FROM CANDIDATE’S CURRENT CASELOAD, WORKABILITY OR OTHER COMMUNITY RESOURCES FOR STUDENTS TRANSITIONING TO ADULTHOOD).

**STANDARD 9:
PREPARATION TO TEACH READING-LANGUAGE ARTS AND
THE READING / LANGUAGE ARTS FRAMEWORK.**

INTERN PROGRAM DELIVERY MODEL:
THE INTERN PRESERVICE COMPONENT INCLUDES INTRODUCTORY PREPARATION RELATIVE TO STANDARD 7: PREPARATION TO TEACH READING-LANGUAGE ARTS: MULTIPLE SUBJECT READING, WRITING, AND RELATED LANGUAGE INSTRUCTION.

**PRE-SERVICE MODULE: READING INSTRUCTION
PRACTICE-DRIVEN STRATEGIES LIBRARY
([COMPETENCY-BASED ARTIFACT](#))**

- a) ALL CANDIDATES WILL USE THEIR RESPECTIVE, CREDENTIAL-SPECIFIC TEMPLATES (MULTIPLE SUBJECT; SINGLE SUBJECT; EDUCATION SPECIALIST) TO COMPILE READING AND WRITING STRATEGIES THAT SUPPORT STUDENT LEARNING AND ENGAGEMENT IN THEIR CLASSROOM. THESE STRATEGIES MUST HAVE A DESCRIPTION WITH CITATION, THE PURPOSE OF THE SPECIFIC STRATEGY, AND THE RATIONALE FOR USING THAT STRATEGY WITHIN YOUR SPECIFIC CREDENTIALING AREA.
- b) **EDUCATION SPECIALIST CANDIDATES:** RESEARCH AND SELECT 10 STRATEGIES FOR EACH READING AND WRITING WITHIN YOUR SPECIFIC CONTENT AREA. WRITING STRATEGIES MAY BE FORMAL OR INFORMAL.

ED 200 METHODOLOGY OF TEACHING READING AND WRITING

INFORMAL READING INVENTORY ([COMPETENCY-BASED ARTIFACT](#))

WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT.

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS).

**PROGRAM STANDARD 10:
PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS**

INTERN PROGRAM DELIVERY MODEL:

THE INTERN PRE-SERVICE COMPONENT (PROVIDING SKILLS AND KNOWLEDGE REQUIRED PRIOR TO ENTERING THE CLASSROOM AS THE TEACHER OF RECORD) INCLUDES INTRODUCTORY PREPARATION RELATIVE TO STANDARD 10: PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS AS WELL AS ONGOING PREPARATION THROUGHOUT THE PROGRAM.

PRE-SERVICE: PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS

PARTICIPANTS WILL DEVELOP AN UNDERSTANDING OF THEORIES, PROGRAMS, AND INSTRUCTIONAL PRACTICES FOR ENGLISH LANGUAGE DEVELOPMENT, INCLUDING:

- DEVELOPING AN UNDERSTANDING OF LANGUAGE ACQUISITION THEORIES, INSTRUCTIONAL PROGRAMS, AND PEDAGOGICAL PRACTICES THAT SUPPORT THE ACADEMIC ENGLISH LANGUAGE PROFICIENCY OF ELLS.
- ACQUIRING KNOWLEDGE OF TECHNIQUES TO SUPPORT ENGLISH LANGUAGE ACQUISITION, CONTENT KNOWLEDGE, AND ACADEMIC LITERACY OF ELLS.
- APPLYING KNOWLEDGE OF CONTENT-BASED ENGLISH LANGUAGE DEVELOPMENT AND LITERACY STRATEGIES TO FACILITATE LEARNING OF THE CALIFORNIA CONTENT STANDARDS FOR A FULL RANGE OF LEARNERS IN THE CLASSROOM.

LANGUAGE OBJECTIVES ([PARTICIPATION AND COLLABORATION](#))

QUALITY LANGUAGE OBJECTIVES COMPLEMENT THE CONTENT KNOWLEDGE AND SKILLS IDENTIFIED IN CONTENT AREA STANDARDS AND ADDRESS THE ASPECTS OF ACADEMIC LANGUAGE THAT WILL BE DEVELOPED OR REINFORCED DURING THE TEACHING OF GRADE-LEVEL CONTENT CONCEPTS (ECHEVARRIA & SHORT, 2010). LANGUAGE OBJECTIVES SPECIFICALLY OUTLINE THE TYPE OF LANGUAGE THAT STUDENTS WILL NEED TO LEARN AND USE IN ORDER TO ACCOMPLISH THE GOALS OF THE LESSON. THESE OBJECTIVES INVOLVE THE FOUR LANGUAGE SKILLS (SPEAKING, LISTENING, READING, AND WRITING), BUT THEY CAN ALSO INCLUDE:

- THE LANGUAGE FUNCTIONS RELATED TO THE TOPIC OF THE LESSON (E.G., JUSTIFY, HYPOTHEZIZE)
- VOCABULARY ESSENTIAL TO A STUDENT BEING ABLE TO FULLY PARTICIPATE IN THE LESSON (E.G., AXIS, LOCATE, GRAPH)
- LANGUAGE LEARNING STRATEGIES TO AID IN COMPREHENSION (E.G, QUESTIONING, MAKING PREDICTIONS).

ADAPTED LANGUAGE OBJECTIVES AND ENGLISH LEARNER STRATEGIES ([COMPETENCY-BASED ARTIFACT](#))

CANDIDATES WILL MODIFY PROVIDED FSE LESSON PLANS TO BUILD SIOP MODEL STRATEGIES INTO THE LESSON IN SUPPORT OF ENGLISH LEARNERS USING THE FOLLOWING APPROACH:

- GRAPHIC ORGANIZERS THAT HELP ELL STUDENTS MAKE CONNECTIONS TO CONTENT

- VOCABULARY TOOLS THAT HELP ELL STUDENTS SEE NEW WORDS IN CONTEXT AND ENGAGE IN ACTIVITIES THAT INCREASE UNDERSTANDING OF VOCABULARY TERMS
- LITERACY STRATEGIES FOR HELPING ENGLISH LEARNERS IN EVERY GRADE DEVELOP THEIR SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

MODULE C: PLANNING FOR DATA-DRIVEN INSTRUCTION

LONG-TERM PLAN WITH ALIGNED ASSESSMENT
([COMPETENCY-BASED ARTIFACT](#))

USING THE STANDARDS AND CURRICULUM OF CANDIDATES' CLASSROOMS, CANDIDATES WILL DEVELOP A 4-6 WEEK LONG-TERM PLAN. IN ADDITION TO THIS, CANDIDATES WILL ALSO DEVELOP ONE ALIGNED SUMMATIVE ASSESSMENT, AS WELL AS A MINIMUM OF TWO ADDITIONAL FORMATIVE ASSESSMENTS. CANDIDATES SHOULD EMPLOY A VARIETY OF ASSESSMENT STRATEGIES, AS WELL AS NOTE HOW THEY WILL PROVIDE ACCOMMODATIONS FOR STUDENT SUBGROUPS AND EXTENSIONS OF STUDENT LEARNING INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS. THESE PLANS WILL BE PRESENTED DURING THE LAST MEETING OF THE COURSE, AND CANDIDATES WILL THEN REFLECT ON THE COLLABORATIVE FEEDBACK THEY RECEIVED.

MODULE D: SUPPORTING DIVERSE LEARNERS
CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS
([COMPETENCY-BASED ARTIFACT](#))

CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD CONTAIN LANGUAGE OBJECTIVES (PER SIOP) AND BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY, DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION, FOLLOWED BY A REFLECTION AND NEXT STEPS.

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES
FSE LESSON PLAN TEMPLATE
([MEASUREABLE ARTIFACT](#))

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS)..

PROGRAM PEDAGOGICAL ASSIGNMENTS ARE INCREASINGLY COMPLEX AND CHALLENGING AT VARYING LEVELS OF PROFICIENCY THROUGHOUT THE PROGRAM TO SUPPORT DIVERSE LEARNERS AND TO SUPPORT INTERNS AS TEACHERS OF RECORD AS EXAMPLED BELOW:

PRE-SERVICE

MODULE A4: PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS ([SYLLABUS](#))
INTRODUCTION LEVEL LESSON PLANNING

ADAPTED LANGUAGE OBJECTIVES AND ENGLISH LEARNER STRATEGIES

CANDIDATES WILL MODIFY PROVIDED FSE LESSON PLANS TO BUILD SIOP MODEL STRATEGIES INTO THE LESSON IN SUPPORT OF ENGLISH LEARNERS USING THE FOLLOWING APPROACH:

- GRAPHIC ORGANIZERS THAT HELP ELL STUDENTS MAKE CONNECTIONS TO CONTENT
- VOCABULARY TOOLS THAT HELP ELL STUDENTS SEE NEW WORDS IN CONTEXT AND ENGAGE IN ACTIVITIES THAT INCREASE UNDERSTANDING OF VOCABULARY TERMS
- LITERACY STRATEGIES FOR HELPING ENGLISH LEARNERS IN EVERY GRADE DEVELOP THEIR SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

I. YEAR I

MODULE D: SUPPORTING DIVERSE LEARNERS
DETAILED LESSON PLANNING WITH MODIFICATIONS

CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS

CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD

INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD CONTAIN LANGUAGE OBJECTIVES (PER SIOP) AND BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY, DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION, FOLLOWED BY A REFLECTION AND NEXT STEPS.

II. YEAR 2

MODULE G2: ADVANCED PLANNING & INSTRUCTIONAL DELIVERY

DETAILED LESSON PLANNING WITH MODIFICATIONS, DATA ANALYSIS, AND RATIONALE:

DATA ANALYSIS AND REFLECTION

CANDIDATES WILL SUBMIT DATA ANALYSIS AND REFLECTIONS. AN ANALYSIS OF FORMAL, INFORMAL, PROGRESS MONITORING, AND SUMMATIVE ASSESSMENTS WITH MODIFIED VERSIONS FOR ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS WILL BE CONDUCTED ALONG WITH A REFLECTION FOR RATIONAL SUPPORTED BY THEORY.

PROGRAM ADDRESSES ENGLISH LANGUAGE LEARNERS IN MODULE A4 SYLLABUS: **PRE-SERVICE**
MODULE A4: PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS ([SYLLABUS](#))

**PROGRAM STANDARD II:
TYPICAL AND ATYPICAL DEVELOPMENT**

INTERN PROGRAM DELIVERY MODEL:
THE INTERN PRE-SERVICE COMPONENT (PROVIDING SKILLS AND KNOWLEDGE REQUIRED PRIOR TO ENTERING THE CLASSROOM AS THE TEACHER OF RECORD) INCLUDES INTRODUCTORY PREPARATION RELATIVE TO STANDARD II: TYPICAL AND ATYPICAL DEVELOPMENT AS WELL AS ONGOING PREPARATION THROUGHOUT THE PROGRAM.

FORTUNE SCHOOL PROGRAM DESIGN ENGAGES DISTRICT INTERNS TO EFFECTIVELY TEACH ALL CALIFORNIA PUBLIC STUDENTS TO MEET KEY ELEMENTS AS THE TEACHER OF RECORD.

PRE-SERVICE

[PRE-SERVICE COURSE SCOPE & SEQUENCE](#)
[PRE-SERVICE CALENDAR](#)

MODULE A5: TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT ([SYLLABUS](#))

CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AND TOOLS WILL BE USED TO MEASURE SUCH ELEMENTS AS ADOLESCENT GROWTH AND DEVELOPMENT:

FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT

D: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

TPE 8 – LEARNING ABOUT STUDENTS	PRESENT (3)	EMERGING (2)	WEAK (1)
UNDERSTANDING CHILD AND ADOLESCENT DEVELOPMENT			
UNDERSTANDING HOW TO LEARN ABOUT STUDENTS			
USING METHODS TO LEARN ABOUT STUDENTS			
CONNECTING STUDENT INFORMATION TO LEARNING			

SUMMATIVE OBSERVATION FORM

TPE 8 – LEARNING ABOUT STUDENTS

- UNDERSTANDING CHILD AND ADOLESCENT DEVELOPMENT
- UNDERSTANDING HOW TO LEARN ABOUT STUDENTS
- USING METHODS TO LEARN ABOUT STUDENTS
- CONNECTING STUDENT INFORMATION TO LEARNING

EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
4	3	2	1

FORTUNE SCHOOL PROGRAM DESIGN ENGAGES CANDIDATES IN LEARNING ACTIVITIES THAT FACILITATE THE

UNDERSTANDING OF THE RANGE OF FACTORS AFFECTING STUDENT LEARNING SUCH AS THE EFFECTS OF POVERTY, RACE, AND SOCIOECONOMIC STATUS; AND KNOWLEDGE OF THE RANGE OF POSITIVE BEHAVIORAL SUPPORTS FOR STUDENTS. AS EXAMPLED BELOW:

MODULE B: FOUNDATIONS OF TEACHING

CANDIDATES ARE INTRODUCED TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL, AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO “NO CHILD LEFT BEHIND” AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). FURTHERMORE, CANDIDATES WILL STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT, INCLUDING CONSTRUCTIVIST THEORY, BLOOM’S TAXONOMY, AND BACKWARDS DESIGN. CANDIDATES WILL ALSO BE INTRODUCED TO CURRENT TRENDS AND ISSUES OF INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.

PROGRAM PEDAGOGICAL ASSIGNMENTS ARE INCREASINGLY COMPLEX AND CHALLENGING AT VARYING LEVELS OF PROFICIENCY ([PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS](#)) THROUGHOUT THE PROGRAM TO SUPPORT INTERNS AS TEACHERS OF RECORD.

PRE-SERVICE

[PRE-SERVICE COURSE SCOPE & SEQUENCE](#)

[PRE-SERVICE CALENDAR](#)

MODULE A5: TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT ([SYLLABUS](#))

[MODULE A COURSE DESCRIPTIONS](#)

[TEACHING EXCEPTIONAL CHILDREN CBA](#) DISTRICT INTERNS WILL PRODUCE EVIDENCE OF THEIR LEARNING OF DEVELOPMENTAL STAGES (ATYPICAL AND TYPICAL) THROUGH THEIR APPLICATION OF INSTRUCTIONAL DESIGN.

[CASE STUDY \(MODULE D\)](#). DISTRICT INTERNS WILL PREPARE A CASE STUDY OF A STUDENT AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT’S NEEDS IN MIND THAT INCLUDES APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD FURTHER INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A

	<p>VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE CASE STUDY PORTFOLIO INCLUDES THE FOLLOWING REQUIREMENT TO DEMONSTRATE UNDERSTANDING OF THEIR LEARNING OF AND PLANNING FOR TYPICAL AND ATYPICAL DEVELOPMENT:</p> <ul style="list-style-type: none">• INSTRUCTIONAL STRATEGIES (INCLUDE THEORY AND RATIONALE):<ul style="list-style-type: none">▪ SIOP MODEL▪ SCAFFOLDING▪ <u>TYPICAL AND ATYPICAL DEVELOPMENT - COGNITIVE, PHYSICAL AND SOCIAL-EMOTIONAL SKILLS.</u>▪ VARIOUS MODALITIES OF LEARNING▪ ENGLISH LEARNERS▪ IMPLEMENTATION OF TECHNOLOGY (INCLUDING ASSISTIVE TECHNOLOGY)
--	---

**PROGRAM STANDARD 12:
BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING**

THE PROGRAM ENSURES THAT CANDIDATES DEMONSTRATE KNOWLEDGE AND THE ABILITY TO IMPLEMENT SYSTEMS THAT ASSESS, PLAN, AND PROVIDE ACADEMIC AND SOCIAL SKILL INSTRUCTION TO SUPPORT POSITIVE BEHAVIOR IN ALL STUDENTS, INCLUDING STUDENTS WHO PRESENT COMPLEX SOCIAL COMMUNICATION, BEHAVIORAL AND EMOTIONAL NEEDS. THE PROGRAM PROVIDES CANDIDATES INFORMATION ON LAWS AND REGULATIONS AS THEY PERTAIN TO PROMOTING BEHAVIOR THAT IS POSITIVE AND SELF-REGULATORY AS WELL AS PROMOTING SAFE SCHOOLS.

PRE-SERVICE: ORGANIZING AND MANAGING THE CLASSROOM

CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS ([*MEASURABLE ARTIFACT*](#))

DISTRICT INTERNS WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- REINKE ET AL.'S "PBIS IN THE CLASSROOM"
- NOGUERA
- MOLL ET AL. "FUNDS OF KNOWLEDGE"

CLASSROOM MANAGEMENT PLAN TEMPLATE ([*COMPETENCY-BASED ARTIFACT*](#))

DEVELOP AND DELIVER A CLASSROOM MANAGEMENT PLAN THAT ADDRESSES THE FOLLOWING:

- RATIONALE AND VISION:
- POSITIVE BEHAVIOR SUPPORT PLAN:
- ESTABLISHING ROUTINES
- REDIRECTION AND CONSEQUENCES

COMMUNICATION AND INVOLVEMENT PLAN FOR FAMILIES -SEE THE COMPETENCY-BASED ARTIFACT FOLDER VIA *SCHOOLGY* FOR ASSIGNMENT DESCRIPTION AND RUBRIC.

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING FSE LESSON PLAN TEMPLATE ([*MEASUREABLE ARTIFACT*](#))

DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB)

- SEL SKILLS USING FORMATIVE ASSESSMENTS
- SYSTEMS OF SUPPORTS PRACTICES

FUNCTIONAL ASSESSMENT ANALYSIS (FAA): ([*PARTICIPATION AND COLLABORATION*](#))

WRITE A QUALITY BIP (SCORING ADEQUATE OR ABOVE). DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF

APPLIED BEHAVIOR ANALYSIS AS A MEANS FOR ANALYZING, INTERPRETING, AND CHANGING BEHAVIOR.

MOCK MANIFESTATION DETERMINATION:

(COMPETENCY-BASED ARTIFACT)

- PARTICIPATE EFFECTIVELY IN MANIFESTATION DETERMINATION HEARINGS
- PREPARE SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION
- IDENTIFY EFFECTIVE COMMUNICATION, COLLABORATION, AND CONSULTING PRACTICES WITH PARENT(S)/GUARDIAN(S)/CAREGIVER(S)
- IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE

ESMM 203 APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION

ANALYSIS IEP PRESENT LEVELS/ACADEMIC REPORT/PSYCHO-EDUCATIONAL EVALUATION

(MEASUREABLE ARTIFACT)

A "STATEMENT OF THE CHILD'S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE," INCLUDING AN EXPLANATION OF "HOW THE CHILD'S DISABILITY AFFECTS THE CHILD'S INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM." REVIEW SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT MEASURES BY THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE), SPECIAL EDUCATION DIVISION (SED) AND DIVE DEEPLY INTO THE PROCESS OF DISSEMINATING EDUCATIONAL DATA FOR IMPROVING THE QUALITY OF EDUCATION FOR ALL STUDENTS, WITH AN EMPHASIS ON STUDENTS WITH DISABILITIES. PROVIDE RESOURCES THROUGH A TEACHER-GUIDED ACTIVITY FOR UNDERSTANDING THE LEGAL REQUIREMENTS OF A PSYCHO-EDUCATIONAL ASSESSMENT SO THAT IT IS "LEGALLY DEFENSIBLE.

LEGALLY DEFENSIBLE IEP: (COMPETENCY-BASED ARTIFACT)

WRITE AND SCORE A LEGALLY DEFENSIBLE IEP; THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT REQUIRES THAT EACH INDIVIDUALIZED EDUCATION PROGRAM CONTAIN AND ADDRESS ETHICAL ELEMENTS. CANDIDATES REVIEW THE ESSENTIAL COMPONENTS OF A LEGALLY DEFENSIBLE IEP.

ESMM 201 PROVIDES EVIDENCE OF DISTRICT INTERN'S ABILITIES TO ASSESS BEHAVIOR AND APPLY SOCIAL SKILLS TRAINING PER LAWS AND REGULATIONS.

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING

FSE LESSON PLAN TEMPLATE (MEASUREABLE ARTIFACT)

	<p>DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING <u>FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB)</u></p> <ul style="list-style-type: none">• SEL SKILLS USING FORMATIVE ASSESSMENTS• SYSTEMS OF SUPPORTS PRACTICES
--	--

**PROGRAM STANDARD 13:
CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES**

INTERN PROGRAM DELIVERY MODEL:

THE INTERN PRE-SERVICE COMPONENT (PROVIDING SKILLS AND KNOWLEDGE REQUIRED PRIOR TO ENTERING THE CLASSROOM AS THE TEACHER OF RECORD) INCLUDES INTRODUCTORY PREPARATION IN GENERAL AND SPECIALTY SPECIFIC PEDAGOGY RELATIVE TO THE AUTHORIZED AS WELL AS ONGOING PREPARATION THROUGHOUT THE PROGRAM.

**PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN
DEVELOP AN ADAPTATION PLAN ([COMPETENCY-BASED ARTIFACT](#))**

EXPLAIN THE BENEFITS AND USE OF EMBEDDED INSTRUCTION OF IEP OBJECTIVES WITHIN INSTRUCTIONAL ROUTINES; USE AN ACTIVITY MATRIX AS A TOOL TO PLAN FOR EMBEDDED INSTRUCTION AND ASSESSMENT ON INDIVIDUALIZED TARGETS; DEFINE UNIVERSAL DESIGN FOR LEARNING (UDL) FOR STUDENTS WITH MILD AND MODERATE EDUCATIONAL DISABILITIES. IDENTIFY CHARACTERISTICS OF STUDENTS WITH ASD FOR LESSON PLANNING AND IMPLEMENTATION.

PRE-SERVICE: INSTRUCTIONAL PLANNING (CONTENT SEMINAR)

FSE LESSON PLAN TEMPLATE ([COMPETENCY-BASED ARTIFACT](#))

DEVELOP A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. CANDIDATES WILL PLAN, TEACH A PORTION OF, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT, SUPPORT ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS, AND GUIDE STUDENTS TO MASTERY OF THE LEARNING GOAL(S)/OBJECTIVE(S).

**MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY
RIGOR AND RELEVANCE FRAMEWORK ([MEASURABLE ARTIFACT](#))**

COMPLETE ACTIVITIES RELATED TO THE RIGOR AND RELEVANCE FRAMEWORK DEVELOPED TO ENSURE THE INCLUSION OF BOTH RIGOR AND RELEVANCE IN INSTRUCTION. THE FRAMEWORK CONSISTS OF FOUR QUADRANTS THAT REFLECT THESE TWO DIMENSIONS OF HIGHER STANDARDS AND STUDENT ACHIEVEMENT. *DEVELOP MODIFIED LESSONS TO MEET THE NEEDS OF VARIOUS LEARNERS INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS AND PROVIDE RATIONALE FOR STRATEGIES.*

FSE LESSON PLAN TEMPLATE ([COMPETENCY-BASED ARTIFACT](#))

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL

INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS, INCLUDING SUBGROUPS (SPECIAL EDUCATION, ELL, GATE, AND/OR OTHER IDENTIFIED SUBGROUPS).

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE MODIFIED EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS).

EDUCATIONAL BENEFIT ANALYSIS: ([COMPETENCY-BASED ARTIFACT](#))

COMPLETE AN AUDIT OF 3 IEP'S FOR A CURRENT CASELOAD STUDENT USING TEMPLATE (VIA *SCHOOLGY*). SELECT A STUDENT WHO WAS ASSESSED AT LEAST 2.5 YEARS AGO AND HAS HAD TWO SUBSEQUENT ANNUAL IEP MEETINGS. YOU WILL BE TRACING 3 YEARS OF ED BENEFIT FOR A SINGLE STUDENT. COMPLETE ONE CHART FOR EACH YEAR OF REVIEW (A TOTAL OF 3).

**PROGRAM STANDARD 14:
CREATING HEALTHY LEARNING ENVIRONMENTS**

CANDIDATES LEARN HOW PERSONAL, FAMILY, SCHOOL, COMMUNITY AND ENVIRONMENTAL FACTORS ARE RELATED TO STUDENTS' ACADEMIC, PHYSICAL, EMOTIONAL AND SOCIAL WELL-BEING. CANDIDATES LEARN ABOUT THE EFFECTS OF STUDENT HEALTH AND SAFETY ON LEARNING AND STUDY THE LEGAL RESPONSIBILITIES OF TEACHERS RELATED TO STUDENT HEALTH AND SAFETY. PROGRAMS PROVIDE PROFESSIONAL DEVELOPMENT FOR CANDIDATES TO UNDERSTAND AND UTILIZE UNIVERSAL PRECAUTIONS DESIGNED TO PROTECT THE HEALTH AND SAFETY OF THE CANDIDATES THEMSELVES. CANDIDATES ACQUIRE KNOWLEDGE OF DIVERSE FAMILY STRUCTURES, COMMUNITY CULTURES, AND CHILD REARING PRACTICES IN ORDER TO DEVELOP RESPECTFUL AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES.

ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING

CURRENT TRENDS ([MEASURABLE ARTIFACT](#))

DISTRICT INTERNS WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

HEALTH RELATED CURRENT TREND CURRICULA RESOURCES:

STUDENTS WILL ADDRESS CURRENT TRENDS AND INITIATIVES BEING IMPLEMENTED WITHIN THE SCHOOLS. FOR EXAMPLE: LET'S MOVE ARTICLE REVIEWS – STUDENTS WILL REVIEW THE LET'S MOVE INITIATIVE PUT IN PLACE BY FORMER FIRST LADY MICHELLE OBAMA ([HTTP://WWW.LETSMOVE.GOV/](http://www.letsmove.gov/)). STUDENTS WILL CHOOSE TWO ARTICLES FOR REVIEWING (ARTICLE EXAMPLES INCLUDE: *FIRST LADY COLUMN ON EARLY CHILDHOOD*; *FIRST LADY COLUMN ON EMPOWERING PARENTS AND CAREGIVERS*; *FIRST LADY COLUMN ON HEALTHIER SCHOOLS*; *FIRST LADY COLUMN ON HEALTHY COMMUNITIES*; *FIRST LADY COLUMN ON PHYSICAL ACTIVITY*; *FIRST LADY COLUMN ON THE HEALTHY, HUNGER-FREE KIDS ACT*)

SAFETY AND CRISIS ISSUES: ([PARTICIPATION AND COLLABORATION](#))

STUDENTS WILL REVIEW AND ANALYZE THE CALIFORNIA CRISIS RESPONSE FOR SCHOOLS ([HTTP://WWW.CDE.CA.GOV/LS/SS/CP/CRISISRESP.ASP](http://www.cde.ca.gov/ls/ss/cp/crisisresp.asp)) BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?)

CPR CARDS ([PARTICIPATION AND COLLABORATION](#))

SUBMIT CPR CARDS (COPIES OF FRONT AND BACKS OF CARDS IS FINE) TO CREDENTIAL ANALYST VIA SCHOOLGY FOR CCTC CREDENTIALING PURPOSES.

SCHOOL SAFETY REVIEW PROJECT: ([COMPETENCY-BASED ARTIFACT](#))

	<p>STUDENTS WILL CREATE A SLIDESHOW BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?). ADDITIONALLY, STUDENTS WILL PREPARE AN EMERGENCY/CRISIS PROTOCOL AROUND AN ACTIVITY OR ELEMENT WITHIN A CLASSROOM SETTING (THAT COMPLIES WITH STATE AND LOCAL POLICIES IN PLACE); FOR EXAMPLE: DESIGN SAFETY RULES FOR CLASS ACTIVITIES, LABS, PLAY, ETC.,</p>
<p>CANDIDATES LEARN HOW DECISIONS AND COMMON BEHAVIORS OF CHILDREN AND ADOLESCENTS CAN ENHANCE OR COMPROMISE THEIR HEALTH AND SAFETY. CANDIDATES LEARN COMMON, CHRONIC AND COMMUNICABLE DISEASES OF CHILDREN AND ADOLESCENTS, AND HOW TO MAKE REFERRALS WHEN THESE DISEASES ARE RECOGNIZABLE AT SCHOOL. CANDIDATES LEARN EFFECTIVE STRATEGIES FOR ENCOURAGING THE HEALTHY NUTRITION OF CHILDREN AND YOUTH. CANDIDATES HAVE KNOWLEDGE AND UNDERSTANDING OF THE PHYSIOLOGICAL AND SOCIOLOGICAL EFFECTS OF ALCOHOL, NARCOTICS, DRUGS AND TOBACCO AND WAYS TO IDENTIFY, REFER AND SUPPORT STUDENTS AND THEIR FAMILIES WHO MAY BE AT RISK OF PHYSICAL, PSYCHOLOGICAL, EMOTIONAL OR SOCIAL HEALTH PROBLEMS. CANDIDATES COMPLETE INFANT, CHILD AND ADULT CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION THAT MEETS THE CRITERIA OF THE AMERICAN HEART ASSOCIATION OR THE AMERICAN RED CROSS.</p>	<p>ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING CPR CARDS (PARTICIPATION AND COLLABORATION) SUBMIT CPR CARDS (COPIES OF FRONT AND BACKS OF CARDS IS FINE) TO CREDENTIAL ANALYST VIA SCHOOLGY FOR CCTC CREDENTIALING PURPOSES.</p> <p>SCHOOL SAFETY REVIEW PROJECT: (COMPETENCY-BASED ARTIFACT) STUDENTS WILL CREATE A SLIDESHOW BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?). ADDITIONALLY, STUDENTS WILL PREPARE AN EMERGENCY/CRISIS PROTOCOL AROUND AN ACTIVITY OR ELEMENT WITHIN A CLASSROOM SETTING (THAT COMPLIES WITH STATE AND LOCAL POLICIES IN PLACE); FOR EXAMPLE: DESIGN SAFETY RULES FOR CLASS ACTIVITIES, LABS, PLAY, ETC.,</p> <p>PARTNERSHIP PROGRAM PLAN: (MEASURABLE ARTIFACT) DEVELOP RESEARCH-BASED PARTNERSHIP PROGRAM PLAN USING THE RESOURCES PROVIDED (FROM CDE) THAT ENGAGES ALL FAMILIES & COMMUNITY AND ENVIRONMENTAL FACTORS IN WAYS THAT CONTRIBUTE TO STUDENT SUCCESS IN SCHOOL AND SOCIETY.</p>

PROGRAM ADDED ADDITIONAL ARTIFACTS TO EVIDENCE DISTRICT INTERNS' LEARNING OF HOW PERSONAL, FAMILY, SCHOOL, COMMUNITY, AND ENVIRONMENTAL FACTORS ARE RELATED TO STUDENTS' ACADEMIC, PHYSICAL, EMOTIONAL, AND SOCIAL WELL-BEING AS WELL AS DEVELOPING RELATIONSHIPS WITH FAMILIES AND COMMUNITIES.

ESMM 202: PARTNERSHIP PROGRAM PLAN: ([MEASURABLE ARTIFACT](#))

DEVELOP RESEARCH-BASED PARTNERSHIP PROGRAM PLAN USING THE RESOURCES PROVIDED (FROM CDE) THAT ENGAGES ALL FAMILIES & COMMUNITY AND ENVIRONMENTAL FACTORS IN WAYS THAT CONTRIBUTE TO STUDENT SUCCESS IN SCHOOL AND SOCIETY.

THE [CASE MANAGEMENT PLAN & PORTFOLIO \(ESMM 205\)](#)

ALLOWS AN OPPORTUNITY FOR DISTRICT INTERNS TO PROVIDE EVIDENCE OF THEIR COLLABORATIVE EFFORTS WITH PARENT(S)/GUARDIAN(S) AND OTHER EXTERNAL EXPERTS AS NEEDED, TO DEVELOP AN ETHICAL PLAN TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES TO A STUDENT(S) IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION. ADDRESS STUDENTS' VARIOUS ACADEMIC, LINGUISTIC, CULTURAL, SOCIAL-EMOTIONAL WELL-BEING, PHYSICAL, AND ECONOMIC ASSETS AND NEEDS AND PROMOTE EQUITABLE PRACTICES AND ACCESS APPROPRIATE RESOURCES.

MODULE A5: TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT ([PRE-SERVICE PROGRAM](#))

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))

DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB) FOR STUDENTS WITH MILD AND MODERATE CHARACTERISTICS.

ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES CASE STUDY AND MULTIPLE MEASURES ([COMPETENCY-BASED ARTIFACT & RUBRIC](#))

WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY. DEVELOP A MULTIPLE MEASURES BINDER OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS.

- **MULTIPLE MEASURES PROJECT** ([MEASUREABLE ARTIFACT](#))

**PROGRAM STANDARD 15:
FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS**

INTERN PROGRAM DELIVERY MODEL:
THIS STANDARD MAY BE MET BY ACTIVITIES EMBEDDED IN COURSEWORK AND/OR VISITS/INTERACTIONS WITH SERVICE PROVIDERS. IT IS NOT INTENDED THAT INTERNS LEAVE THEIR WORK ASSIGNMENTS FOR AN EXTENDED PERIOD TO MEET THIS STANDARD.

THE FIELD SUPERVISION AND PRACTICUM ACTIVITIES ARE DESIGNED TO SUPPORT DISTRICT INTERNS' DEVELOPMENT AS TEACHERS. THE [FIELD EXPERIENCE](#) AND [PRACTICUM](#) ACTIVITIES PROVIDE MULTIPLE OPPORTUNITIES FOR DISTRICT INTERNS IN ALL CREDENTIALING PROGRAMS TO EXPAND THEIR UNDERSTANDING OF CALIFORNIA'S DIVERSE K-12 CLASSROOMS AND STUDENTS, BUILD THEIR SKILLS IN DIFFERENTIATION FOR STUDENTS ACROSS AGE/GRADE LEVELS AND STUDENTS WHO ARE IDENTIFIED WITHIN THE CONTINUUM OF SPECIAL EDUCATION SERVICES, AND STRENGTHEN THEIR CONNECTIONS BETWEEN THEORETICAL TEXTS AND CLASSROOM PRACTICE. THESE SEQUENTIAL (AS ALIGNED WITH DISTRICT INTERNS' COURSEWORK) AND DEVELOPMENTAL (AS SUPPORTED THROUGH FIELD SUPERVISORS AND ON-SITE MENTORS) ACTIVITIES HAVE BEEN DESIGNED TO INTEGRATE WITH THE COURSEWORK, WITH ACTIVITIES CONNECTING TO THE COMPETENCY-BASED ARTIFACTS FOR EACH MODULE AND IN SUPPORT OF THE THEORETICAL AND PEDAGOGICAL COURSEWORK. TO FACILITATE THESE CONNECTIONS, MODULE INSTRUCTORS WILL FACILITATE DISCUSSIONS (IN-CLASS AND ON-LINE VIA SCHOOLGY) THAT CONNECT THE WORK OF DISTRICT INTERNS' FIELD SUPERVISION, THE THEORY PRESENTED IN THE COURSEWORK AND PRACTICUM, AND THE FEEDBACK DISTRICT INTERNS RECEIVE FROM THEIR FIELD SUPERVISORS AND ON-SITE MENTORS.

SUPERVISION ACTIVITIES CENTER ON [GOAL SETTING](#) AND GROWTH FOR DISTRICT INTERNS AT THE BEGINNING OF THE YEAR IN COLLABORATION WITH BOTH THEIR FSE FIELD SUPERVISORS AND THEIR ON-SITE MENTORS, MOVING THROUGH THE ACADEMIC YEAR WITH A SCOPE AND SEQUENCE THAT INCREASES ATTENTION TO SPECIFIC AREAS OF DISTRICT INTERNS' CLASSROOM AND SPECIAL EDUCATION PRACTICE, ALL DRIVEN BY THE ASSESSMENT AND OBSERVATIONAL TOOLS:

- [ON-SITE MENTOR LOG SHEET](#)
- [OBSERVATION NOTES](#)
- [ACTION PLAN](#)
- [FIELD EXPERIENCE SYLLABUS](#)
- [DISTRICT INTERN FIELD SUPERVISION MANUAL](#)

THE FIELD SUPERVISION TOOLS HAVE FOCUSED AREAS FOR ADDRESSING ALL STUDENTS IN THE CLASSROOM, INCLUDING ASSESSING DISTRICT INTERNS' ABILITY TO ENGAGE RESPECTFULLY ACROSS LINES OF DIFFERENCE (RACE, SOCIO-ECONOMIC STATUS, LANGUAGE STATUS) AND THEIR ABILITY

TO DIFFERENTIATE INSTRUCTION FOR STUDENTS WITH DIVERSE ABILITIES AND NEEDS, INCLUDING THOSE STUDENTS IDENTIFIED AS HAVING SPECIAL NEEDS, ENGLISH LEARNERS, AND STUDENTS NEEDING BEHAVIORAL SUPPORT (SEE [PROFESSIONAL DISPOSITION CHECKLIST](#); [FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT](#)).

ADDITIONALLY, THE ON-SITE MENTOR'S SITE-SPECIFIC EXPERTISE PROVIDES A VALUE RESOURCE FOR DISTRICT INTERNS, WITH MENTORSHIP ACTIVITIES THAT INVOLVE (BUT ARE NOT LIMITED TO) OBSERVATIONS, PROFESSIONAL DEVELOPMENT, CO-TEACHING, AND DATA ANALYSIS SESSIONS PER [ON-SITE MENTOR LOG](#). THE ON-SITE MENTORS PROVIDE A NECESSARY SUPPORT FOR INTERNS NOT ONLY THROUGH THE REQUIRED HOURS, BUT ALSO THROUGH THEIR DEEPER KNOWLEDGE OF THE SCHOOL AND COMMUNITY IN WHICH THE DISTRICT INTERN IS SERVING.

THE FIELD SUPERVISION ACTIVITIES PROVIDE OPPORTUNITIES NOT ONLY FOR FORMAL OBSERVATION, BUT INFORMAL COLLABORATION AND OBSERVATION, INCLUDING (BUT NOT LIMITED TO) COLLABORATIVE PLANNING, DATA ANALYSIS CONVERSATIONS, AND CO-TEACHING OPPORTUNITIES WITH BOTH THE FSE FIELD SUPERVISOR AND THE ON-SITE MENTOR: [DISTRICT INTERN FIELD SUPERVISION MANUAL](#) [ON-SITE MENTOR LOG SHEET](#)

IN ADDITION TO THIS NEEDS-BASED, OBSERVATION-DRIVEN APPROACH TO FIELD SUPERVISION, THE PRACTICUM ACTIVITIES ARE SEQUENCED ACROSS DISTRICT INTERNS' TWO YEARS TO GRADUALLY IMPROVE TEACHERS' REFLECTIVE PRACTICE AND COLLABORATION WITH COLLEAGUES AS EVIDENCED IN THE [PRACTICUM SYLLABUS](#). THE PRACTICUM HOURS FOR ALL DISTRICT INTERNS HAVE A PARTICULAR FOCUS IN SUPPORTING DIVERSE LEARNERS IN THE CLASSROOM AND CONNECTING THEORETICAL TEXTS TO PRACTICE. FOR ALL DISTRICT INTERNS, THE PRACTICUM READINGS AND ACTIVITIES ARE AIMED AT ADDRESSING ISSUES OF DIVERSITY ACROSS THE DISTRICT INTERN'S EXPERIENCE IN THE PROGRAM, FROM THEORETICAL PERSPECTIVES (IN THE FORM OF READINGS), PRACTICAL TOOLS (IN OBSERVATIONS AND COLLABORATION WITH COLLEAGUES, FIELD SUPERVISORS, AND ON-SITE MENTORS), AND PERSONAL REFLECTIONS (IN WRITTEN SUBMISSIONS CONNECTING READINGS, EXPERIENCES IN THE CLASSROOM, AND PERSONAL HISTORIES, IN ALIGNMENT WITH TPE 6) (SEE [PRACTICUM SYLLABUS](#)).

PRACTICUM EXPERIENCES ARE EXTENDED FOR DISTRICT INTERNS PURSUING AN EDUCATION SPECIALIST CREDENTIAL; THESE READINGS AND FIELD EXPERIENCES NOT ONLY ALIGN WITH THE COURSEWORK FOR THE DISTRICT INTERNS BUT

	ALSO CONNECT TO THE DISTRICT INTERNS' DAILY PRACTICE (SEE PRACTICUM SYLLABUS). THESE PRACTICUM ACTIVITIES AND EXPERIENCES HAVE AN EMPHASIS ON INDIVIDUALIZING INSTRUCTION, COLLABORATION WITH COLLEAGUES, AND FORMATIVE ASSESSMENT.
--	--

**PROGRAM STANDARD 16:
ASSESSMENT OF CANDIDATE PERFORMANCE**

PRIOR TO RECOMMENDING EACH CANDIDATE FOR A TEACHING CREDENTIAL, ONE OR MORE PERSONS RESPONSIBLE FOR THE PROGRAM SHALL DETERMINE ON THE BASIS OF THOROUGHLY DOCUMENTED EVIDENCE THAT EACH CANDIDATE HAS DEMONSTRATED A SATISFACTORY PERFORMANCE ON THE FULL RANGE OF TEACHING PERFORMANCE EXPECTATIONS (TPEs) AS THEY APPLY TO THE SUBJECTS AND SPECIALTIES AUTHORIZED BY THE CREDENTIAL. DURING THE PROGRAM, CANDIDATES ARE GUIDED AND COACHED ON THEIR PERFORMANCE IN RELATION TO THE TPEs USING FORMATIVE PROCESSES. VERIFICATION OF CANDIDATE PERFORMANCE IS PROVIDED BY AT LEAST ONE SUPERVISING TEACHER AND ONE INSTITUTIONAL SUPERVISOR TRAINED TO ASSESS THE TPEs. AT LEAST ONE ASSESSOR SHALL HOLD AUTHORIZATION IN THE CANDIDATE’S CREDENTIAL AREA. AN INDIVIDUAL DEVELOPMENT PLAN WILL BE WRITTEN BEFORE THE CANDIDATE EXITS THE PRELIMINARY CREDENTIAL PREPARATION PROGRAM AND WILL INCLUDE RECOMMENDATIONS FOR FURTHER STUDY DURING THE CANDIDATE’S INDUCTION PROGRAM.

FORTUNE SCHOOL’S PROGRAM DESIGN ALSO INCLUDES A COHERENT CANDIDATE ASSESSMENT SYSTEM TO PROVIDE FORMATIVE INFORMATION TO CANDIDATES REGARDING THEIR PROGRESS TOWARDS THE CREDENTIAL AS REFLECTED QUARTERLY USING A SNAPSHOT AND AS REFLECTED THROUGHOUT THE PROGRAM:

ASSESSMENT CYCLE (TO SHOW SYSTEMATIC AND CONTINUOUS COLLECTION AND ANALYSIS OF DATA, WHICH INFLUENCES PROGRAM CHANGES)

ASSESSMENT ARTIFACT DESCRIPTIONS

A TPE ALIGNED PROFICIENCY ALIGNMENT OF ARTIFACTS AND CULMINATING PROJECTS ENSURE STUDENT UNDERSTANDING OF CONTENT AT A PROFICIENT LEVEL. THE ADDITIONAL MEASUREABLE ARTIFACTS (BELOW) ENSURE MULTIPLE OPPORTUNITIES AT VARYING LEVELS OF DEPTH OF KNOWLEDGE AND WITH DIVERSE THEORETICAL PERSPECTIVES FOR CANDIDATES TO LEARN, APPLY, AND REFLECT ON TPEs.

MEASUREABLE ARTIFACTS:

ADMIT/EXIT SLIPS ARE (*PARTICIPATION AND COLLABORATION*)

ADMIT AND EXIT SLIPS ARE WRITTEN RESPONSES (VIA SCHOOLGY) PROMPTED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS. THESE INFORMAL ASSESSMENTS MEASURE UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (WORKSHOP MODEL).

CURRENT TRENDS REFLECTIONS/ARTIFACTS ARE *MEASURABLE ARTIFACTS* EMBEDDED IN ALL COURSES.

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

ACTIVE CLASS PARTICIPATION ELEMENTS (*PARTICIPATION AND COLLABORATION*)

- **PREPARATION:** PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
- **SUBSTANTIVE CONTRIBUTIONS:** MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
- **ATTENDANCE:** ATTEND THE ENTIRE CLASS SESSION

PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

REQUIREMENTS OF ASSESSORS:

FORTUNE SCHOOL REQUIRES THAT ALL ASSESSORS OF DISTRICT INTERNS MEET STATE-MANDATED QUALIFICATIONS IN ORDER TO SERVE AS A DOCUMENTED ASSESSOR. ALL DISTRICT INTERNS HAVE TWO DOCUMENTED ASSESSORS AVAILABLE AT ALL TIMES:

- ON-SITE MENTOR
 - NOMINATED BY SCHOOL ADMINISTRATOR
 - VALID CORRESPONDING CLEAR OR LIFE CREDENTIAL
 - THREE YEARS SUCCESSFUL TEACHING
 - ENGLISH LEARNER AUTHORIZATION
 - EFFECTIVE CLASSROOM MANAGEMENT AND SUBJECT SPECIFIC PEDAGOGY
 - TRAINED IN FORTUNE SCHOOL'S MENTOR TRAINING PROGRAM
 - **PROFESSIONAL SERVICES AGREEMENT (PSA)** REQUIRED AS DOCUMENTATION TO SERVE AS DISTRICT INTERN'S ON-SITE MENTOR
- FIELD SUPERVISOR
 - CURRENT OR RETIRED EDUCATOR WITH EXPERIENCE IN THE FIELD OF EDUCATION
 - FIELD SUPERVISOR SERVES AS AN EMPLOYEE OF FORTUNE SCHOOL.
 - **VERIFICATION OF REQUIREMENTS** ARE MADE AT THE TIME OF EMPLOYMENT

ADDITIONAL DETAILS ARE AVAILABLE WITHIN FORTUNE SCHOOL'S MEMORANDUM OF UNDERSTANDING (**MOU**) THAT EACH PARTNERING SCHOOL OR DISTRICT IS REQUIRED TO SIGN AND IMPLEMENT.

REQUIREMENTS OF ASSESSORS:

FORTUNE SCHOOL REQUIRES THAT ALL ASSESSORS OF DISTRICT INTERNS MEET STATE-MANDATED QUALIFICATIONS IN ORDER TO SERVE AS A DOCUMENTED ASSESSOR. ALL DISTRICT INTERNS HAVE TWO DOCUMENTED ASSESSORS AVAILABLE AT ALL TIMES:

- ON-SITE MENTOR
 - NOMINATED BY SCHOOL ADMINISTRATOR
 - VALID CORRESPONDING CLEAR OR LIFE CREDENTIAL
 - THREE YEARS SUCCESSFUL TEACHING
 - ENGLISH LEARNER AUTHORIZATION

	<ul style="list-style-type: none"> • EFFECTIVE CLASSROOM MANAGEMENT AND SUBJECT SPECIFIC PEDAGOGY • TRAINED IN FORTUNE SCHOOL’S MENTOR TRAINING PROGRAM • PROFESSIONAL SERVICES AGREEMENT (PSA) REQUIRED AS DOCUMENTATION TO SERVE AS DISTRICT INTERN’S ON-SITE MENTOR • FIELD SUPERVISOR <ul style="list-style-type: none"> • CURRENT OR RETIRED EDUCATOR WITH EXPERIENCE IN THE FIELD OF EDUCATION • FIELD SUPERVISOR SERVES AS AN EMPLOYEE OF FORTUNE SCHOOL. • VERIFICATION OF REQUIREMENTS ARE MADE AT THE TIME OF EMPLOYMENT <p>ADDITIONAL DETAILS ARE AVAILABLE WITHIN FORTUNE SCHOOL’S MEMORANDUM OF UNDERSTANDING (MOU) THAT EACH PARTNERING SCHOOL OR DISTRICT IS REQUIRED TO SIGN AND IMPLEMENT.</p>
--	--

**MILD/MODERATE DISABILITIES (M/M) STANDARDS
PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIALS
AND OTHER RELATED SERVICES CREDENTIALS**

STANDARD	HOW THE INSTITUTION MEETS THE STANDARD
M/M STANDARD I: CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES	
<p>THE PROGRAM PROVIDES OPPORTUNITIES FOR EACH CANDIDATE TO IDENTIFY THE CHARACTERISTICS OF STUDENTS WITH MILD TO MODERATE DISABILITIES, INCLUDING STUDENTS IDENTIFIED WITH SPECIFIC LEARNING DISABILITIES, MILD/MODERATE INTELLECTUAL DISABILITIES, OTHER HEALTH IMPAIRMENTS, TRAUMATIC BRAIN INJURY, EMOTIONAL DISTURBANCE, AND AUTISM SPECTRUM DISORDERS AND TO DETERMINE THE IMPLICATIONS OF THESE CHARACTERISTICS FOR SERVICE DELIVERY.</p>	<p>PRE-SERVICE: INDIVIDUALIZED EDUCATION PROGRAM PARTICIPATE IN MOCK IEP MEETING (COMPETENCY-BASED ARTIFACT) PREPARE AND PARTICIPATE AS A MEMBER OF THE IEP TEAM TO WORK COLLABORATIVELY TO CREATE A MEANINGFUL PLAN DESIGNED WITH INTENTIONALITY TO CREATE EDUCATIONAL BENEFIT FOR THE STUDENT BY PROVIDING A FREE APPROPRIATE PUBLIC EDUCATION (FAPE) IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE). COORDINATION OF THE IEP PROCESS AND SERVICE DELIVERY FOR INDIVIDUALS REFERRED FOR SPECIAL EDUCATION AND FOR THOSE IDENTIFIED WITH MILD/MODERATE DISABILITIES.</p> <p>PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN DEVELOP AN ADAPTATION PLAN (COMPETENCY-BASED ARTIFACT) EXPLAIN THE BENEFITS AND USE OF EMBEDDED INSTRUCTION OF IEP OBJECTIVES WITHIN INSTRUCTIONAL ROUTINES; USE AN ACTIVITY MATRIX AS A TOOL TO PLAN FOR EMBEDDED INSTRUCTION AND ASSESSMENT ON INDIVIDUALIZED TARGETS; DEFINE UNIVERSAL DESIGN FOR LEARNING (UDL) FOR STUDENTS WITH MILD AND MODERATE EDUCATIONAL DISABILITIES. IDENTIFY CHARACTERISTICS OF STUDENTS WITH ASD FOR LESSON PLANNING AND IMPLEMENTATION.</p> <p>ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING FSE LESSON PLAN TEMPLATE (MEASUREABLE ARTIFACT) DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING <u>FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB)</u> FOR STUDENTS WITH MILD AND MODERATE CHARACTERISTICS.</p> <p>ED 200 METHODOLOGY OF TEACHING READING AND WRITING</p>

INFORMAL READING INVENTORY ([COMPETENCY-BASED ARTIFACT](#))

WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT WITH MILD/MODERATE DISABILITIES ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT.

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE MODIFIED EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS).

- ADAPTATION PLAN WITH GUIDED NOTES ([MEASUREABLE ARTIFACT](#))

ESMM 206 ARTIFACTS ADDRESS DISTRICT INTERNS' ABILITY TO IDENTIFY CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES AND TO DESIGN INSTRUCTION ACCORDINGLY.

ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

- ADAPTATION PLAN WITH GUIDED NOTES ([MEASUREABLE ARTIFACT](#))

[SYSTEMS OF SUPPORTS PRACTICES \(ESMM 201\)](#) PROVIDES RESOURCES THAT ALLOW DISTRICT INTERNS TO DEMONSTRATE THEIR ABILITY TO USE SYSTEMS OF SUPPORTS TO IDENTIFY THE CHARACTERISTIC OF STUDENTS WITH MILD TO MODERATE DISABILITIES AND TO USE THESE IDENTIFIED CHARACTERISTICS TO GUIDE THEIR INSTRUCTIONAL DESIGN ([TEACHING EXCEPTIONAL CHILDREN CBA](#))

MODULE A5: TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT ([PRE-SERVICE PROGRAM](#))

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.

**PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN
DEVELOP AN ADAPTATION PLAN ([COMPETENCY-BASED ARTIFACT](#))**

EXPLAIN THE BENEFITS AND USE OF EMBEDDED INSTRUCTION OF IEP OBJECTIVES WITHIN INSTRUCTIONAL ROUTINES; USE AN ACTIVITY MATRIX AS A TOOL TO PLAN FOR EMBEDDED INSTRUCTION AND ASSESSMENT ON INDIVIDUALIZED TARGETS; DEFINE UNIVERSAL DESIGN FOR LEARNING (UDL) FOR STUDENTS WITH MILD AND MODERATE EDUCATIONAL DISABILITIES. IDENTIFY CHARACTERISTICS OF STUDENTS WITH ASD FOR LESSON PLANNING AND IMPLEMENTATION.

**ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
CASE STUDY AND MULTIPLE MEASURES ([COMPETENCY-BASED ARTIFACT](#) & [RUBRIC](#))**

WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY. DEVELOP A MULTIPLE MEASURES BINDER OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS.

- **MULTIPLE MEASURES PROJECT ([MEASUREABLE ARTIFACT](#))**

ESMM 207 ARTIFACTS ADDRESS DISTRICT INTERNS' ABILITY TO ASSESS DEVELOPMENTAL, ACADEMIC, BEHAVIORS, SOCIAL, COMMUNICATION, CAREER, AND COMMUNITY LIFE SKILL NEEDS OF STUDENTS.

**ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
CASE STUDY AND MULTIPLE MEASURES ([COMPETENCY-BASED ARTIFACT](#) & [RUBRIC](#))**

- **MULTIPLE MEASURES PROJECT ([MEASUREABLE ARTIFACT](#))**

ESSM207 ARTIFACTS ADDRESS DISTRICT INTERNS' ABILITY TO ASSESS DEVELOPMENTAL, ACADEMIC, BEHAVIORS, SOCIAL, COMMUNICATION, CAREER, AND COMMUNITY LIFE SKILL NEEDS OF STUDENTS.

ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES CASE STUDY AND MULTIPLE MEASURES ([COMPETENCY-BASED ARTIFACT](#) & [RUBRIC](#))

- **MULTIPLE MEASURES PROJECT ([MEASUREABLE ARTIFACT](#))**

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))

DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING [FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS \(FERB\)](#) FOR STUDENTS WITH MILD AND MODERATE CHARACTERISTICS.

ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION

- **GOAL WRITING REVIEW AND ITP ([MEASUREABLE ARTIFACT](#))**
- **ITP PROCESS ([MEASUREABLE ARTIFACT](#))**

EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

PRE-SERVICE A5 SYLLABUS *CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES* (MEASUREABLE ARTIFACT) - BASED ON THE CLASSROOM DISCUSSION ABOUT THE EDUCATIONAL QUALIFYING CATEGORIES OF DISABILITY, INTERNS WILL BE ASSIGNED ONE CATEGORY OF DISABILITY TO RESEARCH. REQUIREMENTS: (1) RESEARCH HOW A STUDENT WITH THAT DISABILITY MAY PRESENT IN THE CLASSROOM (BULLET LIST) HIGHLIGHTING POTENTIAL STRENGTHS, NEEDS, AND PLANNING CONSIDERATIONS; (2) BE PREPARED TO PRESENT LEARNINGS IN CLASS AND TO SHARE EFFECTIVE INSTRUCTIONAL STRATEGIES AND POSSIBLE INTERVENTION STRATEGIES.

[SEE ATTACHED GRAPHIC ORGANIZER](#) FOR *CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES ACTIVITY* (MEASUREABLE ARTIFACT)

M/M STANDARD 3:

PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION

THE PROGRAM PREPARES CANDIDATES TO SELECT CURRICULA AND TO USE EVIDENCE-BASED INSTRUCTIONAL STRATEGIES THAT MEET THE DIVERSE LEARNING CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES ACROSS AN ARRAY OF ENVIRONMENTS AND ACTIVITIES. THE PROGRAM PREPARES CANDIDATES TO UTILIZE STANDARDS-BASED ASSESSMENT DATA TO COLLABORATIVELY DEVELOP IEP GOALS, ADAPTATIONS AND INSTRUCTIONAL PLANS THAT ARE RESPONSIVE TO THE UNIQUE NEEDS OF THE STUDENT AND THE REQUIREMENTS OF THE CORE CURRICULUM, AND ARE IMPLEMENTED AND ADJUSTED SYSTEMATICALLY TO PROMOTE MAXIMUM LEARNING AND ACADEMIC ACHIEVEMENT. THE PROGRAM PREPARES CANDIDATES TO HAVE KNOWLEDGE OF EVIDENCE-BASED CURRICULA AND INSTRUCTIONAL METHODS THAT ARE EFFECTIVE WITH STUDENTS WITH MILD/MODERATE DISABILITIES, INCLUDING SPECIALLY-DESIGNED CURRICULA AND METHODS FOR READING/LANGUAGE ARTS INSTRUCTION FOR STUDENTS WITH MILD/MODERATE READING DISORDERS. THE PROGRAM PROVIDES A KNOWLEDGE BASE OF STRATEGIES AND INTERVENTIONS FOR STUDENTS WHO ARE NOT RESPONDING TO THE CURRENT INSTRUCTIONAL ENVIRONMENT. THE PROGRAM PREPARES CANDIDATES TO CREATE INSTRUCTIONAL AND BEHAVIOR SUPPORT PARTNERSHIPS WITH PARENTS/FAMILIES.

PRE-SERVICE: INDIVIDUALIZED EDUCATION PROGRAM

PARTICIPATE IN MOCK IEP MEETING ([COMPETENCY-BASED ARTIFACT](#))

PREPARE AND PARTICIPATE AS A MEMBER OF THE IEP TEAM TO WORK COLLABORATIVELY TO CREATE A MEANINGFUL PLAN DESIGNED WITH INTENTIONALITY TO CREATE EDUCATIONAL BENEFIT FOR THE STUDENT BY PROVIDING A FREE APPROPRIATE PUBLIC EDUCATION (FAPE) IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE). COORDINATION OF THE IEP PROCESS AND SERVICE DELIVERY FOR INDIVIDUALS REFERRED FOR SPECIAL EDUCATION AND FOR THOSE IDENTIFIED WITH MILD/MODERATE DISABILITIES.

PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN DEVELOP AN ADAPTATION PLAN ([COMPETENCY-BASED ARTIFACT](#))

EXPLAIN THE BENEFITS AND USE OF EMBEDDED INSTRUCTION OF IEP OBJECTIVES WITHIN INSTRUCTIONAL ROUTINES; USE AN ACTIVITY MATRIX AS A TOOL TO PLAN FOR EMBEDDED INSTRUCTION AND ASSESSMENT ON INDIVIDUALIZED TARGETS; DEFINE UNIVERSAL DESIGN FOR LEARNING (UDL) FOR STUDENTS WITH MILD AND MODERATE EDUCATIONAL DISABILITIES. IDENTIFY CHARACTERISTICS OF STUDENTS WITH ASD FOR LESSON PLANNING AND IMPLEMENTATION.

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING FSE LESSON PLAN TEMPLATE ([MEASUREABLE ARTIFACT](#))

DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB) FOR STUDENTS WITH MILD AND MODERATE CHARACTERISTICS.

- **INSTRUCTIONAL STRATEGIES LIBRARY ([MEASURABLE ARTIFACT](#))**

ED 200: METHODOLOGY OF TEACHING READING AND WRITING

INFORMAL READING INVENTORY ([COMPETENCY-BASED ARTIFACT](#))

WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT WITH MILD/MODERATE DISABILITIES ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT.

ESMM 201 ARTIFACTS ADDRESS HOW DISTRICT INTERNS WILL PLAN AND IMPLEMENT CURRICULUM USING EVIDENCE-BASED INSTRUCTIONAL STRATEGIES AND INTERVENTIONS.

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING

INSTRUCTIONAL STRATEGIES LIBRARY ([MEASURABLE ARTIFACT](#))

**M/M STANDARD 4:
POSITIVE BEHAVIOR SUPPORT**

THE PROGRAM PREPARES CANDIDATES TO DEMONSTRATE COMPETENCE IN ESTABLISHING AND MAINTAINING AN EDUCATIONAL ENVIRONMENT THAT IS FREE FROM COERCION AND PUNISHMENT AND WHERE INTERVENTIONS ARE POSITIVE, PROACTIVE, AND RESPECTFUL OF STUDENTS. THE PROGRAM PREPARES CANDIDATES TO DEMONSTRATE THE ABILITY TO DESIGN AND IMPLEMENT POSITIVE BEHAVIORAL SUPPORT PLANS AND INTERVENTIONS BASED ON FUNCTIONAL BEHAVIOR ASSESSMENTS, AND PARTICIPATE IN MANIFESTATION DETERMINATION HEARINGS. THE PROGRAM PREPARES CANDIDATES TO PARTICIPATE EFFECTIVELY IN SCHOOL WIDE BEHAVIOR SUPPORT PROCESSES.

PRE-SERVICE: ORGANIZING AND MANAGING THE CLASSROOM

CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS ([*MEASURABLE ARTIFACT*](#))

DISTRICT INTERNS WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS DISCUSSIONS.

- REINKE ET AL.'S "PBIS IN THE CLASSROOM"
- NOGUERA
- MOLL ET AL. "FUNDS OF KNOWLEDGE"

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING

MOCK MANIFESTATION DETERMINATION:
([*PROFESSIONAL COMPETENCY-BASED ARTIFACT*](#))

- PARTICIPATE EFFECTIVELY IN MANIFESTATION DETERMINATION HEARINGS FOR STUDENTS WITH MILD/MODERATE DISABILITIES
- PREPARE SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION
- IDENTIFY EFFECTIVE COMMUNICATION, COLLABORATION, AND CONSULTING PRACTICES WITH PARENT(S)/GUARDIAN(S)/CAREGIVER(S)
- IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING

FSE LESSON PLAN TEMPLATE ([*MEASUREABLE ARTIFACT*](#))

DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB) FOR STUDENTS WITH MILD AND MODERATE CHARACTERISTICS.

- **SYSTEM OF SUPPORT** ([*MEASURABLE ARTIFACT*](#))

ESMM 201 ARTIFACTS ADDRESS HOW DISTRICT INTERNS DEMONSTRATE COMPETENCE IN ESTABLISHING AND MAINTAINING AN EDUCATIONAL ENVIRONMENT THAT IS FREE FROM COERCION AND PUNISHMENT AND WHERE INTERVENTIONS ARE POSITIVE, PROACTIVE, AND RESPECTFUL OF STUDENTS.

ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING

- **SYSTEM OF SUPPORT ([MEASURABLE ARTIFACT](#))**

IN THE PREPARATION OF A SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION, THE DISTRICT INTERNS DEVELOP AND IMPLEMENT A BEHAVIOR INTERVENTION PLAN (POSITIVE & NEGATIVE REINFORCEMENT FREE FROM COERCION USING PROACTIVE & RESPECTFUL STRATEGIES) EVIDENCED THROUGH THE [MOCK MANIFESTATION DETERMINATION \(ESMM 201\)](#)

**M/M STANDARD 5:
SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS
WITH MILD/MODERATE DISABILITIES**

THE PROGRAM PROVIDES EACH CANDIDATE WITH A DEPTH OF KNOWLEDGE AND SKILLS IN THE TEACHING OF READING, SPEAKING, LISTENING, WRITTEN LANGUAGE, AND MATHEMATICS TO INSURE ACCESS TO GENERAL EDUCATION CURRICULUM ACROSS SETTINGS. THE PROGRAM PREPARES CANDIDATES TO KNOW HOW MILD/MODERATE DISABILITIES IMPACT STUDENT LEARNING IN THESE AREAS AND KNOW HOW TO INSURE THAT EVIDENCE-BASED METHODS FOR TEACHING DEVELOPMENTAL READING AND SUBJECT-SPECIFIC READING SKILLS TO STUDENTS WITH MILD/MODERATE DISABILITIES. THE PROGRAM PREPARES CANDIDATES TO KNOW AND BE ABLE TO USE EFFECTIVE METHODS FOR TEACHING STUDENTS THE CONVENTIONS AND COMPOSITION SKILLS THAT ENABLE THEM TO COMMUNICATE THROUGH WRITING, TO KNOW HOW TO TEACH MATHEMATICAL SKILLS, APPLICATIONS AND PROBLEM-SOLVING METHODS, AND TO KNOW HOW TO SELECT AND ADAPT STANDARDS-BASED CURRICULA AND SUPPLEMENTARY MATERIALS IN THESE SKILL AREAS.

ED 200 METHODOLOGY OF TEACHING READING AND WRITING

INFORMAL READING INVENTORY ([COMPETENCY-BASED ARTIFACT](#))

WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT WITH MILD/MODERATE DISABILITIES ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT WITH MILD/MODERATE DISABILITIES.

PRE-SERVICE MODULE: READING INSTRUCTION PRACTICE-DRIVEN STRATEGIES LIBRARY

([COMPETENCY-BASED ARTIFACT](#))

- a) ALL CANDIDATES WILL USE THEIR RESPECTIVE, CREDENTIAL-SPECIFIC TEMPLATES (MULTIPLE SUBJECT; SINGLE SUBJECT; EDUCATION SPECIALIST) TO COMPILE READING AND WRITING STRATEGIES THAT SUPPORT STUDENT LEARNING AND ENGAGEMENT IN THEIR CLASSROOM. THESE STRATEGIES MUST HAVE A DESCRIPTION WITH CITATION, THE PURPOSE OF THE SPECIFIC STRATEGY, AND THE RATIONALE FOR USING THAT STRATEGY WITHIN YOUR SPECIFIC CREDENTIALING AREA.
- b) **MULTIPLE SUBJECT CANDIDATES:** RESEARCH AND SELECT 5-7 STRATEGIES FOR EACH OF THE FOUR AREAS OF A BALANCED LITERACY BLOCK (READ ALOUD, SHARED READING, GUIDED READING, & WRITING).
- c) **EDUCATION SPECIALIST CANDIDATES:** RESEARCH AND SELECT 10 STRATEGIES FOR EACH READING AND WRITING WITHIN YOUR SPECIFIC CONTENT AREA. WRITING STRATEGIES MAY BE FORMAL OR INFORMAL.

ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES CASE STUDY AND MULTIPLE MEASURES ([COMPETENCY-BASED ARTIFACT & RUBRIC](#))

WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY. DEVELOP A MULTIPLE MEASURES BINDER OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS

	<p>USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS.</p> <ul style="list-style-type: none">• PRACTICE-DRIVEN STRATEGIES LIBRARY (MEASUREABLE ARTIFACT) <p>ESMM 207 ARTIFACTS ADDRESS HOW DISTRICT INTERNS PROVIDE EVIDENCE FOR PLANNING AND TEACHING, LISTENING AND SPEAKING SKILLS, AND MATHEMATICS.</p> <p>ESMM 207: ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES</p> <ul style="list-style-type: none">• PRACTICE-DRIVEN STRATEGIES LIBRARY (MEASUREABLE ARTIFACT)
--	---

**M/M STANDARD 6:
CASE MANAGEMENT**

THE PROGRAM PREPARES CANDIDATES IN CASE MANAGEMENT PRACTICES AND STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES AND FOR THOSE REFERRED FOR SPECIAL EDUCATION SERVICES.

**PRE-SERVICE: TEACHING EXCEPTIONAL CHILDREN
DEVELOP AN ADAPTATION PLAN ([COMPETENCY-BASED ARTIFACT](#))**

EXPLAIN THE BENEFITS AND USE OF EMBEDDED INSTRUCTION OF IEP OBJECTIVES WITHIN INSTRUCTIONAL ROUTINES; USE AN ACTIVITY MATRIX AS A TOOL TO PLAN FOR EMBEDDED INSTRUCTION AND ASSESSMENT ON INDIVIDUALIZED TARGETS; DEFINE UNIVERSAL DESIGN FOR LEARNING (UDL) FOR STUDENTS WITH MILD AND MODERATE EDUCATIONAL DISABILITIES. IDENTIFY CHARACTERISTICS OF STUDENTS WITH ASD FOR LESSON PLANNING AND IMPLEMENTATION.

**ESMM 204: TRANSITION PLANNING IN SPECIAL
EDUCATION**

THIS COURSE PROVIDES EDUCATION AND EXPERIENCES IN PARTICIPATION IN THE REFERRAL AND IDENTIFICATION PROCESS, CASE MANAGEMENT, DEVELOPING COMPLIANT IEPs AND PARENT INVOLVEMENT IN THE IEP PROCESS FOR STUDENTS WITH MILD/MODERATE DISABILITIES.

**CURRENT TRENDS REFLECTIONS/OBSERVATION
ARTIFACTS ([MEASURABLE ARTIFACT](#))**

COMPLETION OF REFLECTION QUESTIONS AFTER OBSERVING IN 2 SETTINGS THAT SERVICE STUDENTS AT DIFFERENT TRANSITIONAL STAGES THAN CURRENT ASSIGNMENT (EX. MIDDLE SCHOOL RSP TEACHERS MAY CHOOSE TO VISIT AN INTEGRATED PRESCHOOL, ELEMENTARY, HIGH SCHOOL, OR ADULT PROGRAM THAT WOULD SERVE STUDENTS SIMILAR TO THOSE ON THE CANDIDATES CURRENT CASELOAD)

INTERVIEW AND PRESENTATION ([COMPETENCY-BASED ARTIFACT](#))

INTERVIEW WITH TRANSITIONAL RESOURCES IN SELPA OF SERVICE (EX., CASE MANAGERS IN PROGRAMS TRANSITIONING STUDENTS TO/FROM CANDIDATE'S CURRENT CASELOAD, WORKABILITY OR OTHER COMMUNITY RESOURCES FOR STUDENTS TRANSITIONING TO ADULTHOOD).

EDUCATION SPECIALIST PROGRAM

SCOPE & SEQUENCE:

CURRICULUM FOR EDUCATION SPECIALIST – MILD/MODERATE

PRE-SERVICE – MODULE A		HOURS	UNITS
A1:	OVERVIEW OF THE PRE-SERVICE PROGRAM	5	0.5
A2:	ORGANIZING & MANAGING THE CLASSROOM/POSITIVE BEHAVIOR MANAGEMENT	30	3.0
A3:	PREPARATION TO TEACH READING / LANGUAGE ARTS	20	2.0
A4:	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS	45	4.5
A5:	TEACHING EXCEPTIONAL CHILDREN – TYPICAL & ATYPICAL DEVELOPMENT	20	2.0
A6:	INDIVIDUALIZED EDUCATION PROGRAMS – DEVELOPMENT & IMPLEMENTATION	30	3.0
PRACTICUM A:	FIELD EXPERIENCE	5	0.5
A1:	CAPSTONE	5	0.5
PRE-SERVICE TOTAL		160.0	16.0

FIRST YEAR		HOURS	UNITS
MODULE B:	FOUNDATIONS OF TEACHING	25	2.5
PRACTICUM B:	FOUNDATIONS OF TEACHING	15	1.5
MODULE C:	PLANNING FOR DATA-DRIVEN INSTRUCTION	25	2.5
PRACTICUM C:	PLANNING FOR DATA-DRIVEN INSTRUCTION	15	1.5
MODULE D:	SUPPORTING DIVERSE LEARNERS	25	2.5
PRACTICUM D:	SUPPORTING DIVERSE LEARNERS	15	1.5
MODULE E:	EFFECTIVE INSTRUCTIONAL DELIVERY	20	2.0
PRACTICUM E:	EFFECTIVE INSTRUCTIONAL DELIVERY	15	1.5
ED 200:	METHODOLOGY OF TEACHING READING & WRITING (RICA)	30	3.0
ED 309:	TECHNOLOGY IN THE CLASSROOM	30	3.0
ESMM 620 A/B/C	FIELD EXPERIENCE/SUPERVISION	30	3.0
FIRST YEAR TOTAL		245	24.5

SECOND YEAR		HOURS	UNITS
ESMM 201:	BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	30	3.0
ESMM 202:	HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	20	2.0
ESMM 203:	APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	20	2.0
ESMM 204:	TRANSITION PLANNING IN SPECIAL EDUCATION	15	1.5
ESMM 205:	COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	30	3.0
ESMM 206:	STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	30	3.0
ESMM 207:	ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES	40	4.0
ESMM 730 A/B/C	FIELD EXPERIENCE/SUPERVISION	30	3.0
SECOND YEAR TOTAL		215	21.5

PROGRAM TOTAL		620	62.0
----------------------	--	------------	-------------

COURSE CALENDAR:

CONCORD CAMPUS

EDUCATION SPECIALIST YEAR I		COURSES BEGIN OCTOBER 2017	
COURSE	DATES OF COURSE	REQUIRED HOURS	POTENTIAL UNITS
MODULE B FOUNDATIONS OF TEACHING	OCTOBER 4, 11, 18, 25 NOVEMBER 1, 8	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION (ED 205)	NOVEMBER 15, 29 DECEMBER 6, 13 JANUARY 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE D PLANNING INSTRUCTION FOR ALL LEARNERS (ED 203/202/400)	JANUARY 17, 24, 31 FEBRUARY 7, 14, 21	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE E EFFECTIVE INSTRUCTIONAL DELIVERY (ED 202/400/205)	FEBRUARY 28 MARCH 7, 14 APRIL 4, 11	20 TOTAL COURSE HOURS 15 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 1.5
ED 200 METHODOLOGY OF TEACHING READING AND WRITING (PREPARING FOR RICA)	APRIL 18, 25, 28 (SATURDAY) MAY 2, 9, 16, 23	30 TOTAL COURSE HOURS	COURSE: 3.0
G1 TECHNOLOGY IN THE CLASSROOM (ED 309) (HYBRID COURSE)	ONLINE COUSE BEGINS: MAY 30 ENDS: JUNE 27	30 HOURS TOTAL	COURSE: 3.0

UPCOMING WORKSHOPS: EDUCATION SPECIALIST
RICA WORKSHOP: TBD

SACRAMENTO CAMPUS

EDUCATION SPECIALIST YEAR I		COURSES BEGIN OCTOBER 2017	
COURSE	DATES OF COURSE	REQUIRED HOURS	POTENTIAL UNITS
MODULE B FOUNDATIONS OF TEACHING	OCTOBER 4, 11, 18, 25 NOVEMBER 1, 8	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION (ED 205)	NOVEMBER 15, 29 DECEMBER 6, 13 JANUARY 3, 10	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE D PLANNING INSTRUCTION FOR ALL LEARNERS (ED 203/202/400)	JANUARY 17, 24, 31 FEBRUARY 7, 14, 21	25 TOTAL COURSE HOURS 24 HOURS: IN-CLASS 1 HOUR: INSTRUCTOR DISPOSITION 15 PRACTICUM HOURS	COURSE: 2.5 PRACTICUM: 1.5
MODULE E EFFECTIVE INSTRUCTIONAL DELIVERY (ED 202/400/205)	FEBRUARY 28 MARCH 7, 14 APRIL 4, 11	20 TOTAL COURSE HOURS 15 PRACTICUM HOURS	COURSE: 2.0 PRACTICUM: 1.5
ED 200 METHODOLOGY OF TEACHING READING AND WRITING (PREPARING FOR RICA)	APRIL 18, 25, 28 (SATURDAY) MAY 2, 9, 16, 23	30 TOTAL COURSE HOURS	COURSE: 3.0
G1 TECHNOLOGY IN THE CLASSROOM (ED 309) (HYBRID COURSE)	ONLINE COUSE BEGINS: MAY 30 ENDS: JUNE 27	30 HOURS TOTAL	COURSE: 3.0

UPCOMING WORKSHOPS: EDUCATION SPECIALIST
RICA WORKSHOP: TBD

CONCORD CAMPUS

EDUCATION SPECIALIST YEAR 2		COURSES BEGIN SEPTEMBER 2017	
COURSE	DATES OF COURSE	REQUIRED HOURS	POTENTIAL UNITS
EXIT PORTFOLIO SEMINAR		AUGUST 31	
ESMM 205 COLLABORATION, CONSULTATION AND CASE MANAGEMENT IN SPECIAL EDUCATION	SEPTEMBER 7, 14, 21, 28 OCTOBER 5, 12	30 HOURS TOTAL 24 HOURS: IN-CLASS 6 HOURS: PRACTICUM	COURSE: 3.0
ESMM 206 STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	OCTOBER 19, 21 (SATURDAY), 26 NOVEMBER 2, 9, 16	30 HOURS TOTAL 26 HOURS: IN-CLASS 4 HOURS: PRACTICUM	COURSE: 3.0
EXIT PORTFOLIO SEMINAR		DECEMBER 9 (SATURDAY) (TAKES PLACE DURING ESMM 207)	
ESMM 207 ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES	NOVEMBER 30 DECEMBER 7, 9 (SATURDAY), 14 JANUARY 4, 11, 18, 20 (SATURDAY), 25	40 HOURS TOTAL	4.0
ESMM 202 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ONLINE COURSE BEGINS: FEBRUARY 8 ENDS: MARCH 8	20 TOTAL COURSE HOURS	COURSE: 2.0
ESMM 201 BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING	APRIL 5, 7 (SATURDAY), 12, 19, 21 (SATURDAY)	30 HOURS TOTAL 24 HOURS: IN-CLASS 6 HOURS: PRACTICUM	COURSE: 3.0
ESMM 203 APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	APRIL 26 MAY 3, 10, 17, 24	20 TOTAL COURSE HOURS	COURSE: 2.0
ESMM 204 TRANSITION PLANNING IN SPECIAL EDUCATION	MAY 31 JUNE 7, 14	15 TOTAL COURSE HOURS	COURSE: 1.5
EXIT PORTFOLIO		DUE VIA SCHOLOGY JUNE 22	

UPCOMING WORKSHOPS: EDUCATION SPECIALIST

RICA WORKSHOP: TBD

SACRAMENTO CAMPUS

EDUCATION SPECIALIST YEAR 2		COURSES BEGIN SEPTEMBER 2017	
COURSE	DATES OF COURSE	REQUIRED HOURS	POTENTIAL UNITS
EXIT PORTFOLIO SEMINAR		AUGUST 29	
ESMM 205 COLLABORATION, CONSULTATION AND CASE MANAGEMENT IN SPECIAL EDUCATION	SEPTEMBER 5, 12, 19, 26 OCTOBER 3, 10	30 HOURS TOTAL 24 HOURS: IN-CLASS 6 HOURS: PRACTICUM	COURSE: 3.0
ESMM 206 STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	OCTOBER 17, 24, 31 NOVEMBER 4 (SATURDAY), 7, 14	30 HOURS TOTAL 26 HOURS: IN-CLASS 4 HOURS: PRACTICUM	COURSE: 3.0
EXIT PORTFOLIO SEMINAR		DECEMBER 16 (SATURDAY) (TAKES PLACE DURING ESMM 207)	
ESMM 207 ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES	NOVEMBER 28 DECEMBER 5, 12, 16 (SATURDAY) JANUARY 2, 9, 16, 23, 27 (SATURDAY)	40 HOURS TOTAL	4.0
ESMM 202 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ONLINE COURSE BEGINS: FEBRUARY 6 ENDS: MARCH 6	20 TOTAL COURSE HOURS	COURSE: 2.0
ESMM 201 BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING	APRIL 3, 10, 14 (SATURDAY), 17, 21 (SATURDAY)	30 HOURS TOTAL 24 HOURS: IN-CLASS 6 HOURS: PRACTICUM	COURSE: 3.0
ESMM 203 APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	APRIL 24 MAY 1, 8, 15, 22	20 TOTAL COURSE HOURS	COURSE: 2.0
ESMM 204 TRANSITION PLANNING IN SPECIAL EDUCATION	MAY 29 JUNE 5, 12	15 TOTAL COURSE HOURS	COURSE: 1.5
EXIT PORTFOLIO		DUE VIA SCHOLOGY JUNE 22	

UPCOMING WORKSHOPS: EDUCATION SPECIALIST

RICA WORKSHOP: TBD

SYLLABI

MODULE B:

FOUNDATIONS OF TEACHING

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:

THIS MODULE WILL INTRODUCE CANDIDATES TO THE COMPLEX PROFESSION OF TEACHING, INCLUDING THE HISTORICAL, PHILOSOPHICAL, CULTURAL, SOCIAL, AND POLITICAL HISTORY OF THE EDUCATIONAL SYSTEM IN THE UNITED STATES AND CALIFORNIA, INCLUDING POLICIES ESTABLISHED BY ESEA AND REAUTHORIZED INTO “NO CHILD LEFT BEHIND” AND NOW THE EVERY STUDENT SUCCEEDS ACT (ESSA). FURTHERMORE, CANDIDATES WILL STUDY PRINCIPLES AND STRATEGIES THAT CAN BRING ABOUT CLASSROOM CONDITIONS THAT CONTRIBUTE TO HIGH STUDENT ACHIEVEMENT, INCLUDING CONSTRUCTIVIST THEORY, BLOOM’S TAXONOMY, AND BACKWARDS DESIGN. CANDIDATES WILL ALSO BE INTRODUCED TO CURRENT TRENDS AND ISSUES OF INSTRUCTION AND CURRICULUM FOR STUDENTS IN ETHNICALLY, LINGUISTICALLY, AND CULTURALLY DIVERSE CLASSROOMS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT:
[HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp) FOR THE FOLLOWING CONTENT AREAS:
ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.
- LEMOV, DOUG. *TEACH LIKE A CHAMPION 2.0 - 62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE*. SAN FRANCISCO: JOSSEY-BASS, 2015.
- WIGGINS, GRANT AND MCTIGHE, JAY. *UNDERSTANDING BY DESIGN – EXPANDED 2ND EDITION*.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS (DO NOWS)/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25

II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS 	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • PHILOSOPHY OF EDUCATION 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** (*MEASURABLE ARTIFACT*)
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.
- 2. ADMIT/EXIT SLIPS** (*PARTICIPATION AND COLLABORATION*)
ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).
- 3. ACTIVE CLASS PARTICIPATION ELEMENTS** (*PARTICIPATION AND COLLABORATION*)
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION
- 4. PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)
DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
- 5. PHILOSOPHY OF EDUCATION** (*COMPETENCY-BASED ARTIFACT*)
DISTRICT INTERNS ARE TO ARTICULATE THEIR DEVELOPING UNDERSTANDING OF THEIR PHILOSOPHY BASED ON THEIR EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH/LITERATURE INTRODUCED IN THIS MODULE. TOPICS ADDRESSED WITHIN THE PHILOSOPHY STATEMENT SHOULD INCLUDE: THE TEACHER-STUDENT RELATIONSHIP; THE LEARNING ENVIRONMENT, INCLUDING ADDRESSING PERSPECTIVES ON CLASSROOM MANAGEMENT AND CULTURE; THE PURPOSE OF EDUCATION, WITH SPECIFIC REGARD TO CONTENT, PEDAGOGY, AND STANDARDS; AND THE ROLE OF FAMILIES AND COMMUNITIES IN

EDUCATION. CONSIDER INFLUENCES AND INTERACTIONS WITH MEMBERS OF THE K-12 EDUCATIONAL SYSTEM AS YOU WRITE YOUR PHILOSOPHY AND USE SPECIFIC EXAMPLES TO ILLUSTRATE YOUR PHILOSOPHY IN ACTION. FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLGY.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	<p>CHAPTER/TEXT: I:</p> <ul style="list-style-type: none"> ✓ NCLB ACT OF 2001 ✓ CALIFORNIA EDUCATION: FROM FIRST TO WORST - VIDEO ✓ CLOSING THE ACHIEVEMENT GAP IN CALIFORNIA ✓ REVISIT KEY CONCEPTS FROM PRE-SERVICE 	<p>DO NOW</p> <ul style="list-style-type: none"> • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • DISCUSSION – VIEW “FROM FIRST TO WORST” WITH VIDEO-VIEWING GUIDE; COMPLETE 5-7 ENTRIES USING THE DOUBLE-ENTRY JOURNAL STRATEGY (CURRENT TREND REFLECTION) • CLOSING THE ACHIEVEMENT GAP • SETTING BIG GOALS <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>ELA/ELD FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: EQUITY AND ACCESS</i> CHAPTER 9 2. CHOOSE ONE CLASS AND IDENTIFY THREE STUDENTS; ONE STUDENT FOR ANY OF LEARNERS DESCRIBED IN THE EQUITY AND ACCESS CHAPTER OF THE ELA/ELD FRAMEWORK. 3. DESCRIBE THE STUDENTS’ ATTRIBUTES AS THEY MATCH 	<p>HW: DUE BY SESSION 2</p>	<p>TPE: 1-3, 5-6, SLO: 1,4</p>

		<p>WITH WHAT IS STATED IN CHAPTER 9.</p> <p>4. FOR EACH STUDENT, EXPLAIN WHAT YOU MUST DO TO SUPPORT THE STUDENT'S ACADEMIC SUCCESS THIS YEAR.</p>		
SESSION 2	<p>CHAPTER/TEXT: <i>ELA/ELD FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: EQUITY AND ACCESS CHAPTER 9;</i> <i>CHAPTER 1: TEACHING AS LEADERSHIP</i> ✓ EQUITY AND ACCESS ✓ RTI2 ✓ PRACTICES IN SPECIAL EDUCATION/ IDEA ✓ RESEARCH FOR STUDENT INFORMATION BINDER</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • PREDICTING THE CURRENT HIGH SCHOOL ACHIEVEMENT GAPS • CAHSEE SCORES • EQUITY AND ACCESS; RTI2 • SPECIAL EDUCATION- IDEA, FAPE, LRE, IEP • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS</i> <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACHING AS LEADERSHIP, CHAPTER 2, INVEST STUDENTS AND THEIR FAMILIES PP. 53-106.</i> 2. RESEARCH SBAC SCORES FOR STUDENTS IN YOUR DISTRICT: WHAT PERCENT OF OVERALL STUDENTS: EXCEEDED STANDARD, MEET STANDARD, NEAR STANDARD, OR BELOW STANDARD. 3. COMPLETE 5-7 ENTRIES FROM READING USING DOUBLE-ENTRY JOURNAL. 	<p>HW: DUE BY SESSION 3</p>	<p>TPE: 1-3, 5-6, SLO: 1,4</p>
SESSION 3	<p>CHAPTER/TEXT: 2: <i>TEACHING AS LEADERSHIP: INVEST STUDENTS AND THEIR FAMILIES</i> ✓ STUDENT STUDY TEAM AND 504 PLANS</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • DISCUSSION: SUPPORTING ALL STUDENTS; MOCK SST; POSITIVE SUPPORT PLANS • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS</i> 		<p>TPE: 1-3, 5-6, SLO: 1,4</p>

	<ul style="list-style-type: none"> ✓ INDIVIDUALIZED EDUCATION PROGRAM ✓ PRINCIPLES OF EDUCATIONAL EQUITY, DIVERSITY, CULTURAL AND LINGUISTIC RESPONSIVENESS AND THEIR IMPLEMENTATION IN CURRICULUM CONTENT AND SCHOOL PRACTICES ✓ EDUCATION SPECIALISTS- CREATING POSITIVE BEHAVIOR SUPPORT PLANS 	<p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6. 2. COMPLETE 5-7 ENTRIES FROM READING USING THE DOUBLE-ENTRY JOURNAL STRATEGY. 	HW: DUE BY SESSION 4	
SESSION 4	<p>CHAPTER/TEXT: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6</p> <ul style="list-style-type: none"> ✓ CREATING A CULTURE OF HIGH EXPECTATIONS ✓ LEAST INVASIVE BEHAVIOR INTERVENTIONS ✓ SETTING A POSITIVE TONE ✓ JOY FACTOR 	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • ACADEMIC IMPACT MODEL/SETTING THE TONE FOR LEARNING • LEAST INVASIVE INTERVENTION • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS</i> <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6. 2. COMPLETE 5-7 ENTRIES FROM READING USING THE DOUBLE-ENTRY JOURNAL STRATEGY. 	HW: DUE BY SESSION 5	TPE: 1-3, 5-6, SLO: 1,4
SESSION 5	<p>CHAPTER/TEXT: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6</p> <ul style="list-style-type: none"> ✓ STANDARDS AND FRAMEWORKS 	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • DISCUSSION: BLOOM'S TAXONOMY; BACKWARDS 		TPE: 1-3, 5-6, SLO: 1,4

	<ul style="list-style-type: none"> ✓ ASSESSMENT ✓ COMMON CORE/STANDARDS-BASED OR STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS ✓ TARGETS AND OBJECTIVES 	<p>DESIGN; DECONSTRUCTING STANDARDS</p> <ul style="list-style-type: none"> • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS</i> <p>EXIT TICKET</p> <p>HOMEWORK: PRESENTATIONS FOR LAST SESSION OVER FSE LESSON PLAN TEMPLATE AND INVENTORIES.</p>	<p>HW: DUE BY SESSION 6</p>	
<p>SESSION 6 FINAL</p>		<p>PRESENTATION</p> <ul style="list-style-type: none"> ➤ INVENTORIES ➤ FSE LESSON PLAN (REFLECT DATA CASE STUDY ACCOMMODATIONS AND MODIFICATIONS) 		<p>TPE: 1-3, 5-6, SLO: 1,4</p>

ARTIFACTS & RUBRICS:

- COURSE: MODULE B

PHILOSOPHY OF EDUCATION

YOU ARE TO ARTICULATE YOUR DEVELOPING UNDERSTANDING OF THEIR PHILOSOPHY BASED ON YOUR EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH/LITERATURE INTRODUCED IN THIS MODULE. CONSIDER INFLUENCES AND INTERACTIONS WITH MEMBERS OF THE K-12 EDUCATIONAL SYSTEM AS YOU WRITE YOUR PHILOSOPHY AND USE SPECIFIC EXAMPLES TO ILLUSTRATE YOUR PHILOSOPHY IN ACTION. WHILE NOT NEEDING TO ADDRESS ALL OF THE GUIDING QUESTIONS, YOUR PHILOSOPHY SHOULD DISCUSS THE FOLLOWING TOPICS:

- THE TEACHER-STUDENT RELATIONSHIP
 - WHAT ROLE DOES THE TEACHER AND STUDENT EACH PLAY WITHIN THE CLASSROOM?
 - HOW CAN EACH BE POSITIONED IN DIFFERENT WAYS?
 - WHAT ROLE DOES COLLABORATION PLAY WITHIN THIS RELATIONSHIP?
- THE LEARNING ENVIRONMENT, INCLUDING ADDRESSING PERSPECTIVES ON CLASSROOM MANAGEMENT AND CULTURE
 - USE YOUR CLASSROOM MANAGEMENT PLAN FROM PRE-SERVICE AS A JUMPING OFF POINT
 - HOW DOES YOUR CURRENT CLASSROOM MATCH THE VISION YOU SET FOR IT? WHAT MIGHT BE SOME UNDERLYING CAUSES FOR THIS?
 - WHAT WOULD YOUR IDEAL CLASSROOM LOOK LIKE? SOUND LIKE? WHERE DOES THIS VISION COME FROM?
- THE PURPOSE OF EDUCATION, WITH SPECIFIC REGARD TO CONTENT, PEDAGOGY, AND STANDARDS
 - WHAT IS THE PURPOSE OF EDUCATION?
 - HOW DO YOU SEE STANDARDS AND CONTENT CONTRIBUTING TO OR DETRACTING FROM THAT PURPOSE?
 - HOW DOES YOUR PEDAGOGY MATCH YOUR VIEW OF THE PURPOSE OF EDUCATION?
- THE ROLE OF FAMILIES AND COMMUNITIES IN EDUCATION
 - HOW DO OUR FAMILIES AND COMMUNITIES PLAY A PART IN EDUCATION?
 - HOW WOULD YOU LIKE TO INVOLVED FAMILIES AND COMMUNITIES IN YOUR CLASSROOM PRACTICE?
- ADDITIONALLY, SPELLING, MECHANICS, AND GRAMMAR ARE PART OF THE GRADE. BE SURE TO PROOFREAD AND ENSURE THERE ARE NOT ERRORS

PHILOSOPHY OF EDUCATION RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
TEACHER-STUDENT RELATIONSHIP	THOROUGH DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP, DRAWING ON PAST AND CURRENT EXPERIENCES TO DRAW CONCLUSIONS, AND BUILDS ON EXISTING LITERATURE	CLEAR DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP, DRAWING ON PAST AND CURRENT EXPERIENCES TO DRAW CONCLUSIONS, AND BUILDS ON EXISTING LITERATURE	DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP IS MINIMAL, DRAWING ON PAST OR CURRENT EXPERIENCES TO DRAW CONCLUSIONS; BUILDS MINIMALLY ON EXISTING LITERATURE	DISCUSSION OF THE TEACHER-STUDENT RELATIONSHIP IS INSUFFICIENT, FAILING TO DRAW ON PAST OR CURRENT EXPERIENCES TO DRAW CONCLUSIONS, AND FAILS TO BUILD ON EXISTING LITERATURE
LEARNING ENVIRONMENT	THOROUGH DISCUSSION OF THE LEARNING ENVIRONMENT, DISCUSSING THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS, INCORPORATING EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES.	CLEAR DISCUSSION OF THE LEARNING ENVIRONMENT, DISCUSSING THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS, INCORPORATING SOME EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES.	DISCUSSION OF THE LEARNING ENVIRONMENT IS MINIMAL, EVALUATING THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS, BUT AT A SURFACE-LEVEL; FAILS TO ADDRESS EXISTING LITERATURE OR DOES NOT DRAW ON PAST AND CURRENT EXPERIENCES.	DISCUSSION OF THE LEARNING ENVIRONMENT IS INSUFFICIENT, FAILING TO EVALUATE THE SIMILARITIES AND DIFFERENCES BETWEEN VISIONS ESTABLISHED AND THE LIVED ENACTMENT OF THOSE VISIONS; FAILS TO ADDRESS EXISTING LITERATURE AND DOES NOT DRAW ON PAST AND CURRENT EXPERIENCES.
PURPOSE OF EDUCATION	THOROUGH AND THOUGHTFUL DISCUSSION OF THE PURPOSE OF EDUCATION, INCLUDING DISCUSSIONS OF CONTENT, STANDARDS, AND PEDAGOGY, INCORPORATING EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES	CLEAR DISCUSSION OF THE PURPOSE OF EDUCATION, INCLUDING DISCUSSIONS OF CONTENT, STANDARDS, AND PEDAGOGY, INCORPORATING EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES	MINIMAL DISCUSSION OF THE PURPOSE OF EDUCATION, WITH LIMITED DISCUSSIONS OF CONTENT, STANDARDS, AND/OR PEDAGOGY, INCORPORATES EXISTING LITERATURE OR. DRAWS ON PAST AND CURRENT EXPERIENCES, BUT IN LIMITED WAYS	INSUFFICIENT DISCUSSION OF THE PURPOSE OF EDUCATION, WITHOUT DISCUSSIONS OF CONTENT, STANDARDS, AND/OR PEDAGOGY, FAILING TO INCORPORATE EXISTING LITERATURE AND DRAWING ON PAST AND CURRENT EXPERIENCES
ROLE OF FAMILIES AND COMMUNITIES	THOROUGH AND THOUGHTFUL EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES FROM A HUMBLE PERSPECTIVE; INCORPORATES EXISTING LITERATURE AND DRAWS ON PAST AND CURRENT EXPERIENCES	CLEAR EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES FROM A HUMBLE PERSPECTIVE; INCORPORATES SOME EXISTING LITERATURE AND DRAWS ON SOME PAST AND CURRENT EXPERIENCES	MINIMAL EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES FROM A HUMBLE PERSPECTIVE; INCORPORATES MINIMAL EXISTING LITERATURE OR DRAWS MINIMALLY ON PAST AND CURRENT EXPERIENCES	INSUFFICIENT EVALUATION OF THE ROLE OF FAMILIES AND COMMUNITIES OR. FAILS TO TAKE A HUMBLE PERSPECTIVE; FAILS TO INCORPORATE EXISTING LITERATURE AND DOES NOT DRAW ON PAST AND CURRENT EXPERIENCES
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 20) = /100

MODULE C:

PLANNING FOR DATA-DRIVEN INSTRUCTION

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:

THIS MODULE WILL PREPARE CANDIDATES TO USE STUDENT ACHIEVEMENT DATA TO DRIVE THEIR INSTRUCTIONAL PRACTICES. WITH A FOCUS ON EQUITY AND INCLUSION, CANDIDATES WILL BE INTRODUCED TO THE WAYS IN WHICH ALIGNMENT OF ASSESSMENT AND STANDARDS-BASED PLANNING AND INSTRUCTION CAN SUPPORT STUDENT LEARNING. CANDIDATES WILL BE INTRODUCED TO BEST-PRACTICES OF ASSESSMENT, AND THEN BE SHOWN HOW DATA IS THEN USED TO ENGAGE IN A RECURSIVE PLANNING PROCESS FOR BOTH LONG-TERM PLANNING AND LESSON-LEVEL PLANNING. THIS MODULE WILL HAVE A FOCUS ON SUPPORTING STUDENTS WITH SPECIAL NEEDS, STRUGGLING READERS, AND ENGLISH LEARNERS THROUGH THE LENS OF ASSESSMENT.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT:
[HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp) FOR THE FOLLOWING CONTENT AREAS:
ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.
- LEMOV, DOUG. *TEACH LIKE A CHAMPION 2.0 - 62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE.* SAN FRANCISCO: JOSSEY-BASS, 2015.
- WIGGINS, GRANT AND MCTIGHE, JAY. *UNDERSTANDING BY DESIGN – EXPANDED 2ND EDITION.*

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS (DO NOWS)/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS 	50

	<ul style="list-style-type: none"> • STUDENT ASSESSMENT INVENTORY 	
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • LONG-TERM PLAN WITH ALIGNED ASSESSMENT 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** (*MEASURABLE ARTIFACT*)
 CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.
- 2. ADMIT/EXIT SLIPS** (*PARTICIPATION AND COLLABORATION*)
 ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).
- 3. ACTIVE CLASS PARTICIPATION ELEMENTS** (*PARTICIPATION AND COLLABORATION*)
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION
- 4. PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)
 DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
- 5. STUDENT ASSESSMENT INVENTORY** (*MEASUREABLE ARTIFACT*)
 CANDIDATES DEVELOP A STUDENT ASSESSMENT INVENTORY. DATA FROM ASSESSMENTS PLAY A CRITICAL ROLE IN IMPROVING INSTRUCTION AND LEARNING. ASSESSMENTS PROVIDE CONSISTENT MEASURES THAT ALLOW TEACHERS, PARENT(S)/GUARDIAN(S), AND STUDENTS THEMSELVES TO MONITOR STUDENT PROGRESS, UNDERSTAND SPECIFIC STRENGTHS AND WEAKNESSES, AND SET LEARNING GOALS/OBJECTIVES. A STUDENT ASSESSMENT INVENTORY PROVIDES IMPORTANT INFORMATION TO TEACHERS ABOUT ASSESSMENTS FROM A STUDENT PERSPECTIVE.
- 6. LONG-TERM PLAN WITH ALIGNED ASSESSMENT** (*COMPETENCY-BASED ARTIFACT*)

USING THE STANDARDS AND CURRICULUM OF CANDIDATES' CLASSROOMS, CANDIDATES WILL DEVELOP A 4-6 WEEK LONG-TERM PLAN. IN ADDITION TO THIS, CANDIDATES WILL ALSO DEVELOP ONE ALIGNED SUMMATIVE ASSESSMENT, AS WELL AS A MINIMUM OF TWO ADDITIONAL FORMATIVE ASSESSMENTS. CANDIDATES SHOULD EMPLOY A VARIETY OF ASSESSMENT STRATEGIES, AS WELL AS NOTE HOW THEY WILL PROVIDE ACCOMMODATIONS FOR STUDENT SUBGROUPS AND EXTENSIONS OF STUDENT LEARNING INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS. THESE PLANS WILL BE PRESENTED DURING THE LAST MEETING OF THE COURSE, AND CANDIDATES WILL THEN REFLECT ON THE COLLABORATIVE FEEDBACK THEY RECEIVED. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	CHAPTER/TEXT: I: ✓	DO NOW HOMEWORK 1. READ: <i>ELA/ELD FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: EQUITY AND ACCESS</i> CHAPTER 9 2. CHOOSE ONE CLASS AND IDENTIFY THREE STUDENTS; ONE STUDENT FOR ANY OF LEARNERS DESCRIBED IN THE EQUITY AND ACCESS CHAPTER OF THE ELA/ELD FRAMEWORK. 3. DESCRIBE THE STUDENTS' ATTRIBUTES AS THEY MATCH WITH WHAT IS STATED IN CHAPTER 9. 4. FOR EACH STUDENT, EXPLAIN WHAT YOU MUST DO TO SUPPORT THE STUDENT'S ACADEMIC SUCCESS THIS YEAR.	HW: DUE BY SESSION 2	TPE: 3-6 SLO: 2, 3
SESSION 2	CHAPTER/TEXT: <i>ELA/ELD FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: EQUITY AND ACCESS</i> CHAPTER 9; CHAPTER I: <i>TEACHING AS LEADERSHIP</i>	DO NOW • HOMEWORK/ DISCUSSION • PREDICTING THE CURRENT HIGH SCHOOL ACHIEVEMENT GAPS • CAHSEE SCORES • EQUITY AND ACCESS; RTI2		TPE: 3-6 SLO: 2, 3

	<ul style="list-style-type: none"> ✓ EQUITY AND ACCESS ✓ RTI2 ✓ PRACTICES IN SPECIAL EDUCATION/ IDEA ✓ RESEARCH FOR STUDENT INFORMATION BINDER 	<ul style="list-style-type: none"> • SPECIAL EDUCATION- IDEA, FAPE, LRE, IEP • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS</i> <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACHING AS LEADERSHIP, CHAPTER 2, INVEST STUDENTS AND THEIR FAMILIES PP. 53-106.</i> 2. RESEARCH SBAC SCORES FOR STUDENTS IN YOUR DISTRICT: WHAT PERCENT OF OVERALL STUDENTS: EXCEEDED STANDARD, MEET STANDARD, NEAR STANDARD, OR BELOW STANDARD. 3. COMPLETE 5-7 ENTRIES FROM READING USING DOUBLE-ENTRY JOURNAL. 				HW: DUE BY SESSION 3
SESSION 3	<p>CHAPTER/TEXT: 2: <i>TEACHING AS LEADERSHIP: INVEST STUDENTS AND THEIR FAMILIES</i></p> <ul style="list-style-type: none"> ✓ STUDENT STUDY TEAM AND 504 PLANS ✓ INDIVIDUALIZED EDUCATION PROGRAM ✓ PRINCIPLES OF EDUCATIONAL EQUITY, DIVERSITY, CULTURAL AND LINGUISTIC RESPONSIVENESS AND THEIR IMPLEMENTATION IN CURRICULUM CONTENT AND SCHOOL PRACTICES ✓ EDUCATION SPECIALISTS-CREATING POSITIVE 	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • DISCUSSION: SUPPORTING ALL STUDENTS; MOCK SST; POSITIVE SUPPORT PLANS • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS</i> <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6. 2. COMPLETE 5-7 ENTRIES FROM READING USING THE DOUBLE-ENTRY JOURNAL STRATEGY. 				HW: DUE BY SESSION 4
						TPE: 3-6 SLO: 2, 3

	BEHAVIOR SUPPORT PLANS			
SESSION 4	<p>CHAPTER/TEXT: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6</p> <ul style="list-style-type: none"> ✓ CREATING A CULTURE OF HIGH EXPECTATIONS ✓ LEAST INVASIVE BEHAVIOR INTERVENTIONS ✓ SETTING A POSITIVE TONE ✓ JOY FACTOR ✓ ACHIEVE STUDENT ASSESSMENT INVENTORY PDF 	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • ACADEMIC IMPACT MODEL/SETTING THE TONE FOR LEARNING • LEAST INVASIVE INTERVENTION • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS</i> • STUDENT ASSESSMENT INVENTORY (MEASUREABLE ARTIFACT) <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6. 2. COMPLETE 5-7 ENTRIES FROM READING USING THE DOUBLE-ENTRY JOURNAL STRATEGY. 	<p>HW: DUE BY SESSION 5</p>	<p>TPE: 3-6</p> <p>SLO: 2, 3</p>
SESSION 5	<p>CHAPTER/TEXT: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 5 AND 6</p> <ul style="list-style-type: none"> ✓ STANDARDS AND FRAMEWORKS ✓ ASSESSMENT ✓ COMMON CORE/STANDARDS-BASED OR STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS ✓ TARGETS AND OBJECTIVES 	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • DISCUSSION: BLOOM'S TAXONOMY; BACKWARDS DESIGN; DECONSTRUCTING STANDARDS • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS</i> <p>EXIT TICKET</p> <p>HOMEWORK:</p>	<p>HW: DUE BY SESSION 6</p>	<p>TPE: 3-6</p> <p>SLO: 2, 3</p>

		PRESENTATIONS FOR LAST SESSION OVER LONG-TERM PLAN AND ASSESSMENT.		
<i>SESSION 6</i> <i>FINAL</i>		PRESENTATION ➤ LONG-TERM PLAN AND ASSESSMENT	FINAL REFLECTION	TPE: 3-6 SLO: 2, 3

LONG-TERM PLAN WITH ALIGNED ASSESSMENT RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
LONG TERM PLAN	ADVANCED WORK IS COMPLETE WITH ALL PARTS PRESENT.	PROFICIENT WORK IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	WORK IS MINIMALLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	WORK IS INSUFFICIENT AND IS MISSING, INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
SUMMATIVE ASSESSMENT	SUMMATIVE ASSESSMENTS MEETS ALL THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY 	SUMMATIVE ASSESSMENTS MEETS ALL BUT 1 THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY 	SUMMATIVE ASSESSMENTS MEETS ALL BUT 2 THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY 	SUMMATIVE ASSESSMENTS MEETS ALL BUT 3 THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • PROVIDES STUDENTS WITH MULTIPLE OPPORTUNITIES TO SUCCEED • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS MEETS ALL THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY 	SUMMATIVE ASSESSMENTS MEETS ALL BUT 1 THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY 	SUMMATIVE ASSESSMENTS MEETS ALL BUT 2 THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY 	SUMMATIVE ASSESSMENTS MEETS ALL BUT 3 THE FOLLOWING CRITERIA: <ul style="list-style-type: none"> • ALIGNED TO STANDARDS • COVERS MATERIAL TAUGHT IN THE UNIT • TIMED TO ALLOW FOR RETEACHING, REMEDIATION, AND/OR EXTENSION • PROVIDES STUDENTS WITH A VARIETY OF QUESTION TYPES • ENGAGES STUDENTS THINKING ACROSS AT LEAST THREE LEVELS OF BLOOM'S TAXONOMY
ACCOMMODATIONS AND EXTENSIONS FOR STUDENTS	ALL ASSESSMENTS INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	ALL BUT 1 ASSESSMENT INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	ALL BUT 2 ASSESSMENTS INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.	NO ASSESSMENTS INDICATE WAYS THEY WILL BE ACCOMMODATED TO MEET STUDENTS' NEEDS AND PROVIDE EXTENSIONS FOR STUDENTS' THINKING.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 20) = /100

STUDENT ASSESSMENT INVENTORY

DATA FROM ASSESSMENTS PLAY A CRITICAL ROLE IN IMPROVING INSTRUCTION AND LEARNING. ASSESSMENTS PROVIDE CONSISTENT MEASURES THAT ALLOW TEACHERS, PARENT(S)/GUARDIAN(S), AND STUDENTS THEMSELVES TO MONITOR STUDENT PROGRESS, UNDERSTAND SPECIFIC STRENGTHS AND WEAKNESSES, AND SET LEARNING GOALS/OBJECTIVES.

A STUDENT ASSESSMENT INVENTORY PROVIDES IMPORTANT INFORMATION TO TEACHERS ABOUT ASSESSMENTS FROM A STUDENT PERSPECTIVE.

STUDENT ASSESSMENT INVENTORY	
GRADE:	
CONTENT:	
WHICH STUDENTS ARE ELIGIBLE OR REQUIRED TO TAKE ASSESSMENT?	
TYPE OF ASSESSMENT SUMMATIVE; INTERIM/BENCHMARK; FORMATIVE; DIAGNOSTIC	
WHICH STANDARDS WERE ADDRESSED?	
WERE ALL STANDARDS MET?	
ACCOMMODATIONS	
DID YOU RETEACH ANY OF THE STANDARDS?	
PERCENTAGE OF STUDENTS THAT MET? EXCEEDED? DID NOT MEET?	

MEASUREABLE ARTIFACT

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	EXCELLENT WORK IS COMPLETE WITH ALL PARTS PRESENT.	GOOD WORK IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	SATISFACTORY WORK IS PARTLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	NEEDS IMPROVEMENT WORK IS MISSING, INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
COMPREHENSION	EXCELLENT WORK DEMONSTRATES EXCEPTIONAL UNDERSTANDING OF IDEAS.	GOOD WORK DEMONSTRATES ADEQUATE UNDERSTANDING OF IDEAS.	SATISFACTORY WORK DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS.	NEEDS IMPROVEMENT WORK LACKS UNDERSTANDING OF IDEAS.
ACCURACY	EXCELLENT WORK IS ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	GOOD WORK IS ACCURATE AND SHOWS SOME PROCESSES TO ACHIEVE RESULT.	SATISFACTORY WORK IS ACCURATE.	NEEDS IMPROVEMENT WORK IS NOT ACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 25) = /100

MODULE D:
SUPPORTING DIVERSE LEARNERS

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:

ENGAGING WITH ISSUES OF EQUITY, ABILITY, AND LINES OF DIFFERENCE, CANDIDATES WILL BE INTRODUCED TO THE NECESSARY TOOLS AND MINDSETS TO ENGAGE ALL LEARNERS IN THEIR CLASSROOMS. CANDIDATES WILL EXPLORE THE CRITICAL NEED TO DIFFERENTIATE AND SCAFFOLD INSTRUCTION FOR 21ST CENTURY LEARNERS, SUPPORTING STUDENTS’ ACADEMIC, EMOTIONAL, AND SOCIAL NEEDS. ADDITIONALLY, DISCUSSIONS AND ACTIVITIES WILL REFINE CANDIDATES’ CURRENT DIFFERENTIATION STRATEGIES AND PRACTICES IN AN EFFORT TO MEET THE NEEDS OF ALL LEARNERS IN THEIR CLASSROOMS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING

TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR
--------------	--

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO’S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO’S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT:
[HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp) FOR THE FOLLOWING CONTENT AREAS:
 ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.
- LEMOV, DOUG. *TEACH LIKE A CHAMPION 2.0 - 62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE*. SAN FRANCISCO: JOSSEY-BASS, 2015.
- WIGGINS, GRANT AND MCTIGHE, JAY. *UNDERSTANDING BY DESIGN – EXPANDED 2ND EDITION*.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS (DO NOWS)/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS 	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS 	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS (*MEASURABLE ARTIFACT*)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.

- *READING/LA FRAMEWORK*
- *SIOP MODEL*
- *TESOL QUARTERLY JOURNALS*
- *BEST PRACTICES FOR ELL STUDENTS IN PERSONALIZED ENVIRONMENTS* (J. BOLKEN)
- *READ RUBY PAYNE'S A FRAMEWORK FOR UNDERSTANDING POVERTY*
- *CONFERRING NOTES BY C. TOVANI*

2. ADMIT/EXIT SLIPS (*PARTICIPATION AND COLLABORATION*)

ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. ACTIVE CLASS PARTICIPATION ELEMENTS (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. CASE STUDY WITH MODIFIED LESSON PLAN AND MATERIALS (*COMPETENCY-BASED ARTIFACT*)

CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY,

DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION, FOLLOWED BY A REFLECTION AND NEXT STEPS. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ • EMPLOY UNDERSTANDING OF THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS BY ✓ DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN ✓ SHOW UNDERSTANDING OF HOW TO TEACH THE SUBJECT MATTER IN THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN. ✓ PLAN INSTRUCTION THAT ADDRESSES THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN. 	<p>DO NOW</p> <ul style="list-style-type: none"> ● WELCOME AND INTRODUCTIONS ● REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS ● INSTRUCTIONAL PLANNING (STEP BACK, THEN MOVE FORWARD WITH PURPOSE) ● OVERVIEW OF PURPOSEFUL PLANNING ● REVISIT KEY CONCEPTS FROM MODULES B AND C: STAGES 1 & 2 BACKWARD DESIGN ● INTRODUCTION OF MODULE D ● FOUNDATIONS OF PURPOSEFUL PLANNING: VISION-ASSESSMENT-PLAN ● 3 FORMS OF CLASSROOM PLANS <p>EXIT TICKET</p> <p>HOMEWORK: BRING SAMPLE(S) OF THE 3 TYPES OF CLASSROOM PLANS</p> <p>BRING ALL RESOURCES YOU NEED TO DEVELOP A REMAINDER-OF-THE-YEAR</p>	<p>HW: DUE BY SESSION 2</p>	<p>TPE: 1-2, 4-5</p> <p>SLO: 1, 4</p>

		PLAN, UNITS, AND LESSON PLANS		
SESSION 2	<p>CHAPTER/TEXT: ✓ PRIORITY AND SEQUENCE CONTENT BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN</p>	<p>DO NOW</p> <ul style="list-style-type: none"> ● HOMEWORK/ DISCUSSION ● YEAR LONG PLANNING ● LONG TERM PLANS: VISION, ASSESSMENT PLAN, & BENEFITS OF YEAR LONG PLANNING ● CREATE REMAINDER OF THE YEAR PLANS <p>EXIT TICKET</p> <p>HOMEWORK: REMAINDER OF THE YEAR PLANS</p>	HW: DUE BY SESSION 3	<p>TPE: 1-2, 4-5</p> <p>SLO: 1, 4</p>
SESSION 3	<p>CHAPTER/TEXT: ✓ PLAN INSTRUCTION THAT ADDRESSES THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON THE PRINCIPLES OF BACKWARD DESIGN.</p>	<p>DO NOW</p> <ul style="list-style-type: none"> ● HOMEWORK/ DISCUSSION ● DISCUSSION: ● FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS</i> <p>EXIT ITCKET</p> <p>HOMEWORK:</p> <ol style="list-style-type: none"> 1. READ: <i>TEACH LIKE A CHAMPION</i>: CHAPTER 3, STRUCTURING AND DELIVERING YOUR LESSONS 2. READ: <i>READING/LA FRAMEWORK</i>: CHAPTER 7 ON UNIVERSAL ACCESS 3. COMPLETE AT LEAST 5 DOUBLE ENTRIES READING USING THE DOUBLE-ENTRY JOURNAL STRATEGY. 	HW: DUE BY SESSION 4	<p>TPE: 1-2, 4-5</p> <p>SLO: 1, 4</p>
SESSION 4	<p>CHAPTER/TEXT: <i>TEACH LIKE A CHAMPION</i> ✓ ESTABLISH ACADEMIC LEARNING GOALS. ✓ SELECT APPROPRIATE MATERIALS ✓ TAKE RESPONSIBILITY FOR ACADEMIC</p>	<p>DO NOW</p> <ul style="list-style-type: none"> ● HOMEWORK/ DISCUSSION ● FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS</i> 		<p>TPE: 1-2, 4-5</p> <p>SLO: 1, 4</p>

	LEARNING OUTCOMES	EXIT TICKET HOMEWORK: 1. READ: <i>TEACH LIKE A CHAMPION</i> CHAPTERS 6. 2. COMPLETE 5 ENTRIES FROM READING USING THE DOUBLE-ENTRY JOURNAL STRATEGY.	HW: DUE BY SESSION 5	
SESSION 5	CHAPTER/TEXT: <i>TEACH LIKE A CHAMPION</i> ✓ ENSURE ACTIVE AND EQUITABLE PARTICIPATION ✓ UNDERSTAND THE IMPORTANCE OF SOCIAL ENVIRONMENT	DO NOW <ul style="list-style-type: none"> ● HOMEWORK/ DISCUSSION ● APPLY THE VISION ASSESSMENT PLAN APPROACH (PURPOSEFUL PLANNING) TO CLASSROOM PROCEDURES AND SYSTEMS ● IDENTIFY AND IMPLEMENT APPROPRIATE INSTRUCTIONAL PRACTICES FOR ENGLISH LEARNERS AND STUDENTS WHO POSE DIFFERENT INSTRUCTIONAL CHALLENGES AS REFLECTED IN FSE LESSON PLAN TEMPLATE ● CREATE A PLAN FOR PROCEDURES AND PRACTICES/SYSTEMS EXIT TICKET HOMEWORK: 1. CLASSROOM MANAGEMENT PLAN ASSIGNMENT	HW:	TPE: 1-2, 4-5 SLO: 1, 4
SESSION 6 FINAL		PRESENTATIONS <ul style="list-style-type: none"> ➤ CASE STUDY WITH MODIFIED LESSON MATERIALS 	FINAL REFLECTION	TPE: 1-2, 4-5 SLO: 1, 4

ARTIFACT DESCRIPTION & RUBRIC:

CASE STUDY

CANDIDATES WILL PREPARE A CASE STUDY OF A PARTICULAR STUDENT, AS WELL AS A LESSON PLAN MODIFIED WITH THAT STUDENT'S NEEDS IN MIND WITH APPROPRIATE MODIFIED MATERIALS. THE CASE STUDY OF THE STUDENT SHOULD INCLUDE: STUDENT BACKGROUND INFORMATION; ASSESSMENT DATA FROM A VARIETY OF SOURCES, BOTH FORMAL AND INFORMAL; DOCUMENTED COLLABORATION AND DISCUSSION WITH THE PARENT(S)/GUARDIAN(S); AND INSTRUCTIONAL STRATEGIES AIMED AT SUPPORTING THE STUDENT. THE LESSON PLAN AND SUPPORTING MATERIALS SHOULD BEAR OUT THE EVIDENCE OF THIS CLOSE STUDY, DEMONSTRATING CLEAR MOMENTS OF APPROPRIATE DIFFERENTIATION AND SCAFFOLDING. THESE MATERIALS WILL BE PRESENTED TO THE CLASS DURING THE FINAL MEETING OF THE COURSE FOR FEEDBACK AND FURTHER COLLABORATION.

YOUR CASE STUDY SHOULD INCLUDE:

- PRESENTATION OF THE STUDENT
 - STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS)
 - ASSESSMENT DATA
 - (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART)
 - INSTRUCTIONAL STRATEGIES
 - RECOMMENDATIONS FOR PARENTS

- DEMONSTRATED KNOWLEDGE OF THE STUDENT'S ACADEMIC PERFORMANCE, PARTICULARLY LOOKING AT READING AND WRITING SCORES

- PRESENTATION WILL BE ASSESSED FOR ORGANIZATION, ABILITY TO COMMUNICATE CLEARLY WITH THE AUDIENCE WITH CONFIDENCE, AND A FOCUSED POWERPOINT PRESENTATION. SEE THE EXEMPLARS ON SCHOOLGY FOR REFERENCE.

- SPELLING, MECHANICS, AND GRAMMAR
 - BE SURE TO PROOFREAD AND ENSURE THERE ARE NOT ERRORS

SEE RUBRIC FOR MORE DETAILS.

CASE STUDY RUBRIC

CRITERIA	ADVANCED	PROFICIENT	MINIMALLY PROFICIENT	INSUFFICIENT
	50 POINTS	45 POINTS	38 POINTS	25 POINTS
CONTENTS	CASE STUDY PRESENTATION INCLUDED ALL OF THE FOLLOWING: <ul style="list-style-type: none"> • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS 	CASE STUDY PRESENTATION INCLUDED ALL BUT 1-2 OF THE FOLLOWING: <ul style="list-style-type: none"> • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS 	CASE STUDY PRESENTATION INCLUDED ALL BUT 3-4 OF THE FOLLOWING: <ul style="list-style-type: none"> • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS 	CASE STUDY PRESENTATION WAS MISSING 5 OR MORE OF THE FOLLOWING: <ul style="list-style-type: none"> • STUDENT (ALIAS/ANONYMITY) BACKGROUND INFORMATION (AGE, GRADE, SEX, EDUCATIONAL AND NONEDUCATIONAL FACTORS) • ASSESSMENT DATA (AFFECTIVE SURVEYS, STANDARDIZED TEST DATA, ORAL LANGUAGE CONCEPTS, PRINT CONCEPTS, PHONOLOGICAL AWARENESS TEST, LETTER IDENTIFICATION TEST, WRITING OBSERVATION FORM, STORY SENSE, INFORMAL READING INVENTORY, RUNNING RECORDS, WRITING SAMPLE, PHONICS DIAGNOSTIC CHECKLIST, SPELLING INVENTORY, FLUENCY CHART) • INSTRUCTIONAL STRATEGIES • RECOMMENDATIONS FOR PARENTS
	30 POINTS	25 POINTS	20 POINTS	10 POINTS
KNOWLEDGE	THE STUDENT DOCUMENTED AND COMMUNICATED A DEEP, COMPREHENSIVE UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.	THE STUDENT DOCUMENTED AND COMMUNICATED AN UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.	THE STUDENT ATTEMPTED TO DOCUMENT AND COMMUNICATE AN UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.	THE STUDENT WAS UNABLE TO DOCUMENT AND COMMUNICATE AN UNDERSTANDING OF THEIR STUDENT'S READING AND WRITING PERFORMANCE.
	15 POINTS	12 POINTS	9 POINTS	3 POINTS
PRESENTATION	PRESENTATION WAS A POWERPOINT AND THE STUDENT DEMONSTRATED ALL OF THE FOLLOWING: <ul style="list-style-type: none"> * CONFIDENCE * ENTHUSIASM * ORGANIZATION * ADEQUATE VOICE LEVEL 	PRESENTATION WAS A POWERPOINT AND THE STUDENT DEMONSTRATED ALL BUT 1 OF THE FOLLOWING: <ul style="list-style-type: none"> * CONFIDENCE * ENTHUSIASM * ORGANIZATION * ADEQUATE VOICE LEVEL 	PRESENTATION WAS A POWERPOINT AND THE STUDENT DEMONSTRATED ALL BUT 2 OF THE FOLLOWING: <ul style="list-style-type: none"> * CONFIDENCE * ENTHUSIASM * ORGANIZATION * ADEQUATE VOICE LEVEL 	PRESENTATION WAS A POWERPOINT AND THE STUDENT WAS UNABLE TO DEMONSTRATE MORE THAN 1 OF THE FOLLOWING: <ul style="list-style-type: none"> * CONFIDENCE * ENTHUSIASM * ORGANIZATION * ADEQUATE VOICE LEVEL
	5 POINTS	4 POINTS	3 POINTS	1 POINTS
SPELLING AND GRAHMAR	THERE ARE NO ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, PUNCTUATION, OR GRAMMAR.
				_____ OUT OF 100

MODULE E:

EFFECTIVE INSTRUCTIONAL DELIVERY

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:

THROUGH THE SUCCESSFUL COMPLETION OF MODULE E, INTERNS WILL LEARN RESEARCH-BASED STRATEGIES FOR ALL LEARNERS, INCLUDING STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, ENGLISH LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, AND ADVANCED LEARNERS. INTERNS WILL PLAN AND PRACTICE EFFECTIVE EXECUTION OF RESULTS-ORIENTED INSTRUCTIONAL DELIVERY WITH A KEY FOCUS ON DIFFERENTIATION FOR A PARTICULAR CLASS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

FRAMEWORKS FOR CALIFORNIA PUBLIC SCHOOLS (AVAILABLE AT [HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp) FOR THE FOLLOWING CONTENT AREAS:

- 2014 ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK
 - CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA IF DIFFERENT FROM ABOVE
- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE INSTRUCTOR.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none">• ADMITS/EXITS• PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none">• PRACTICUM ARTIFACTS AND PRESENTATION• CURRENT TRENDS REFLECTIONS• RIGOR AND RELEVANCE FRAMEWORK	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none">• FSE LESSON PLAN TEMPLATE, WITH CLASS ROSTER, IDENTIFIED SUBGROUPS, RIGOR AND RELEVANCE FRAMEWORK IDENTIFICATION, AND DIFFERENTIATED STRATEGIES	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS** (*MEASURABLE ARTIFACT*)
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.

- 2. ADMIT/EXIT SLIPS** (*PARTICIPATION AND COLLABORATION*)
ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

- 3. ACTIVE CLASS PARTICIPATION ELEMENTS** (*PARTICIPATION AND COLLABORATION*)
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

- 4. PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)
DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

- 5. RIGOR AND RELEVANCE FRAMEWORK** (*MEASURABLE ARTIFACT*)
COMPLETE ACTIVITIES RELATED TO THE RIGOR AND RELEVANCE FRAMEWORK DEVELOPED TO ENSURE THE INCLUSION OF BOTH RIGOR AND RELEVANCE IN INSTRUCTION. THE FRAMEWORK CONSISTS OF FOUR QUADRANTS THAT REFLECT THESE TWO DIMENSIONS OF HIGHER STANDARDS AND STUDENT ACHIEVEMENT. *DEVELOP MODIFIED LESSONS TO MEET THE NEEDS OF VARIOUS LEARNERS INCLUDING ENGLISH LEARNERS AND STUDENTS WITH SPECIAL NEEDS AND PROVIDE RATIONALE FOR STRATEGIES (TPA-ALIGNED).*

- 6. FSE LESSON PLAN TEMPLATE** (*PROFESSIONAL COMPETENCY-BASED ARTIFACT*)
THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS (SPECIAL

EDUCATION, ELL, GATE, AND/OR OTHER IDENTIFIED SUBGROUPS). FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLGY.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPEs; STUDENT LEARNING OUTCOMES
SESSION 1	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ OVERVIEW OF EFFECTIVE INSTRUCTIONAL DELIVERY ✓ RIGOR AND RELEVANCE FRAMEWORK ✓ EFFECTIVE ELL STRATEGIES 	<p>DO NOW</p> <ul style="list-style-type: none"> • TPA WORKSHOP • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • INTRODUCE RIGOR AND RELEVANCE FRAMEWORK • OVERVIEW OF PROMISING PRACTICES IN ELL INSTRUCTION <p>EXIT TICKET</p> <p>HOMEWORK: PRACTICUM</p>	<p>DUE BY SESSION 2</p>	<p>TPE: 1-6</p> <p>SLO: 1-4</p>
SESSION 2	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ DIFFERENTIATE INSTRUCTION BASED ON STUDENT ASSESSMENT DATA AND DIVERSE LEARNING NEEDS. ✓ DEMONSTRATE THE SKILLS NECESSARY TO USE INSTRUCTIONAL STRATEGIES, MATERIALS, TECHNOLOGIES AND OTHER RESOURCES TO MAKE CONTENT 	<p>DO NOW</p> <ul style="list-style-type: none"> • ON SCHOOLGY: SELECT ONE CLASS (SS/ES) OR ONE CONTENT (MS) ON WHICH YOU WANT TO FOCUS YOUR WORK FOR THE MODULE. CHART EACH STUDENT ON THE RIGOR AND RELEVANCE FRAMEWORK AND CONSIDER WHAT FACTORS CONTRIBUTE TO YOUR ASSESSMENT OF YOUR STUDENTS' ABILITY. <p>EXIT TICKET</p> <p>HOMEWORK: PRACTICUM</p>	<p>HW: DUE BY SESSION 3</p>	<p>TPE: 1-6</p> <p>SLO: 1-4</p>

	ACCESSIBLE TO ALL STUDENTS.	READ AND RESPOND TO FRANKLIN'S "FINDING THE BLACK NINJA FISH: REVISION AND WRITING GROUPS IN THE FIRST GRADE" (VIA SCHOOLGY)		
SESSION 3	<p>CHAPTER/TEXT: ✓ PLAN INSTRUCTION THAT ADDRESSES THE STANDARDS BY DEVELOPING AND IMPLEMENTING LESSON PLANS BASED ON DIFFERENTIATED INSTRUCTION AND USING TECHNOLOGY (21ST CENTURY SKILLS)</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • DIFFERENTIATION FOR PROCESS VS. PRODUCT • SAMPLE WRITING LESSON (MODELED BY DOC) • LESSON CRITIQUE AND MODIFICATION <p>EXIT TICKET</p> <p>HOMEWORK: READ AND RESPOND TO CH 3 IN TOVANI'S <i>I READ IT, BUT I DON'T GET IT</i> (VIA SCHOOLGY)</p>	HW: DUE BY SESSION 4	TPE: 1-6 SLO: 1-4
SESSION 4	<p>CHAPTER/TEXT: <i>I READ IT, BUT I DON'T GET IT</i>, CH 3 (TOVANI, 2000) ✓ SELECT AND USE APPROPRIATE INSTRUCTIONAL MATERIALS AND TECHNOLOGIES, INCLUDING ASSISTIVE TECHNOLOGIES, TO MEET THE NEEDS OF STUDENTS WITH SPECIAL NEEDS IN THE GENERAL EDUCATION CLASSROOM</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • SUPPORTING COMPREHENSION ACROSS GRADE-LEVELS AND CONTENT AREAS • PLANNING FOR MISUNDERSTANDING AND EXTENDING STUDENTS' THINKING • FSE LESSON PLANNING (REVIEW) <i>DIFFERENTIATION & ACCOMMODATIONS; ELLS; INSTRUCTION; LEARNING OBJECTIVES/TARGETS; ASSESSMENTS</i> <p>EXIT TICKET</p> <p>HOMEWORK: WORK ON FINAL</p>	HW: WORK ON FINAL	TPE: 1-6 SLO: 1-4
SESSION 5	<p>CHAPTER/TEXT: ✓ PRESENT FINAL FSE LESSON PLAN,</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • PRESENT FINAL LESSON PLAN 		TPE: 1-6 SLO: 1-4

	WITH NECESSARY SUPPLEMENTS	<ul style="list-style-type: none">• ENGAGE IN DESCRIPTIVE REVIEW FOR LESSON PLANS HOMEWORK: PRACTICUM	HW: FINAL REFLECTION	
--	----------------------------	---	----------------------	--

ARTIFACT DESCRIPTION & RUBRIC:

FOR YOUR COMPETENCY-BASED ARTIFACT, YOU WILL PROVIDE A STANDARDS-ALIGNED LESSON IN YOUR CONTENT AREA. YOU SHOULD INDICATE WHICH OF THE RIGOR AND RELEVANCE QUADRANTS YOU'RE ADDRESSING AT DIFFERENT STAGES IN THE LESSON. ADDITIONALLY, YOU SHOULD NOTE MOMENTS OF DIFFERENTIATION, THE TYPE OF DIFFERENTIATION, AND FOR WHICH STUDENTS YOU WILL BE DIFFERENTIATING. THIS LESSON MAY BE EITHER A LESSON YOU HAVE ALREADY TAUGHT OR ONE YOU ARE PLANNING TO TEACH; IN BOTH INSTANCES, YOU SHOULD BRING MATERIALS ON WHICH YOU WANT FEEDBACK FROM YOUR PEERS. IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS (SPECIAL EDUCATION, ELL, GATE, AND/OR OTHER IDENTIFIED SUBGROUPS).

PLEASE PROVIDE:

- LESSON PLAN, USING THE FORTUNE SCHOOL LESSON PLANNING TEMPLATE, ANNOTATED FOR BOTH THE RIGOR AND RELEVANCE FRAMEWORKS AND FOR DIFFERENTIATION
- ANY STUDENT-FACING DOCUMENTS OR SUPPLEMENTAL MATERIALS (E.G. HANDOUTS, POWERPOINT DECKS, ETC.)
- A CLASS LIST, ANNOTATED FOR STUDENT SUBGROUPS (ELS, IEPs, GATE, ETC.) AND NOTED FOR GROUPINGS (IF APPLICABLE). PLEASE REDACT LAST NAMES OR OTHERWISE PROTECT YOUR STUDENTS' IDENTITIES.
- STUDENT WORK (IF YOU ARE BRINGING A LESSON YOU HAVE ALREADY TAUGHT)
- A QUESTION OR PROBLEM OF PRACTICE YOU WOULD LIKE YOUR COLLEAGUES TO CONSIDER

DURING OUR LAST COURSE MEETING, WE WILL ENGAGE IN A DESCRIPTIVE REVIEW PROCESS (HINES, BOWSER, & BROWN, 2009), IN WHICH YOU WILL RECEIVE FEEDBACK ON YOUR MATERIALS GROUNDED IN YOUR QUESTION OR PROBLEM OF PRACTICE.

FOR THE REFLECTION

BASED ON THE DESCRIPTIVE REVIEW PROCESS, PROVIDE A 300-500 WORD REFLECTION ADDRESSING ONE OR MORE OF THE FOLLOWING QUESTIONS:

- WHAT ARE THE KEY TAKEAWAYS FROM THE FEEDBACK OF YOUR PEERS?
- WHAT CLARIFYING QUESTION(S) MADE YOU CONSIDER YOUR CLASS IN A DIFFERENT WAY? HOW SO?
- WHAT SUGGESTION HAD YOU ALREADY TRIED? WHY DID YOU ABANDON IT AND/OR WHY DIDN'T IT WORK?
- WHAT NEW SUGGESTION ARE YOU MOST EXCITED BY?
- HOW WILL YOU CARRY THE LESSONS AND REFLECTIONS FROM THIS LESSON (AND ITS REVIEW) INTO YOUR REMAINING LESSONS AND YOUR UPCOMING YEARS AS A TEACHER?

PLEASE BE SURE TO INCORPORATE TWO OR MORE REFERENCES AND/OR CONNECTIONS TO THE READINGS FROM THIS OR OTHER MODULES USING APA FORMAT. FOR RUBRIC REQUIREMENTS, PLEASE REFER TO "FINAL REFLECTION RUBRIC" ON SCHOOLGY.

ANNOTATED LESSON RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT	0 MISSING
FSE LESSON PLAN	STANDARDS-ALIGNED, OBJECTIVE-DRIVEN LESSON PLAN, ADHERING TO ALL COMPONENTS OF THE LESSON PLAN WITH APPROPRIATE INSTRUCTIONAL METHODS AND EXEMPLAR OF ASSESSMENT	STANDARDS-ALIGNED, OBJECTIVE-DRIVEN LESSON PLAN, ADHERING TO ALL COMPONENTS OF THE LESSON PLAN WITH APPROPRIATE INSTRUCTIONAL METHODS	STANDARDS-ALIGNED, OBJECTIVE-DRIVEN LESSON PLAN, ADHERING TO ALL BUT 2 COMPONENTS OF THE LESSON PLAN WITH APPROPRIATE INSTRUCTIONAL METHODS	SUBMITTED LESSON PLAN FAILS TO ADDRESS TWO OR MORE OF THE FOLLOWING: - STANDARDS-ALIGNED - OBJECTIVE-DRIVEN - ADHERING TO ALL COMPONENTS OF THE LESSON PLAN - APPROPRIATE INSTRUCTIONAL METHODS	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
ANNOTATIONS PER REQUIREMENTS	ANNOTATIONS ARE COMPLETE THROUGHOUT THE LESSON PLAN, EXPLAIN THE RATIONALE FOR CONCLUSIONS, AND DIRECTLY REFERENCE ADDITIONAL INSTRUCTIONAL CONTENT OR MATERIALS	ANNOTATIONS ARE COMPLETE THROUGHOUT THE LESSON PLAN AND EXPLAIN RATIONALE FOR CONCLUSIONS	ANNOTATIONS ARE PRESENT AND MINIMALLY EXPLAIN RATIONALE FOR CONCLUSIONS; MAY BE MISSING ANNOTATIONS IN 1-2 SECTIONS	ANNOTATIONS ARE MINIMAL AND INCOMPLETE, ADDRESSING ONLY 1-2 SECTIONS OF THE LESSON PLAN	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
SUPPLEMENTAL MATERIALS	ALL OF THE FOLLOWING WERE SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE) ADDITIONALLY, PROVIDED ADDITIONAL MATERIALS RELEVANT TO QUESTION/PROBLEM/CLASS.	ALL OF THE FOLLOWING WERE SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE)	ONLY TWO OF THE FOLLOWING WERE SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE)	ONLY ONE OF THE FOLLOWING SUBMITTED: - STUDENT-FACING HANDOUTS - TEACHER INSTRUCTIONAL MATERIALS (POWERPOINT, TEXTBOOK, ETC.) - ANONYMIZED CLASS LIST WITH ANNOTATIONS FOR STUDENT SUBGROUPS - ANONYMIZED STUDENT WORK (IF APPLICABLE)	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
QUESTION OR PROBLEM OF PRACTICE	QUESTION OR PROBLEM OF PRACTICE IS FOCUSED, CLEAR, AND OPEN-ENDED; ADDITIONALLY, IT REFLECTS A QUESTION EXTENDING BEYOND PRESENTED LESSON	QUESTION OR PROBLEM OF PRACTICE IS FOCUSED, CLEAR, AND OPEN-ENDED.	QUESTION OR PROBLEM OF PRACTICE MEETS TWO OF THE FOLLOWING: FOCUSED, CLEAR, OR OPEN-ENDED.	QUESTION OR PROBLEM OF PRACTICE MEETS ONLY ONE OF THE FOLLOWING: FOCUSED, CLEAR, OR OPEN-ENDED.	COMPONENT IS ENTIRELY ABSENT OR FAILS TO ADDRESS THE DIRECTIONS.
					(x 25) = / 100

ED 200:

METHODOLOGY OF TEACHING READING AND WRITING

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

CONTACT: VIA SCHOLOGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE PROVIDES SUBSTANTIVE, RESEARCH-BASED, CONTENT LITERACY INSTRUCTION FOR THE GENERAL EDUCATION CLASSROOM AND THE SPECIAL EDUCATION CLASSROOM. RESEARCH-BASED CONTENT LITERACY INCLUDES PHONEMIC AWARENESS, PHONICS, VOCABULARY DEVELOPMENT SPECIFIC TO EACH SUBJECT AREA, ACADEMIC LANGUAGE APPROPRIATE FOR EACH SUBJECT, READING COMPREHENSION STRATEGIES AND SKILLS TO ACCESS GRADE-LEVEL CONTENT MATERIAL, AND WRITING STRATEGIES NECESSARY TO DEMONSTRATE CONTENT KNOWLEDGE. THIS COURSE USES THE CALIFORNIA READING-LANGUAGE ARTS (ELA) FRAMEWORK TO DEVELOP GOOD READING STRATEGIES. THE COURSE TAKES INTERNS THROUGH WHAT SYSTEMATIC, EXPLICIT INSTRUCTION IS AND HOW IT MEETS THE NEEDS OF THE FULL RANGE OF LEARNERS (INCLUDING STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, ENGLISH LANGUAGE LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, STUDENTS WHO HAVE NO COMMUNICATION LANGUAGE SYSTEM, AND ADVANCED LEARNERS) WHO HAVE VARIED READING LEVELS AND LANGUAGE BACKGROUNDS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 3	EDUCATING DIVERSE LEARNERS
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 5	ASSESSMENT OF STUDENTS
PROGRAM STANDARD 6	USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY
PROGRAM STANDARD 9	PREPARATION TO TEACH READING/LANGUAGE ARTS
PROGRAM STANDARD 10	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS
MILD/MODERATE DISABILITIES 2	ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 3	PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION
MILD/MODERATE DISABILITIES 5	SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO's) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO's INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT:

PUT READING FIRST [HTTP://LINCS.ED.GOV/PUBLICATIONS/PDF/PRFBOOKLET.PDF](http://lincs.ed.gov/publications/pdf/PRFBOOKLET.PDF)

CALIFORNIA ELA/ELD FRAMEWORK [HTTPS://WWW.CDE.CA.GOV/CI/RL/CF/ELAELDFRMWRKSBEADOPTED.ASP](https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ONLINE ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS 	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • INFORMAL READING INVENTORY 	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. CURRENT TRENDS REFLECTIONS/ONLINE SCHOOLOGY ARTIFACTS (MEASURABLE ARTIFACT)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.

2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)

ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE

CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. INFORMAL READING INVENTORY (COMPETENCY-BASED ARTIFACT)

WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD. CREATE/IDENTIFY OPPORTUNITIES FOR INTERVENTION AND SUPPORT BASED ON READING NEEDS OF THE STUDENT.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	PROGRAM STANDARDS; TPES
SESSION 1	TEXT: ELA FRAMEWORK ✓ CCSS FOR GRADE LEVEL(S) TAUGHT ✓ USING ASSESSMENT TO DRIVE INSTRUCTION	DO NOW <ul style="list-style-type: none"> WELCOME AND INTRODUCTIONS REVIEW SYLLABUS ELA CCSS EXIT TICKET HOMEWORK: REVIEW ELA FRAMEWORK	HW: DUE BY SESSION 2	TPES: 1, 4, 5 ES PS: 9 M/M PS: 2-3, 5
SESSION 2	TEXT: ✓ INFORMAL READING ASSESSMENTS: WORD LISTS, FLUENCY, COMPREHENSION, PA	DO NOW <ul style="list-style-type: none"> REVIEW HOMEWORK/DISCUSSION PRACTICE USING READING ASSESSMENTS, CREATE RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS EXIT TICKET		TPES: 1, 4, 5 ES PS: 5, 9-10 M/M PS: 2-3, 5
SESSION 3	TEXT: PUT READING FIRST ✓ READ PUT READING FIRST	DO NOW <ul style="list-style-type: none"> ONLINE DISCUSSION 		TPES: 1, 4, 5 ES PS: 9 M/M PS: 2-3, 5
SESSION 4	TEXT: ✓ PRE-READING ACTIVITIES ✓ PHONOLOGICAL AWARENESS ✓ COMPREHENSION SKILLS AND STRATEGIES ✓ FLUENCY	DO NOW <ul style="list-style-type: none"> DISCUSSION ACTIVITY: INSTRUCTIONAL PRACTICES EXIT TICKET		TPES: 1-5 ES PS: 5, 9-10 M/M PS: 2-3, 5

		HOMEWORK	HW: DUE BY SESSION 5	
SESSION 5	TEXT: ✓ WRITTEN LANGUAGE ✓ DOMAIN REVIEW	DO NOW • DISCUSSION • RICA PRACTICE EXIT TICKET HOMEWORK:		TPES: 1-5 ES PS: 3-6, 9-10 M/M PS: 2-3, 5
SESSION 6	TEXT: ✓ TEST PREP DAY	DO NOW • RICA REVIEW	HW:	TPES: 1-5 ES PS: 3-6, 9-10 M/M PS: 2-3, 5
SESSION 7	TEXT: ✓ LESSON PLANNING	DO NOW • INSTRUCTIONAL DESIGN • WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING INVENTORY EXIT TICKET		TPES: 1-5 ES PS: 3-6, 9-10 M/M PS: 2-3, 5

ED 309:

TECHNOLOGY IN THE CLASSROOM

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: VIA SCHOOLGY

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

MODULE DESCRIPTION:

THIS COURSE IS AN OVERVIEW OF THE USE OF COMPUTER-BASED TECHNOLOGY IN THE EDUCATIONAL ENVIRONMENT, AND THE INTEGRATION OF TECHNOLOGY INTO THE EXISTING CLASSROOM CURRICULUM. TOPICS FOR STUDY AND/OR HANDS-ON EXPERIENCE INCLUDE: TEACHER PRODUCTIVITY SOFTWARE, MANAGEMENT ISSUES RELATING TO TECHNOLOGY, INTEGRATION OF TECHNOLOGY INTO EXISTING CURRICULUM, COMPUTER APPLICATIONS, SOCIETAL IMPACT OF TECHNOLOGY IN THE CLASSROOM, AND COMPUTER ASSISTED INSTRUCTION.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPA	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING

TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR
--------------	--

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO’S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO’S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):

- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AND ONLINE RESOURCES AS DETERMINED BY THE INSTRUCTOR.
- *REQUIRED MATERIALS:*
 - WORD FILE: USED TO RECORD TIPS, WEBSITES, ETC.
 - WORD FILE: USED TO RECORD QUICK WRITES, REFLECTIONS, ETC.
 - INTERNET ACCESS

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/DO NOWS/EXITS (ONLINE DISCUSSION THREADS) • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • BLENDED LEARNING REVIEW • INTERNET SAFETY REVIEW • APPLIED LEARNING PROJECT – DISTRICT TECHNOLOGY POLICIES • TEACHING DIGITAL NATIVES 	50
III.	COMPETENCY-BASED ARTIFACT	25

	• APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION	
		TOTAL
		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE: INSTRUCTIONAL PLANNING ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **ADMIT/DO NOW/EXIT SLIPS & DISCUSSION THREAD (PARTICIPATION AND COLLABORATION)**
 ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL). DISCUSSION THREADS ARE INTERACTIVE AND ENGAGING VIA SCHOOLGY. PLEASE SEE RUBRIC FOR ADDITIONAL DETAILS.

2. **CURRENT TRENDS REFLECTIONS (MEASURABLE ARTIFACT)**
 CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.

3. **FSE LESSON PLAN TEMPLATE (MEASUREABLE ARTIFACT)**
 DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED TO INCORPORATE THE ADDITIONAL TECHNOLOGY COMPONENTS (EXAMPLE: DIGITAL LIBRARY, GOORU, ETC.,).

4. **ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)**
 PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

5. **PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)**
 DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

6. **APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION** (COMPETENCY-BASED ARTIFACT)
 CANDIDATES WILL DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM (WEBSITE, BLOG, YOUTUBE CHANNEL, LMS, ETC.). IN COLLABORATION WITH THEIR COLLEAGUES IN THE COURSE, CANDIDATES WILL PROVIDE FEEDBACK TO ONE ANOTHER ON THE MATERIALS AND THEIR DELIVERY IN AN ONLINE SPACE, ADJUSTING THEIR PLATFORMS AS NECESSARY TO ENSURE HIGHLY EFFECTIVE INSTRUCTION. *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLGY.*

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPES; STUDENT LEARNING OUTCOMES
SESSION 1	CHAPTER/TEXT: ✓ DIGITAL NATIVE VS. DIGITAL IMMIGRANT ARTICLE ✓ ACCESSING THE WIKI ✓ SUBMITTING ASSIGNMENTS VIA GOOGLE DOCS ON THE WIKI. ✓ DEVELOPING A CLASS WEBSITE	DO NOW/ DISCUSSION THREAD <ul style="list-style-type: none"> • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • REVIEW G1 (YEAR 1)/MODULE G1 (YEAR 2) OBJECTIVES, EXPECTATIONS, AND ASSIGNMENTS. • UNDERSTAND HOW TO USE THE CLASS WIKI. • RESPOND TO THE FIRST BLOG POST ASSIGNMENT. • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL EXPERIENCES. EXIT TICKET HOMEWORK: <ul style="list-style-type: none"> • ACCESS THE WIKI • POST BLOG RESPONSE #1 	HW: DUE BY SESSION 2	TPE: 1, 3-5 SLO: 2-3

SESSION 2	<p>CHAPTER/TEXT: ✓ THE BLENDED LEARNING MOVEMENT ✓ TECHNOLOGY RESOURCES. ✓ TECHNOLOGY ENHANCED LESSON PLANNING.</p>	<p>DO NOW/ DISCUSSION THREAD</p> <ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • DEMONSTRATE UNDERSTANDING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS BY DEVELOPING LESSON PLANS THAT INTEGRATE THE USE OF TECHNOLOGY AND LEAD TO STUDENT MASTERY. (TPE 1, TPE 9, TPE 10) • USE TECHNOLOGY TO ENSURE ACTIVE AND EQUITABLE PARTICIPATION. (TPE 5) • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL EXPERIENCES. (TPE 6, TPE 8) • ESTABLISH AND MAINTAIN A POSITIVE ONLINE ENVIRONMENT FOR LEARNING. (TPE 11) <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ul style="list-style-type: none"> • ACCESS THE WIKI • POST BLOG RESPONSE #2 • POST TECHNOLOGY ENHANCED LESSON PLAN 	<p>HW: DUE BY SESSION 3</p>	<p>TPE: 1, 3-5 SLO: 2-3</p>
SESSION 3	<p>CHAPTER/TEXT: ✓ ASSESSMENTS ✓ TECHNOLOGY DRIVEN DATA DRIVEN INSTRUCTION ✓ STATE RESOURCES ✓ USING STATE RESOURCES TO PLAN</p>	<p>DO NOW/ DISCUSSION THREAD</p> <ul style="list-style-type: none"> • USE TECHNOLOGY, INCLUDING HARDWARE (GRADE CAMS) AND SOFTWARE (GRADING SOFTWARE), TO 		<p>TPE: 1, 3-5 SLO: 2-3</p>

	<p>INSTRUCTION ON THE PRINCIPLES OF BACKWARD DESIGN.</p>	<p>DETERMINE STUDENT PROGRESS TOWARD ACHIEVING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS. (TPE 2, TPE 12, TPE 13)</p> <ul style="list-style-type: none"> • USE TECHNOLOGY TO COLLECT AND GIVE FEEDBACK ON RESULTS FROM A VARIETY OF ASSESSMENTS. (TPE 3) • SELECT AND USE VARIOUS INSTRUCTIONAL STRATEGIES, ACTIVITIES, AND TECHNOLOGY-BASED RESOURCES TO FACILITATE STUDENT LEARNING. (TPE 4) <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ul style="list-style-type: none"> • ACCESS THE WIKI • POST BLOG RESPONSE #3 • POST DIGITAL LIBRARY ENHANCED LESSON PLAN 	<p>HW: DUE BY SESSION 4</p>	
<p>SESSION 4</p>	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ BLENDED LEARNING APPROACHES (GOORU) ✓ INTERNET SAFETY 	<p>DO NOW/ DISCUSSION THREAD</p> <ul style="list-style-type: none"> • DEMONSTRATE UNDERSTANDING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS BY DEVELOPING LESSON PLANS THAT INTEGRATE THE USE OF TECHNOLOGY AND LEAD TO STUDENT MASTERY. • USE TECHNOLOGY, INCLUDING HARDWARE (GRADE CAMS) AND SOFTWARE (GRADING SOFTWARE), TO DETERMINE STUDENT PROGRESS TOWARD ACHIEVING THE STATE-ADOPTED ACADEMIC 		<p>TPE: 1, 3-5</p> <p>SLO: 2-3</p>

		<p>CONTENT STANDARDS.</p> <ul style="list-style-type: none"> • USE TECHNOLOGY TO COLLECT AND GIVE FEEDBACK ON RESULTS FROM A VARIETY OF ASSESSMENTS. • SELECT AND USE VARIOUS INSTRUCTIONAL STRATEGIES, ACTIVITIES, AND TECHNOLOGY-BASED RESOURCES TO FACILITATE STUDENT LEARNING. • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL EXPERIENCES. • ESTABLISH AND MAINTAIN A POSITIVE ONLINE ENVIRONMENT FOR LEARNING. <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ul style="list-style-type: none"> • ACCESS THE WIKI • POST BLOG RESPONSE #4 • POST LINK TO GOORU LESSON PLAN • POST WEB-SAFETY GRAPHIC ORGANIZER 	<p>HW: DUE BY SESSION 5</p>	
SESSION 5	<p>CHAPTER/TEXT: ✓ SCHOOL REFORM ✓ WEBSITE MAINTENANCE</p>	<p>DO NOW/ DISCUSSION THREAD</p> <p>SUBMIT PROJECTS IN DROPBOX VIA SCHOOLGY</p> <ul style="list-style-type: none"> • DEMONSTRATE UNDERSTANDING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS BY DEVELOPING LESSON PLANS THAT INTEGRATE THE USE OF TECHNOLOGY AND LEAD 		<p>TPE: 1, 3-5 SLO: 2-3</p>

		<p>TO STUDENT MASTERY.</p> <ul style="list-style-type: none"> • USE TECHNOLOGY, INCLUDING HARDWARE (GRADE CAMS) AND SOFTWARE (GRADING SOFTWARE), TO DETERMINE STUDENT PROGRESS TOWARD ACHIEVING THE STATE-ADOPTED ACADEMIC CONTENT STANDARDS. • USE TECHNOLOGY TO COLLECT AND GIVE FEEDBACK ON RESULTS FROM A VARIETY OF ASSESSMENTS. (TPE 3) • SELECT AND USE VARIOUS INSTRUCTIONAL STRATEGIES, ACTIVITIES, AND TECHNOLOGY-BASED RESOURCES TO FACILITATE STUDENT LEARNING. (TPE 4) • USE TECHNOLOGY TO ENSURE ACTIVE AND EQUITABLE PARTICIPATION. (TPE 5) • USE TECHNOLOGY TO PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATIONAL EXPERIENCES. (TPE 6, TPE 8) • ESTABLISH AND MAINTAIN A POSITIVE ONLINE ENVIRONMENT FOR LEARNING. (TPE 11) <p>EXIT TICKET</p> <p>HOMEWORK:</p> <ul style="list-style-type: none"> • ACCESS THE WIKI • POST BLOG POST #5 • FINAL CLASS REFLECTION • POST LINK TO CLASSROOM WEBSITE 		
--	--	---	--	--

ARTIFACTS & RUBRICS:

- COURSE: ED 309

APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION

CANDIDATES WILL DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM (WEBSITE, BLOG, YOUTUBE CHANNEL, LMS, ETC.). IN COLLABORATION WITH THEIR COLLEAGUES IN THE COURSE, CANDIDATES WILL PROVIDE FEEDBACK TO ONE ANOTHER ON THE MATERIALS AND THEIR DELIVERY IN AN ONLINE SPACE, ADJUSTING THEIR PLATFORMS AS NECESSARY TO ENSURE HIGHLY EFFECTIVE INSTRUCTION.

- WRITTEN COMPONENT

REVIEW THESE WEBPAGES THAT INCLUDE A SERIES OF EDUCATIONAL SOFTWARE AND APPLICATIONS.

- [HTTP://WWW.TEACHTHOUGHT.COM/THE-FUTURE-OF-LEARNING/TECHNOLOGY/9-TECHNOLOGY-TOOLS-ENGAGE-STUDENTS-CLASSROOM/](http://www.teachthought.com/the-future-of-learning/technology/9-technology-tools-engage-students-classroom/)
- [HTTPS://WW2.KQED.ORG/MINDSHIFT/2015/07/29/TEACHER-RECOMMENDED-50-FAVORITE-TEACHING-APPS/](https://ww2.kqed.org/mindshift/2015/07/29/teacher-recommended-50-favorite-teaching-apps/)

REVIEW EACH OF THE TOOLS THAT ARE LISTED, AND THINK ABOUT THE PROS AND CONS OF EACH TOOL. THEN SELECT ONE TOOL THAT YOU THINK WOULD BE A GOOD RESOURCE FOR YOUR CLASSROOM AND AGE GROUP.

NOTE: IF YOU DO NOT LIKE ANY OF THE TOOLS LISTED, PLEASE EMAIL YOUR INSTRUCTOR WITH THE WEB LINK OF A TOOL YOU WOULD LIKE TO USE BEFORE STARTING TO WRITE ABOUT IT.

THEN PREPARE A DETAILED PLAN OF HOW YOU WOULD IMPLEMENT THIS TOOL IN YOUR CLASSROOM. PLAN MUST INCLUDE:

1. A 3-5 PARAGRAPH SUMMARY OF THE STEPS YOU WOULD TAKE TO IMPLEMENT THE SELECTED TOOL IN YOUR CLASSROOM
2. A BUDGET PROPOSAL FOR ANY COSTS THAT YOUR SCHOOL WOULD NEED TO INCUR TO IMPLEMENT THIS TOOL (INCLUDE ANY COST SAVINGS YOUR SCHOOL MIGHT REALIZE BY USING THIS TOOL
3. AN INVENTORY OF THE TECHNOLOGY TOOLS YOU OR YOUR STUDENTS WOULD NEED TO USE THIS TOOL
4. AN EXPLANATION OF THE GOALS THAT YOU HOPE TO ACCOMPLISH BY USING THIS TOOL
5. AN EXPLANATION OF HOW YOU WOULD EVALUATE THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES EITHER ACADEMIC OR BEHAVIORAL

- VIDEO COMPONENT

USING YOUR WEBCAM ON YOUR COMPUTER OR THE CAMERA ON YOUR PHONE, RECORD A TWO MINUTE “ELEVATOR PITCH” TO YOUR SUPERINTENDENT OR PRINCIPAL ABOUT WHY THIS TECHNOLOGY WILL BE USEFUL IN YOUR CLASSROOM AND HOW IT WILL IMPROVE STUDENT OUTCOMES.

- SPELLING, MECHANICS, AND GRAMMAR

- BE SURE TO PROOFREAD AND ENSURE THERE ARE NOT ERRORS

SEE RUBRIC FOR MORE DETAILS.

APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	<p>WRITTEN COMPONENT INCLUDES ALL OF THE FOLLOWING:</p> <ul style="list-style-type: none"> SUMMARY (ACCURATE AND WITHIN LIMITS) A BUDGET PROPOSAL AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS AN EXPLANATION OF THE GOALS FOR THE TOOL AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES <p>VIDEO IS COMPLETE AND DOES NOT EXCEED 2 MINUTES.</p>	<p>WRITTEN COMPONENT INCLUDES ALL BUT 1 OF THE FOLLOWING:</p> <ul style="list-style-type: none"> SUMMARY (ACCURATE AND WITHIN LIMITS) A BUDGET PROPOSAL AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS AN EXPLANATION OF THE GOALS FOR THE TOOL AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES <p>VIDEO IS COMPLETE BUT EXCEEDS 2 MINUTES.</p>	<p>WRITTEN COMPONENT INCLUDES ALL BUT 2 OF THE FOLLOWING:</p> <ul style="list-style-type: none"> SUMMARY (ACCURATE AND WITHIN LIMITS) A BUDGET PROPOSAL AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS AN EXPLANATION OF THE GOALS FOR THE TOOL AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES <p>VIDEO IS COMPLETE BUT IS EITHER UNDER 1 MINUTE OR EXCEEDS 2 MINUTES.</p>	<p>WRITTEN COMPONENT INCLUDES ALL BUT 3 OF THE FOLLOWING:</p> <ul style="list-style-type: none"> SUMMARY (ACCURATE AND WITHIN LIMITS) A BUDGET PROPOSAL AN INVENTORY OF NEEDED TECHNOLOGICAL TOOLS AN EXPLANATION OF THE GOALS FOR THE TOOL AN EXPLANATION OF EVALUATION OF THE EFFECTIVENESS OF THE TOOL ON STUDENT OUTCOMES <p>VIDEO IS INCOMPLETE AND IS EITHER UNDER 1 MINUTE OR EXCEEDS 2 MINUTES.</p>
COMPREHENSION	WORK DEMONSTRATES ADVANCED UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.	WORK DEMONSTRATES PROFICIENT UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.	WORK DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.	WORK DEMONSTRATES INSUFFICIENT UNDERSTANDING OF IDEAS, TOOLS, AND DESIRED STUDENT OUTCOMES.
ACCURACY	WORK IS ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	WORK IS ACCURATE AND SHOWS MOST PROCESSES TO ACHIEVE RESULT.	WORK IS ACCURATE, BUT DOES NOT DETAIL PROCESSES TO ACHIEVE RESULTS.	WORK IS INACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				<p>(x 25) = /100</p>

ESMM 201:**BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING****PROGRAM TRACK:** EDUCATION SPECIALIST – MILD/MODERATE**INSTRUCTOR:** _____**DATES OF COURSE:** _____**CLASS MEETING TIME:** 5:00 – 9:00**PRACTICUM MEETING TIME:** VIA SCHOOLGY**CONTACT:** VIA SCHOOLGY MESSENGER**FSE VISION STATEMENT:**

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE PROVIDES ADVANCED APPROACHES TO DEALING WITH COMPLEX BEHAVIORAL ISSUES. CANDIDATES WILL LEARN TO CONDUCT A THOROUGH FUNCTIONAL ANALYSIS ASSESSMENT IN THE SCHOOL SETTING AND HOW TO DESIGN AND IMPLEMENT BEHAVIORAL INTERVENTION PROGRAMS BASED ON THOSE ASSESSMENTS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL, AND ETHICAL PRACTICES
PROGRAM STANDARD 3	EDUCATING DIVERSE LEARNERS
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 5	ASSESSMENT OF STUDENTS
PROGRAM STANDARD 12	BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING
MILD/MODERATE DISABILITIES 1	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 2	ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 3	PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION
MILD/MODERATE DISABILITIES 4	POSITIVE BEHAVIOR SUPPORT
MILD/MODERATE DISABILITIES 5	SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXTS/RESOURCES:

- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AND ONLINE RESOURCES AS DETERMINED BY THE INSTRUCTOR.
- BONNIE S. BILLINGSLEY, MARY T. BROWNELL, MAYA ISRAEL, & MARGARET L. KAMMAN, PUBLISHED BY JOSSEY-BASS. *A SURVIVAL GUIDE FOR NEW SPECIAL EDUCATORS*.
- WWW.PENT.CA.GOV
- CALIFORNIA PUBLIC SCHOOLS FRAMEWORK FOR YOUR CONTENT AREA - [HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/DO NOWS/EXITS (ONLINE DISCUSSION THREADS/CURRENT TRENDS) • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • COMPLETE A FUNCTIONAL ASSESSMENT ANALYSIS (FAA) • FSE LESSON PLAN TEMPLATE FOR TEACHING FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB) • APPLY AN UNDERSTANDING OF INTERSECTIONALITY TO COMPLETE A REFLECTION AND IDENTIFY RESOURCES FOR A STUDENT • WRITE A QUALITY BIP (SCORING ADEQUATE OR ABOVE) • PRACTICUM ASSIGNMENT (6 HOURS) 	50
III.	PROFESSIONAL COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • REVIEW A MANIFESTATION DETERMINATION • PRESENT A SCHOOL WIDE OR CLASSROOM BEHAVIOR SYSTEM 	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE: INSTRUCTIONAL PLANNING ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. ADMIT/DO NOW/EXIT SLIPS & DISCUSSION THREAD** (*PARTICIPATION AND COLLABORATION*)
 ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL). DISCUSSION THREADS ARE INTERACTIVE AND ENGAGING VIA SCHOOLOGY. PLEASE SEE RUBRIC FOR ADDITIONAL DETAILS.
- 2. CURRENT TRENDS REFLECTIONS** (*MEASURABLE ARTIFACT*)
 CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.
 - [RESTORATIVE PRACTICES](#) (E. RILEY)

- [ELA/ELD FRAMEWORK FOCUS - ACCESS FOR ALL: UNIVERSAL DESIGN FOR LEARNING IN A MULTI-TIERED SYSTEM OF SUPPORT WORLD \(CA CCSS\)](#)
 - [WHY OUR COERCIVE SYSTEM OF SCHOOLING SHOULD TOPPLE \(DR. P. GRAY\)](#)
3. **FSE LESSON PLAN TEMPLATE** (*MEASUREABLE ARTIFACT*)
DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS (FERB) FOR STUDENTS WITH MILD AND MODERATE CHARACTERISTICS.
 4. **ACTIVE CLASS PARTICIPATION ELEMENTS** (*PARTICIPATION AND COLLABORATION*)
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION
 5. **FUNCTIONAL ASSESSMENT ANALYSIS (FAA):** (*PARTICIPATION AND COLLABORATION*)
WRITE A QUALITY BIP (SCORING ADEQUATE OR ABOVE). DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS AS A MEANS FOR ANALYZING, INTERPRETING, AND CHANGING BEHAVIOR.
 6. **PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)
DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
 7. **SEL SKILLS USING FORMATIVE ASSESSMENTS:** (*MEASUREABLE ARTIFACT*)
BUILDING SEL SKILLS THROUGH FORMATIVE ASSESSMENTS (RESOURCE: R.J. MARZANO). MEASURE AND EVALUATE YOUR STUDENTS' SEL DEVELOPMENT BY USING A PROGRESSION CHART AND STRATEGIES THAT INCLUDE PROBING DISCUSSIONS, UNOBTRUSIVE ASSESSMENTS, AND STUDENT-GENERATED ASSESSMENTS.
 8. **SYSTEMS OF SUPPORTS PRACTICES:** (*MEASUREABLE ARTIFACT*)
REVIEW THE MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK THAT ALIGNS RESPONSE TO INSTRUCTION AND INTERVENTION (RTI) WITH THE CALIFORNIA STATE STANDARDS AND THE SYSTEMS NECESSARY TO ENSURE ACADEMIC, BEHAVIOR, AND SOCIAL SUCCESS INCLUDING UNDERSTAND BY DESIGN AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) AND REVIEW EVIDENCE-BASED, POSITIVE, PROACTIVE, AND RESPONSIVE CLASSROOM BEHAVIOR INTERVENTION AND SUPPORT STRATEGIES FOR TEACHERS TO CREATE SYSTEMS OF SUPPORTS USING DESIGNATED TEMPLATE.
 9. **INSTRUCTIONAL STRATEGIES LIBRARY:** (*MEASUREABLE ARTIFACT*)

DETERMINE THE APPROPRIATE EVIDENCE-BASED STRATEGY NEEDED TO EFFECTIVELY ADDRESS EVIDENCE-BASED INSTRUCTIONAL APPROACHES INCLUDING RATIONALE AND APPROPRIATE ENVIRONMENTAL SETTING FOR EACH STRATEGY. CHOOSE 5 FROM LIBRARY LIST AND PROVIDE INFORMATION AS DIRECTED BY THE TEMPLATE.

10. MOCK MANIFESTATION DETERMINATION: *(PROFESSIONAL COMPETENCY-BASED ARTIFACT)*

- PARTICIPATE EFFECTIVELY IN MANIFESTATION DETERMINATION HEARINGS
- PREPARE SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION
- IDENTIFY EFFECTIVE COMMUNICATION, COLLABORATION, AND CONSULTING PRACTICES WITH PARENT(S)/GUARDIAN(S)/CAREGIVER(S)
- IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE
- DEVELOP & IMPLEMENT BEHAVIOR INTERVENTION PLAN (POSITIVE & NEGATIVE REINFORCEMENT FREE FROM COERCION, PROACTIVE & RESPECTFUL STRATEGIES)

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	MODULE OBJECTIVES; PROGRAM STANDARDS;
SESSION 1	<p>CHAPTER/TEXT: ARTICLE: <i>TEACHING AT THE INTERSECTIONS: HONOR AND TEACH ABOUT YOUR STUDENTS' MULTIPLE IDENTITIES</i> ✓ DEFINING BEHAVIOR ✓ FUNCTIONAL ASSESSMENT ANALYSIS ✓ UNDERSTANDING INTERSECTIONALITY</p>	<p>DO NOW / DISCUSSION THREAD</p> <ul style="list-style-type: none"> WELCOME AND INTRODUCTIONS REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS DISCUSSION: CONSIDER HOW STUDENTS' MULTIPLE IDENTITIES MAY AFFECT THEIR SOCIAL, EMOTIONAL, AND BEHAVIORAL NEEDS <p>HOMEWORK: RESPOND TO THE REFLECTION QUESTIONS REGARDING INTERSECTIONALITY WHILE CONSIDERING THE NEEDS OF AN INDIVIDUAL ON YOUR CASELOAD. IDENTIFY A MINIMUM OF 2 RESOURCES THAT MAY BE SUPPORTIVE OF THIS STUDENT'S UNIQUE NEEDS AND INTERESTS.</p>	<p>HW: DUE BY SESSION 2</p>	<p>MO: A, B, D PS: 2, 3, 4, 5, 12 M/M: 1, 2, 3, 4</p>
SESSION 2	<p>CHAPTER/TEXT: ✓ PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS</p>	<p>DO NOW / DISCUSSION THREAD</p> <ul style="list-style-type: none"> REVIEW EMERGENCY INTERVENTION PROCEDURES IN SELPA OF SERVICE COMPLETE OBSERVATION, DATA COLLECTION, SURVEYS FOR A STUDENT ON CURRENT CASELOAD <p>HOMEWORK: BRING IN AN FBA/FAA OF ANY STUDENT AND BLACK OUT NAME</p>	<p>HW: DUE BY SESSION 3</p>	<p>MO: C PS: 2, 4, 5, 12 M/M 1, 2, 3, 4,</p>
SESSION 3	<p>CHAPTER/TEXT: ✓ ENVIRONMENTAL FACTORS THAT CONTRIBUTE TO BEHAVIOR</p>	<p>DO NOW / DISCUSSION THREAD</p> <ul style="list-style-type: none"> COMPLETE BIPs LINES 1-9 <p>HOMEWORK:</p>		<p>MO: C PS: 2, 4, 5, 12 M/M: 1, 2, 3, 4</p>

	<ul style="list-style-type: none"> ✓ FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORS ✓ DEFINING AND WRITING BEHAVIOR GOALS 	WRITE OUT A BIP AND BRING TO CLASS (PRACTICUM)	HW: DUE BY SESSION 4	
SESSION 4	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ COMPETING PATHWAYS ✓ EVALUATING BIPs ✓ IMPLEMENTING PLANS WITH FIDELITY MODELING, ROLE PLAYING, TEACHING REPLACEMENT BEHAVIORS 	<p>DO NOW / DISCUSSION THREAD</p> <ul style="list-style-type: none"> • REVISE LINES 1-9 AS NEEDED, COMPLETE BIP USING RUBRIC AS GUIDE (<i>MEASUREABLE ARTIFACT</i>) • CREATE A LESSON PLAN FOR TEACHING FERB <p>HOMEWORK: WRITE OUT A FERB AND COMPLETE THE COMPETING PATHWAYS WORKSHEET. EVALUATE A BIP</p>	HW: DUE BY SESSION 5	MO: C PS: 2, 4, 5, 12 M/M: 1, 2, 3, 4
SESSION 5	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ PRESENTATION ✓ DISCUSSION ✓ PARTICIPATION IN A MOCK MANIFESTATION DETERMINATION HEARING 	<p>REVIEW MANIFESTATION DETERMINATION: (<i>PROFESSIONAL COMPETENCY-BASED ARTIFACT</i>)</p> <ul style="list-style-type: none"> • SCHOOL WIDE BEHAVIOR PRESENTATION • DISCUSSION • REVIEW MANIFESTATION DETERMINATION HEARING • IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE 		MO: E PS: 2, 3, 4, 5, 12 M/M: 1, 2, 3, 4

TEACHING REPLACEMENT BEHAVIORS BREAKOUT ACTIVITY

BIP (MEASUREABLE ARTIFACT)

CASE STUDY: ANDY

1. READ SCENARIO (PDF VIA *SCHOOLGY*).
2. ANSWER ALL THE QUESTIONS.
3. WRITE A BIP WITH A FERB
4. SUBMIT VIA *SCHOOLGY*

RESOURCE: [HTTP://WWW.PENT.CA.GOV/](http://www.pent.ca.gov/)

MEASUREABLE ARTIFACT

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	BIP IS COMPLETE WITH ALL PARTS PRESENT.	BIP IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	BIP IS PARTLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	BIP IS MISSING NECESSARY COMPONENTS; INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
COMPREHENSION	DEMONSTRATES EXCEPTIONAL UNDERSTANDING OF IDEAS.	DEMONSTRATES ADEQUATE UNDERSTANDING OF IDEAS.	DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS.	LACKS UNDERSTANDING OF IDEAS.
ACCURACY	ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	ACCURATE AND SHOWS SOME PROCESSES TO ACHIEVE RESULT.	SATISFACTORY WORK IS ACCURATE.	NEEDS IMPROVEMENT WORK IS NOT ACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(× 25) = /100

SYSTEMS OF SUPPORTS REQUIREMENTS:

1. REVIEW THE MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK THAT ALIGNS RESPONSE TO INSTRUCTION AND INTERVENTION (RTI) WITH THE CALIFORNIA STATE STANDARDS AND THE SYSTEMS NECESSARY TO ENSURE ACADEMIC, BEHAVIOR, AND SOCIAL SUCCESS INCLUDING UNDERSTAND BY DESIGN AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) USING THE FOLLOWING RESOURCES:

RESOURCES:

- [CDE MTSS](#)
- [PBIS CLASSROOM PRACTICES](#)
- [PBIS EVALUATION TOOLS](#)

2. REVIEW EVIDENCE-BASED, POSITIVE, PROACTIVE, AND RESPONSIVE CLASSROOM BEHAVIOR INTERVENTION AND SUPPORT STRATEGIES FOR TEACHERS USING THE FOLLOWING RESOURCE: [SYSTEMS OF SUPPORT](#)

THESE STRATEGIES MAY BE USED CLASSROOM-WIDE, FOR SUPPORT WITH SMALL-GROUP INSTRUCTION, OR FOR INDIVIDUAL STUDENTS. THESE STRATEGIES ENHANCE INSTRUCTIONAL TIME AND DECREASE DISRUPTIONS, WHICH IS CRUCIAL AS SCHOOLS ARE HELD TO GREATER ACADEMIC AND SOCIAL ACCOUNTABILITY MEASURES FOR ALL STUDENTS.

3. USE THE FOLLOWING SEVEN PRINCIPLES WHEN DEVELOPING CLASSROOM INTERVENTIONS AND SUPPORT:

- OBJECTIVE - NEUTRAL, IMPARTIAL, AND UNBIASED
- INFORMED – EVIDENCED-BASED, DATA DRIVEN, RESPONSE-TO-INTERVENTION
- DIFFERENTIATION - IMPLEMENTATION IS MONITORED AND ADJUSTED AS NEEDED
- EFFECTIVE & ENGAGING - QUALITY OF DESIGN AND DELIVERY OF INSTRUCTION IS CONSIDERED; RIGOR AND RELEVANCE
- CLIMATE - EXPECTED BEHAVIORS ARE EXPLICITLY TAUGHT, MODELED, MONITORED, AND REINFORCED; PREVENTIVE ENVIRONMENT IMPLEMENTED TO ENCOURAGE PREVIOUSLY TAUGHT SOCIAL SKILLS AND DISCOURAGE ANTICIPATED BEHAVIOR ERRORS.
- CULTURAL AWARENESS - CONSIDERATE OF INDIVIDUAL’S LEARNING HISTORY AND EXPERIENCES (E.G., FAMILY, COMMUNITY, PEER GROUP)

4. USE TEMPLATE BELOW TO CREATE YOUR OWN DOCUMENT THAT DESCRIBES A SYSTEMS OF SUPPORTS APPROACH FOR YOUR CLASSROOM.

CLASSROOM INTERVENTIONS AND SUPPORTS			
PRACTICES			
FOUNDATIONS	PREVENTION	RESPONSE	DATA SYSTEMS
<p><u>SETTING:</u></p> <p>SKETCH PHYSICAL LAYOUT OF THE CLASSROOM.</p>	<p><u>SUPERVISION:</u></p> <p>DESCRIBE WAYS YOU WILL FACILITATE THE CLASSROOM (ACTIVELY SCAN, MOVE, AND</p>	<p><u>ERROR CORRECTIONS/ RE-DIRECT:</u></p> <p>DESCRIBE WAYS THAT YOU WILL REDIRECT STUDENTS TO INCREASE ENGAGEMENT AND STATEMENTS THAT</p>	<p><u>COUNTING:</u></p> <p>DESCRIBE SYSTEM(S) THAT YOU WILL USE TO TRACK MISBEHAVIOR; FREQUENCY.</p>

	INTERACTIVE WITH STUDENTS).	YOU WILL USE TO CORRECT MISBEHAVIORS.	
<u>ROUTINES:</u> DESCRIBE PREDICTABLE CLASSROOM ROUTINES AND DELIVER OF ROUTINES.	<u>OPPORTUNITY:</u> DESCRIBE WAYS THAT YOU WILL PROVIDE VARIED OPPORTUNITIES FOR ALL STUDENTS TO RESPOND.	<u>EVIDENCED-BASED STRATEGIES:</u> LIST STRATEGIES THAT YOU WILL USE TO PREEMPT ESCALATION, MINIMIZE NEGATIVE BEHAVIORS, CREATE LEARNING OPPORTUNITIES, AND MAINTAIN OPTIMAL INSTRUCTIONAL TIME.	<u>TIMING:</u> DESCRIBE SYSTEM(S) THAT YOU WILL USE TO RECORD HOW LONG A BEHAVIOR LASTS; DURATION.
<u>EXPECTATIONS:</u> LIST 3-5 CLASSROOM RULES THAT WILL BE CLEARLY POSTED, DEFINED, AND EXPLICITLY TAUGHT.	<u>ACKNOWLEDGMENT:</u> DESCRIBE EVIDENCED-BASED STRATEGIES THAT YOU WILL USE TO PRAISE STUDENTS AND MAKE STUDENTS AWARE WHEN THEY MEET CLASSROOM EXPECTATIONS.	<u>ADDITIONAL TOOLS:</u> LIST A MINIMUM OF 3 RESOURCES THAT YOU FEEL ARE USEFUL TOOLS FOR CLASSROOM INTERVENTIONS AND SUPPORTS.	<u>REPORTS/OFFICE REFERRALS:</u> DESCRIBE SYSTEM(S) THAT YOU WILL USE TO RECORD INFORMATION ABOUT EVENTS THAT OCCURRED BEFORE, DURING, AND AFTER A BEHAVIOR INCIDENT.

SYSTEMS OF SUPPORTS RUBRIC

CLASSROOM INTERVENTIONS AND SUPPORTS			
PRACTICES			
FOUNDATIONS	PREVENTION	RESPONSE	DATA SYSTEMS
<p><u>SETTING:</u></p> <p>SKETCH PHYSICAL LAYOUT OF THE CLASSROOM.</p>	<p><u>SUPERVISION:</u></p> <p>DESCRIBE WAYS YOU WILL FACILITATE THE CLASSROOM (ACTIVELY SCAN, MOVE, AND INTERACTIVE WITH STUDENTS).</p>	<p><u>ERROR CORRECTIONS/ RE-DIRECT:</u></p> <p>DESCRIBE WAYS THAT YOU WILL REDIRECT STUDENTS TO INCREASE ENGAGEMENT AND STATEMENTS THAT YOU WILL USE TO CORRECT MISBEHAVIORS.</p>	<p><u>COUNTING:</u></p> <p>DESCRIBE SYSTEM(S) THAT YOU WILL USE TO TRACK MISBEHAVIOR; FREQUENCY.</p>
<p><u>ROUTINES:</u></p> <p>DESCRIBE PREDICTABLE CLASSROOM ROUTINES AND DELIVER OF ROUTINES.</p>	<p><u>OPPORTUNITY:</u></p> <p>DESCRIBE WAYS THAT YOU WILL PROVIDE VARIED OPPORTUNITIES FOR ALL STUDENTS TO RESPOND.</p>	<p><u>EVIDENCED-BASED STRATEGIES:</u></p> <p>LIST STRATEGIES THAT YOU WILL USE TO PREEMPT ESCALATION, MINIMIZE NEGATIVE BEHAVIORS, CREATE LEARNING OPPORTUNITIES, AND MAINTAIN OPTIMAL INSTRUCTIONAL TIME.</p>	<p><u>TIMING:</u></p> <p>DESCRIBE SYSTEM(S) THAT YOU WILL USE TO RECORD HOW LONG A BEHAVIOR LASTS; DURATION.</p>
<p><u>EXPECTATIONS:</u></p> <p>LIST 3-5 CLASSROOM RULES THAT WILL BE CLEARLY POSTED, DEFINED, AND EXPLICITLY TAUGHT.</p>	<p><u>ACKNOWLEDGMENT:</u></p> <p>DESCRIBE EVIDENCED-BASED STRATEGIES THAT YOU WILL USE TO PRAISE STUDENTS AND MAKE STUDENTS AWARE WHEN THEY MEET CLASSROOM EXPECTATIONS.</p>	<p><u>ADDITIONAL TOOLS:</u></p> <p>LIST A MINIMUM OF 3 RESOURCES THAT YOU FEEL ARE USEFUL TOOLS FOR CLASSROOM INTERVENTIONS AND SUPPORTS.</p>	<p><u>REPORTS/OFFICE REFERRALS:</u></p> <p>DESCRIBE SYSTEM(S) THAT YOU WILL USE TO RECORD INFORMATION ABOUT EVENTS THAT OCCURRED BEFORE, DURING, AND AFTER A BEHAVIOR INCIDENT.</p>
3 REQUIREMENTS MET (3 POINTS)	3 REQUIREMENTS MET (3 POINTS)	3 REQUIREMENTS MET (3 POINTS)	3 REQUIREMENTS MET (3 POINTS)
2 REQUIREMENTS MET (2 POINTS)	2 REQUIREMENTS MET (2 POINTS)	2 REQUIREMENTS MET (2 POINTS)	2 REQUIREMENTS MET (2 POINTS)
1 REQUIREMENT MET (1 POINTS)	1 REQUIREMENT MET (1 POINTS)	1 REQUIREMENT MET (1 POINTS)	1 REQUIREMENT MET (1 POINTS)
TOTAL:	TOTAL:	TOTAL:	TOTAL:
			/12 TOTAL

INSTRUCTIONAL STRATEGIES LIBRARY

BELOW IS A LIST OF 49 INSTRUCTIONAL STRATEGIES, OR APPROACHES, THAT HAVE BEEN ADAPTED WITH THE WORKING

DETERMINE THE BEST SETTING FOR THE STRATEGIES BELOW:

1. ACADEMIC VOCABULARY AND LANGUAGE
2. ACCOUNTABLE TALK
3. ADAPTING TO LEARNING STYLES/MULTIPLE INTELLIGENCES
4. ANALYSIS OF STUDENT WORK
5. CLOSE READ
6. CONFERENCING
7. COOPERATIVE LEARNING
8. CUES, QUESTIONS, ACTIVATING PRIOR KNOWLEDGE
9. CURRENT EVENTS
10. DEBATE
11. DIRECT INSTRUCTION
12. DISCOVERY/INQUIRY-BASED LEARNING
13. DOCUMENT-BASED QUESTIONS
14. EFFECTIVE QUESTIONING
15. FIELD EXPERIENCE, FIELD TRIP, OR FIELD STUDY
16. FLEXIBLE/STRATEGIC GROUPING
17. FORMATIVE ASSESSMENT PROCESS
18. GENERATING AND TESTING HYPOTHESES
19. GRAPHIC ORGANIZERS
20. GUEST SPEAKERS
21. HANDS-ON LEARNING
22. HOMEWORK AND PRACTICE
23. IDENTIFYING SIMILARITIES AND DIFFERENCES
24. INTEGRATION OF CONTENT AREAS
25. JIGSAW
26. LEARNING CENTERS
27. LECTURE
28. MASTERY LEARNING
29. MODELING
30. MUSIC AND SONGS
31. NONLINGUISTIC REPRESENTATIONS
32. NOTE BOOKING/JOURNALING
33. NUMBER TALKS
34. PEER TEACHING/COLLABORATION
35. PROJECT-BASED LEARNING
36. READ-ALOUD
37. READING AND WRITING ACROSS THE CURRICULUM
38. REALIA
39. RECIPROCAL TEACHING
40. REINFORCING EFFORT AND PROVIDING RECOGNITION
41. ROLE PLAY/SIMULATIONS/DRAMA
42. SIOP STRATEGIES
43. SOCRATIC SEMINAR
44. STRUCTURED ACADEMIC CONTROVERSY
45. STUDENT GOAL SETTING
46. STUDENT SELF-ASSESSMENT
47. SUMMARIZING AND NOTE TAKING
48. TARGETED FEEDBACK
49. WORD WALL
50. OTHER – CHOICE (EVIDENCE-BASED RESOURCE)

INSTRUCTIONAL STRATEGIES LIBRARY REQUIREMENTS:

1. USE THE TEMPLATE BELOW TO DETERMINE THE APPROPRIATE EVIDENCE-BASED STRATEGY NEEDED TO EFFECTIVELY ADDRESS THE INSTRUCTIONAL APPROACH.
2. IN ADDITION TO THE INSTRUCTIONAL APPROACHES DESCRIBED BELOW, CHOOSE 5 FROM LIST ABOVE AND PROVIDE INFORMATION AS DIRECTED BY THE TEMPLATE.

INSTRUCTIONAL APPROACH	EVIDENCED-BASED STRATEGY	RATIONALE	INSTRUCTIONAL ENVIRONMENT
<p>GRAPHIC ORGANIZERS - A GRAPHIC ORGANIZER IS A VISUAL AND GRAPHIC DISPLAY THAT DEPICTS THE RELATIONSHIPS BETWEEN FACTS, TERMS, AND/OR IDEAS WITHIN A LEARNING TASK. GRAPHIC ORGANIZERS ARE ALSO REFERRED TO AS KNOWLEDGE MAPS, CONCEPT MAPS, STORY MAPS, COGNITIVE ORGANIZERS, AND MAY BE INTRODUCED AS ADVANCE ORGANIZERS BEFORE THE LEARNING TASK OR AT OTHER POINTS IN THE LEARNING PROCESS. RESEARCH INDICATES THAT THEY IMPROVE LEARNING WHEN THERE IS EXPLICIT INSTRUCTION, INCORPORATING TEACHER MODELING AND INDEPENDENT PRACTICE WITH FEEDBACK.</p>			
<p>JIGSAW - JIGSAW IS A COOPERATIVE LEARNING STRATEGY THAT ENABLES EACH STUDENT OF A GROUP TO SPECIALIZE IN ONE ASPECT OF A TOPIC OR ONE PART OF A READING OR OTHER TASK. STUDENTS MEET WITH MEMBERS FROM OTHER GROUPS WHO ARE ASSIGNED THE SAME ASPECT, AND AFTER MASTERING THE MATERIAL, RETURN TO THE "HOME" GROUP AND TEACH THE MATERIAL TO THEIR GROUP MEMBERS. WITH THIS STRATEGY, EACH STUDENT IN THE "HOME" GROUP HOLDS A</p>			

<p>PIECE OF THE TOPIC'S PUZZLE AND WORK TOGETHER TO CREATE THE WHOLE JIGSAW. THE STRATEGY IS OFTEN USED IN OTHER INSTRUCTIONAL SITUATIONS FOR THE PURPOSE OF TEAM BUILDING OR QUICKLY MANAGING A LARGE TASK IN A SHORT TIME.</p>			
<p>ADAPTING TO LEARNING STYLES/MULTIPLE INTELLIGENCES - THE COGNITIVE THEORY OF MULTIPLE INTELLIGENCES POSITS THAT STUDENTS LEARN, REMEMBER, PERFORM, AND UNDERSTAND IN DIFFERENT WAYS, INCLUDING VARIOUS INTELLIGENCES, SUCH AS MUSICAL–RHYTHMIC, VISUAL–SPATIAL, VERBAL–LINGUISTIC, LOGICAL–MATHEMATICAL, BODILY–KINESTHETIC, INTERPERSONAL, INTRAPERSONAL, AND NATURALISTIC. AS A COGNITIVE THEORY, LEARNING STYLES/MULTIPLE INTELLIGENCES IS CONTROVERSIAL BUT HAS PROVED USEFUL TO CLASSROOM TEACHERS IN FOSTERING DIFFERENT INTERESTS, PROVIDING VARIETY AND DIFFERENTIATION IN INSTRUCTION, AND DEVELOPING THE WHOLE CHILD.</p>			
<p>LEARNING CENTERS - LEARNING CENTERS ARE AREAS CREATED WITHIN THE CLASSROOM WHERE STUDENTS LEARN THROUGH A DESIGNATED ACTIVITY AND/OR PLAY. PLAY IS AN ACTIVE FORM OF LEARNING THAT INVOLVES THE WHOLE CHILD. EVEN COGNITIVE DEVELOPMENT IS ALSO ENHANCED BY CHILD-INITIATED EXPLORATION AND</p>			

<p>DISCOVERY. IN LEARNING CENTERS, STUDENTS LEARN TO MAKE DECISIONS, COOPERATE AND SHARE WITH OTHERS, AND PROBLEM-SOLVE. THE ROLE OF THE TEACHER IS TO (1) OBSERVE, LISTEN, AND ASK QUESTIONS; (2) DEMONSTRATE, PARTICIPATE, OR HELP AS NEEDED; AND (3) DISCUSS AND MAKE CONNECTIONS.</p>			
<p>CLOSE READ - CLOSE READING REFERS TO APPROACHING A VARIETY OF TEXTS OF SUFFICIENT COMPLEXITY THROUGH A METHODOLOGICAL EXAMINATION (OFTEN USED IN POETRY EXPLICATION) IN ORDER TO UNCOVER LAYERS OF MEANING THAT LEAD TO DEEPER COMPREHENSION. HOW A TEXT IS WRITTEN IS AS IMPORTANT AS THE CONTENT ITSELF IN UNDERSTANDING THE AUTHOR’S MEANING. DERIVING MEANING FROM A CLOSE READING OF A TEXT REQUIRES ATTENTION TO HOW THE TEXT MAKES MEANING THROUGH IMAGERY, WORD CHOICES, AND SENTENCE STRUCTURE AS WELL AS HOW THE CENTRAL IDEA, TONE, AND VOICE ARE REVEALED THROUGH THE CHOICES OF DETAIL AND LANGUAGE. EMPHASES ON CLOSE READING OF COMPLEX TEXTS REFLECT PRIORITIES OF THE COMMON CORE</p>			
<p>RECIPROCAL TEACHING - THIS IS AN INSTRUCTIONAL APPROACH IN WHICH STUDENTS BECOME THE TEACHERS IN SMALL GROUP READING (OR OTHER CONTENT) SESSIONS. TEACHERS MODEL, THEN HELP STUDENTS LEARN TO GUIDE GROUP DISCUSSIONS USING</p>			

<p>STRATEGIES SUCH AS SUMMARIZING, QUESTION GENERATING, CLARIFYING, AND PREDICTING. ONCE STUDENTS HAVE LEARNED THE STRATEGIES, THEY TAKE TURNS ASSUMING THE ROLE OF TEACHER IN A DIALOGUE ABOUT WHAT HAS BEEN READ. IN ANOTHER VERSION, STUDENTS TAKE THE ROLES OF PREDICTOR, SUMMARIZER, QUESTIONER, AND CLARIFIER</p>			
<p>SIOP STRATEGIES - SHELTERED INSTRUCTION (SI) PROVIDES ACCESS FOR ENGLISH LEARNERS TO GRADE-LEVEL CONTENT WHILE THEY CONTINUE TO IMPROVE IN ENGLISH LANGUAGE PROFICIENCY. THE SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP®) ARTICULATES A PRACTICAL MODEL OF SHELTERED INSTRUCTION WITH 30 FEATURES ORGANIZED INTO EIGHT COMPONENTS. ITS EFFECTIVENESS AS AN ASSESSMENT AND OBSERVATION PROTOCOL HAS BEEN VALIDATED BY RESEARCH.</p>			
<p>SOCRATIC SEMINAR - BASED ON PLATO’S DIALOGUES, THE SOCRATIC METHOD CHALLENGES STUDENTS TO THINK ANALYTICALLY AND CRITICALLY WITH THE QUESTIONING AND CAREFUL GUIDANCE OF A TEACHER. THE SOCRATIC SEMINAR IS FUNDAMENTAL TO THE GREAT BOOKS AND PAIDEIA PROGRAMS. STUDENTS SIT IN A CIRCLE TO DISCUSS IDEAS— OFTEN MORAL DILEMMAS— POSED BY A READING OR WORK OF ART. IDEALLY, TEACHER QUESTIONS ARE OPEN-ENDED AND STUDENTS</p>			

<p>ARE ENCOURAGED TO USE THE TEXT AS EVIDENCE IN THEIR RESPONSES. STUDENTS DO NOT RAISE HANDS TO SPEAK BUT SIGNAL THROUGH EYE CONTACT. A VARIATION KNOWN AS SOCRATIC CIRCLES PLACES ONE CIRCLE OF DISCUSSANTS WITHIN ANOTHER. THE INNER CIRCLE CARRIES OUT A DISCUSSION WHILE THE OUTER CIRCLE LISTENS IN ORDER TO CRITIQUE, THEN THE CIRCLES SHIFT ROLES</p>			
<p>WORD WALL - A WORD WALL IS AN ORGANIZED COLLECTION OF WORDS PROMINENTLY DISPLAYED IN A CLASSROOM AND FREQUENTLY USED AS AN INTERACTIVE LITERACY TOOL FOR TEACHING VOCABULARY AND SPELLING TO CHILDREN. THERE ARE MANY DIFFERENT TYPES OF WORD WALLS, SUCH AS HIGH FREQUENCY WORDS, WORD FAMILIES, AND STORY- OR UNIT-RELATED NAMES. DUE TO THE FLEXIBLE NATURE OF WORD WALLS AND THEIR POTENTIAL TO "GROW" ALONGSIDE THE STUDENTS, THEY ARE USED IN CLASSROOMS RANGING FROM PRE-SCHOOL THROUGH HIGH SCHOOL. WORD WALLS ARE CONSIDERED TO BE INTERACTIVE AND COLLABORATIVE TOOLS, SINCE THEY ARE STUDENT-CREATED AND STUDENT-CENTERED ARTIFACTS. MANY VARIATIONS OF THE WORD WALL ARE CURRENTLY IN USE, INCLUDING THOSE FEATURING ILLUSTRATIONS OF THE WORDS AND COLOR-CODED LISTS. THEY TEACH CHILDREN TO RECOGNIZE AND SPELL HIGH</p>			

<p>FREQUENCY WORDS, SEE PATTERNS AND RELATIONSHIPS, APPLY PHONICS RULES, AND PROVIDE REFERENCE SUPPORT DURING READING AND WRITING ACTIVITIES. STUDENTS GAIN INDEPENDENCE BY USING A WORD WALL IN DAILY ACTIVITIES</p>			
<p>INSTRUCTIONAL APPROACH</p>	<p>EVIDENCED-BASED STRATEGY</p>	<p>RATIONALE</p>	<p>INSTRUCTIONAL ENVIRONMENT</p>

INSTRUCTIONAL STRATEGIES LIBRARY RUBRIC:

<p>INSTRUCTIONAL STRATEGIES LIBRARY PROJECT:</p>	<p>REFLECTS BEST PRACTICES</p>	<p>MEETS</p>	<p>APPROACHING</p>
<p>1. USE TEMPLATE TO DETERMINE THE APPROPRIATE EVIDENCE-BASED STRATEGY NEEDED TO EFFECTIVELY ADDRESS THE INSTRUCTIONAL APPROACH.</p> <p>2. CHOOSE 5 FROM LIBRARY LIST AND PROVIDE INFORMATION AS DIRECTED BY THE TEMPLATE.</p>	<p><input type="checkbox"/> <u>ALL</u> REQUIREMENTS ARE INCLUDED AND ARE WELL DEVELOPED.</p>	<p><input type="checkbox"/> ALL OR MOST REQUIREMENTS ARE INCLUDED, BUT SOME NEED DEVELOPMENT. THE DATA PROVIDED MAY NOT BE FOCUSED ON LEARNERS.</p>	<p><input type="checkbox"/> <u>FEW OR NONE</u> OF THE POINTS ARE INCLUDED.</p> <p><input type="checkbox"/> STRATEGIES AND/OR RATIONALE AREA(S) ARE <u>VAGUE, UNCLEAR, OR AMBIGUOUS.</u></p>

MOCK MANIFESTATION DETERMINATION

(COMPETENCY-BASED ARTIFACT)

I. MOCK MANIFESTATION DETERMINATION HEARINGS

[HTTP://WWW.WRIGHTSLAW.COM/INFO/DISCIPL.MDR.STRATEGY.HTM](http://www.wrightslaw.com/info/discipl.mdr.strategy.htm)

II. PREPARE SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION

1. IDENTIFY AND DEFINE PROBLEM BEHAVIOR
2. COLLECT FUNCTIONAL ASSESSMENT INFORMATION
3. DEVELOP TESTABLE HYPOTHESIS STATEMENT
4. CONFIRM HYPOTHESIS STATEMENT WITH DIRECT OBSERVATIONS
5. BUILD A COMPETING BEHAVIOR PATHWAY
6. DEVELOP & IMPLEMENT BEHAVIOR INTERVENTION PLAN (POSITIVE & NEGATIVE REINFORCEMENT FREE FROM COERCION, PROACTIVE & RESPECTFUL STRATEGIES)
7. ON-GOING MONITORING AND EVALUATION

III. IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE

[HTTPS://WWW.CDE.CA.GOV/SP/SE/AS/CASELPAS.ASP](https://www.cde.ca.gov/sp/se/as/caselpas.asp)

COMPETENCY-BASED ARTIFACT

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	SCHOOL-WIDE BIP & SELPA RESOURCE LIST IS COMPLETE WITH ALL PARTS PRESENT.	SCHOOL-WIDE BIP & SELPA RESOURCE LIST IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	SCHOOL-WIDE BIP & SELPA RESOURCE LIST IS PARTLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	SCHOOL-WIDE BIP & SELPA RESOURCE LIST IS MISSING NECESSARY COMPONENTS; INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
COMPREHENSION	DEMONSTRATES EXCEPTIONAL UNDERSTANDING OF IDEAS.	DEMONSTRATES ADEQUATE UNDERSTANDING OF IDEAS.	DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS.	LACKS UNDERSTANDING OF IDEAS.
ACCURACY	ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	ACCURATE AND SHOWS SOME PROCESSES TO ACHIEVE RESULT.	SATISFACTORY WORK IS ACCURATE.	NEEDS IMPROVEMENT WORK IS NOT ACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(× 25) = /100

TEACHING EXCEPTIONAL CHILDREN

COMPETENCY-BASED ARTIFACT

FSE LESSON PLAN MODIFICATION AND SUPPORT RUBRIC

- I. CANDIDATES WILL MODIFY PROVIDED FSE LESSON PLANS TO BUILD IN SUPPORT STRATEGIES AND DIFFERENTIATION FOR EACH OF THE FOLLOWING SUBGROUPS OF STUDENTS:
 - STUDENTS IDENTIFIED WITH IEPs
 - STUDENTS ON BEHAVIOR SUPPORT PLANS
 - STUDENTS IDENTIFIED AS GIFTED AND TALENTED

- II. YOUR MODIFIED LESSON SHOULD INCLUDE THE FOLLOWING:
 - a. LESSON PLAN ANNOTATIONS:

THROUGHOUT THE LESSON PLAN, PARTICIPANTS WILL PROVIDE ANNOTATIONS FOR AREAS IN WHICH STUDENTS WILL NEED SUPPORT OR EXTENSION. ANNOTATIONS SHOULD INCLUDE THE REASONING WHY PARTICIPANTS BELIEVE THIS AREA OF THE LESSON WILL BE AN OPPORTUNITY TO PROVIDE SUPPORT OR EXTENSION OF STUDENT LEARNING

 - b. LESSON PLAN COMPONENTS:

COMPONENTS OF THE LESSON PLAN HAVE DETAILED STRUCTURES TO SUPPORT AND EXTEND STUDENT LEARNING IN EACH OF THE FOLLOWING SECTIONS:




 - CONCEPTS AND SKILLS STUDENTS MASTER
 - EVIDENCE OUTCOMES, 21ST CENTURY SKILLS AND READINESS COMPETENCIES
 - INQUIRY QUESTIONS
 - EVIDENCE OUTCOMES
 - INSTRUCTIONAL OBJECTIVES/LEARNING TARGETS
 - ASSESSMENTS
 - FACILITATE LEARNING
 - ADDRESS INSTRUCTION FOR ALL LEARNERS
 - SCAFFOLDING
 - DIFFERENTIATION FOR STUDENTS IDENTIFIED WITH TYPICAL AND ATYPICAL DEVELOPMENT
 - SIOP MODEL
 - DATA ANALYSIS
 - REFLECT ON PRACTICE

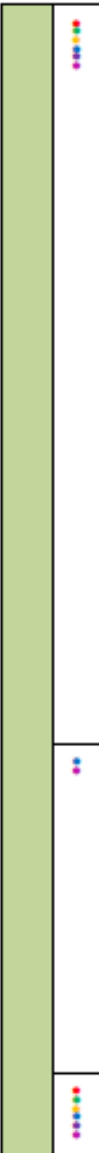
- III. SUPPORT OF EXCEPTIONAL CHILDREN:

INTERNS DESIGN APPROPRIATE LESSON MATERIALS IN SUPPORT OF THE LESSON PLAN, INCLUDING EMBEDDED SUPPORTS AND ACCOMMODATIONS THROUGHOUT THE LESSON MATERIALS AND ACTIVITIES. EACH OF THE STUDENTS' SUBGROUPS SHOULD BE INCLUDED IN THE PLANNING. WITHIN THE REFLECTION TASK, INTERNS WILL ADDRESS WAYS TO COMMUNICATE AND INTERACT WITH FAMILIES IN A MUTUALLY RESPECTFUL, COLLABORATIVE AND RECIPROCAL WAY; USING THE *GOAL SETTING TEMPLATE*, INTERNS WILL CLEARLY SET GOALS WITH FAMILIES THAT PREPARE THEM TO ENGAGE IN BEHAVIORS AND ACTIVITIES AT HOME AND IN THE COMMUNITY THAT ENHANCE EARLY LEARNING AND DEVELOPMENT.

SEE RUBRIC FOR MORE DETAILS.

NAME:		GROUP/GRADE LEVEL:		TITLE OF LESSON:		
FSE LESSON PLAN FOR EDUCATION SPECIALISTS	CONTENT AREA(S)				CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS: <ul style="list-style-type: none"> • MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS • ASSESSING STUDENT LEARNING • ENGAGING AND SUPPORTING STUDENTS IN LEARNING • PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS • CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING • DEVELOPING AS A PROFESSIONAL EDUCATOR 	
	TARGET STANDARDS: WHAT CALIFORNIA COMMON CORE STATE STANDARDS ARE ADDRESSED IN THIS LESSON? WHICH PREREQUISITE SKILLS WILL BE ADDRESSED? IEP GOALS (IF APPLICABLE)					
	INTRODUCTORY ACTIVITY: STUDENT: QUICK WARM-UP ACTIVITY THAT CONNECTS TO STUDENT LEARNING (ACCESS BACKGROUND KNOWLEDGE, MAKES LEARNING RELEVANT) CONNECTION: HOW DOES THIS LESSON CONNECT WITH PREVIOUS LEARNING? WHAT SKILL MAINTENANCE MIGHT BE INCLUDED TO REINFORCE PREVIOUSLY TAUGHT SKILLS THAT INTEGRATE WITH CURRENT OBJECTIVES?	STUDENT:	DO NOW:			
		CONNECTION:				
	CLOSURE: STUDENT: DEBRIEF OR CLOSING ACTIVITY THAT ENCOURAGES STUDENTS TO REFLECT ON LEARNING GENERALIZATION: CREATE OPPORTUNITIES FOR STUDENTS TO APPLY NEWLY LEARNED CONCEPTS OR SKILLS UNDER VARIED CIRCUMSTANCES OR IN ADDITIONAL SETTINGS	STUDENT:	EXIT SLIP:			
		GENERALIZATION:				
FORTUNE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK (5 PILLARS)	1. HIGH EXPECTATIONS	2. CHOICE AND COMMITMENT	3. MORE TIME	4. FOCUS ON RESULTS	5. CITIZENSHIP	
: 21 ST CENTURY SKILLS (TECHNOLOGY & INFORMATIONAL LITERACY) FSECF: 1,2,3,4,5						

	<p>ESTABLISH ENVIRONMENT (SPECIFIC TO THE LESSON BEING TAUGHT) FSECF: 1,2,3,4,5</p> <p>CONSIDERATIONS: STUDENT JOB INTRODUCTION OF NEW MATERIALS OR EQUIPMENT PHYSICAL ENVIRONMENT FOR MOVEMENT SLANT SMART GOALS</p>	
	<p>LEARNING INTENTIONS AND SUCCESS CRITERIA FSECF: 1,2,3,4,5</p> <p>CONSIDERATIONS: SWBAT SKILL AND RELEVANCE MEASURABLE ARTIFACTS</p>	
	<p>FORMATIVE ASSESSMENT & FEEDBACK FSECF: 1,2,3,4,5</p> <p>CONSIDERATIONS: CHECKING FOR UNDERSTANDING ELICIT EVIDENCE OF LEARNING FORMAL OR INFORMAL ASSESSMENT PROVIDE MEANINGFUL FEEDBACK BENCHMARKS/IEP GOAL PROGRESS MONITORING</p>	

	TEACHING FOR LEARNING: LESSON DESIGN AND DELIVERY FSECF: 1,2,3,4,5 <ul style="list-style-type: none"> • BACKGROUND KNOWLEDGE (SCHEMATA) CONSIDERATIONS: ESTABLISH RELEVANCE CONNECT TO PRIOR LEARNING <ul style="list-style-type: none"> • VOCABULARY DEVELOPMENT CONSIDERATIONS: USE OF ACADEMIC LANGUAGE ALLOW FOR AUTHENTIC PRACTICE WITH NEW VOCABULARY EXAMPLES AND NON-EXAMPLES <ul style="list-style-type: none"> • MATERIALS CONSIDERATIONS: HOW WILL MATERIALS BE DISTRIBUTED? COLLECTED? <ul style="list-style-type: none"> • INSTRUCTION (STEPS 1, 2, 3...) CONSIDERATIONS: GUIDED PRACTICE CHECKING FOR UNDERSTANDING LEARNING MODALITIES GRADUAL RELEASE OF RESPONSIBILITY SIOP <ul style="list-style-type: none"> • ACCOMMODATIONS INCLUDING MODIFICATIONS AND/OR EXTENDED LEARNING CONSIDERATIONS: BEHAVIORAL NEEDS ACADEMIC NEEDS ENGLISH LEARNER NEEDS IEP GOALS SCAFFOLDING OPPORTUNITIES TO PRE- OR RE-TEACH GENERALIZATION	TEACHER ACTIONS: BACKGROUND KNOWLEDGE: VOCABULARY DEVELOPMENT: MATERIALS: INSTRUCTION: ACCOMMODATIONS:	STUDENT ACTIONS: BACKGROUND KNOWLEDGE: VOCABULARY DEVELOPMENT: MATERIALS: INSTRUCTION: ACCOMMODATIONS:	
	DATA ANALYSIS FSECF: 1,2,3,4,5 CONSIDERATIONS: ASSESSMENT TOOLS CHECKLISTS PROGRESS ON GOALS RUNNING RECORD OBSERVATION NOTES MEASURABLE ARTIFACTS	STUDENTS MET OR EXCEEDED LEARNING OBJECTIVES:	STUDENTS APPROACHING LEARNING OBJECTIVES:	STUDENTS REQUIRING ADDITIONAL SUPPORT:
	REFLECT ON PRACTICE (DATA-DRIVEN INSTRUCTION)	HOW DO YOU PLAN TO ADDRESS DATA?		

		FSECF: 1,2,3,4,5	STUDENTS MET OR EXCEEDED LEARNING OBJECTIVES:	STUDENTS APPROACHING LEARNING OBJECTIVES:	STUDENTS REQUIRING ADDITIONAL SUPPORT:
--	--	------------------	---	---	--

• STUDENT DISPOSITIONS (EDUCATIONAL PRACTICES, ADVOCATES FOR EDUCATION, ETHICAL STANDARDS, ETC.) WILL BE MEASURED USING FSE TEACHER CANDIDATE DISPOSITIONS CHECKLIST

AI: Instructional Planning

Competency-Based Artifact

FSE Lesson Plan Rubric

Component	Advanced	Proficient	Minimally Proficient	Insufficient
Content Knowledge	(35 points) The student demonstrated all of the following in the development of the lesson: <ul style="list-style-type: none"> Content Accuracy Rigor (Blooms) Critical Thinking Relevance 	(30 points) The student demonstrated all but 1 of the following in the development of the lesson: <ul style="list-style-type: none"> Content Accuracy Rigor (Blooms) Critical Thinking Relevance 	(15 points) The student demonstrated all but 2 of the following in the development of the lesson: <ul style="list-style-type: none"> Content Accuracy Rigor (Blooms) Critical Thinking Relevance 	(10 points) The student demonstrated fewer than 2 of the following in the development of the lesson: <ul style="list-style-type: none"> Content Accuracy Rigor (Blooms) Critical Thinking Relevance
Lesson Plan Components	(35 points) The lesson plan included all of the following correctly: <ul style="list-style-type: none"> Teacher, Grade Level, Title Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master Evidence Outcomes, 21st Century Skills and Readiness Competencies Inquiry Questions Evidence Outcomes Instructional Objectives Assessment Facilitate Learning Data Analysis Reflect on Practice PBIS BIP FERB Students with autistic characteristics (if applicable) 	(30 points) The lesson plan included all but 1 of the following correctly: <ul style="list-style-type: none"> Teacher, Grade Level, Title Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master Evidence Outcomes, 21st Century Skills and Readiness Competencies Inquiry Questions Evidence Outcomes Instructional Objectives Assessment Facilitate Learning Data Analysis Reflect on Practice PBIS BIP FERB Students with autistic characteristics (if applicable) 	(15 points) The lesson plan included all but 2 of the following correctly: <ul style="list-style-type: none"> Teacher, Grade Level, Title Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master Evidence Outcomes, 21st Century Skills and Readiness Competencies Inquiry Questions Evidence Outcomes Instructional Objectives Assessment Facilitate Learning Data Analysis Reflect on Practice PBIS BIP FERB Students with autistic characteristics (if applicable) 	(10 points) The lesson plan was missing more than 2 of the following correctly: <ul style="list-style-type: none"> Teacher, Grade Level, Title Content Area, Standard, Prepared Graduates, Grade Level Expectations, Concepts and Skills Students Master Evidence Outcomes, 21st Century Skills and Readiness Competencies Inquiry Questions Evidence Outcomes Instructional Objectives Assessment Facilitate Learning Data Analysis Reflect on Practice PBIS BIP FERB Students with autistic characteristics (if applicable)
Engagement	(20 points) Lesson plan includes objective-aligned strategies to keep students engaged during all parts of the lesson and support mastery of the objective.	(15 points) Lesson plan includes objective-aligned strategies to keep students engaged during 4 parts of the lesson and support mastery of the objective.	(10 points) Lesson plan includes strategies to keep students engaged during 3 parts of the lesson but strategies are not aligned and do not support mastery of the objective.	(5 points) Lesson plan includes strategies to keep students engaged during 2 or fewer parts of the lesson OR lesson is activity-driven, not objective-driven.
Spelling, Mechanics and Grammar	(10 points) There are no errors in spelling, mechanics, or grammar.	(6 points) There are 1-3 errors in spelling, mechanics, or grammar.	(6 points) There are 4-5 errors in spelling, mechanics, or grammar.	(2 points) There are more than 5 errors in spelling, mechanics, or grammar.

/100

[RETURN TO TABLE OF CONTENTS](#)

ESMM 202:
HEALTHY ENVIRONMENTS FOR STUDENT LEARNING

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

REQUIRED TEXT(S)/RESOURCE(S):

- CALIFORNIA CONTENT FRAMEWORKS AVAILABLE AT:
[HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp) FOR THE FOLLOWING CONTENT AREAS:
ELA/ELD
- CALIFORNIA STATE FRAMEWORK FOR YOUR CONTENT AREA.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

LATE WORK POLICY: IT IS EACH INTERN’S RESPONSIBILITY TO COMPLETE COURSEWORK AND MANAGE TIME TO MEET EACH ASSIGNMENT’S REQUIREMENTS AND DEADLINE. **LATE ASSIGNMENTS WILL RECEIVE HALF CREDIT.**

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none">• DO NOW/QUESTION OF THE DAY (ONLINE DISCUSSION THREADS)• PROFESSIONAL DISPOSITION CHECKLIST	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none">• CURRENT TRENDS• WEEKLY ASSIGNMENTS ON SCHOOLGY• SAFETY AND CRISIS ISSUES• MEET STANDARDS FOR CERTIFICATION IN INFANT, CHILD AND ADULT CPR	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none">• SCHOOL SAFETY REVIEW PROJECT & PRESENTATION	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS FOR THE MODULE: INSTRUCTIONAL PLANNING ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

I 1. ADMIT/DO NOW/EXIT SLIPS & DISCUSSION THREAD (PARTICIPATION AND COLLABORATION)

ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL). DISCUSSION THREADS ARE INTERACTIVE AND ENGAGING VIA SCHOOLGY. PLEASE SEE RUBRIC FOR ADDITIONAL DETAILS.

I 2. CURRENT TRENDS REFLECTIONS (MEASURABLE ARTIFACT)

CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.

o HEALTH RELATED CURRICULA RESOURCES

STUDENTS WILL ADDRESS CURRENT EVENTS AND INITIATIVES BEING IMPLEMENTED WITHIN THE SCHOOLS. FOR EXAMPLE: LET'S MOVE ARTICLE REVIEWS – STUDENTS WILL REVIEW THE LET'S MOVE INITIATIVE PUT IN PLACE BY FORMER FIRST LADY MICHELLE OBAMA ([HTTP://WWW.LETSMOVE.GOV](http://www.letsmove.gov)). STUDENTS WILL CHOOSE TWO ARTICLES FOR REVIEWING (ARTICLE EXAMPLES INCLUDE: *FIRST LADY COLUMN ON EARLY CHILDHOOD*; *FIRST LADY COLUMN ON EMPOWERING PARENTS AND CAREGIVERS*; *FIRST LADY COLUMN ON HEALTHIER SCHOOLS*; *FIRST LADY COLUMN ON HEALTHY COMMUNITIES*; *FIRST LADY COLUMN ON PHYSICAL ACTIVITY*; *FIRST LADY COLUMN ON THE HEALTHY, HUNGER-FREE KIDS ACT*)

I 3. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

14. SAFETY AND CRISIS ISSUES: *(PARTICIPATION AND COLLABORATION)*

STUDENTS WILL REVIEW AND ANALYZE THE CALIFORNIA CRISIS RESPONSE FOR SCHOOLS ([HTTP://WWW.CDE.CA.GOV/LS/SS/CP/CRISISRESP.ASP](http://www.cde.ca.gov/ls/ss/cp/crisisresp.asp)) BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?)

15. CPR CARDS *(PARTICIPATION AND COLLABORATION)*

SUBMIT CPR CARDS (COPIES OF FRONT AND BACKS OF CARDS IS FINE) TO CARMY PRESTON (SUBMISSION THROUGH SCHOOLGY) FOR CTC CREDENTIALING PURPOSES.

16. PROFESSIONAL DISPOSITION CHECKLIST: *(PARTICIPATION AND COLLABORATION)*

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

17. PARTNERSHIP PROGRAM PLAN: *(MEASUREABLE ARTIFACT)*

DEVELOP RESEARCH-BASED PARTNERSHIP PROGRAM PLAN USING THE RESOURCES PROVIDED (FROM CDE) THAT ENGAGES ALL FAMILIES & COMMUNITY AND ENVIRONMENTAL FACTORS IN WAYS THAT CONTRIBUTE TO STUDENT SUCCESS IN SCHOOL AND SOCIETY.

18. SCHOOL SAFETY REVIEW PROJECT: *(PROFESSIONAL COMPETENCY-BASED ARTIFACT)* *SEE EXAMPLE

STUDENTS WILL CREATE A SLIDESHOW BASED ON GUIDED QUESTIONS FROM THE U.S. DEPARTMENT OF EDUCATION CRISIS GUIDE FOR SCHOOLS AND COMMUNITIES (1. HAVE STAKEHOLDERS BEEN IDENTIFIED AND ARE THEY ACTIVELY INVOLVED? 2. WHAT CRISIS SITUATIONS HAVE BEEN ADDRESSED? 3. HAVE EXISTING EFFORTS BEEN CONSIDERED? IF SO, WHAT ARE THEY? 4. WHAT ROLES AND RESPONSIBILITIES HAVE BEEN ESTABLISHED? 5. WHAT PLANS HAVE BEEN MADE FOR COMMUNICATING WITH STAFF, STUDENTS, FAMILIES, AND THE MEDIA? 6. HAVE MAPS BEEN CREATED? 7. HAVE DRILL PRACTICES BEEN SCHEDULED? 8. HAVE LIABILITY ISSUES BEEN ADDRESSED?). ADDITIONALLY, STUDENTS WILL PREPARE AN EMERGENCY/CRISIS PROTOCOL AROUND AN ACTIVITY OR ELEMENT WITHIN A CLASSROOM SETTING (THAT COMPLIES WITH STATE AND LOCAL POLICIES IN PLACE); FOR EXAMPLE: DESIGN SAFETY RULES FOR CLASS ACTIVITIES, LABS, PLAY, ETC.,

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASURABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPES
SESSION 1	TOPIC: INTRO TO COURSE SCHOOL SAFETY	1ST QUESTION OF THE DAY <ul style="list-style-type: none"> • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • RESPONDING TO CRISIS ACTIVITY • POMODORO TIMER 	ASSIGNMENT #1 DUE BY 11:59 P.M., 2/11	TPES: 1-2
SESSION 2	CHAPTER/TEXT: DISASTER PLANS DRILLS	2ND QUESTION OF THE DAY PERIMETER WALK ACTIVITY INTERVIEW SCHOOL SAFETY PLAN COORDINATOR	ASSIGNMENT #2 DUE BY 11:59 P.M., 2/18 (SAC), 2/20 (BAY)	TPES: 1-2
SESSION 3	CHAPTER/TEXT: TRAUMA AND LEARNING; CHILD ABUSE AND MANDATED REPORTING	3RD QUESTION OF THE DAY	ASSIGNMENT #3 DUE BY 11:59 P.M., 2/25 (SAC), 2/27 (BAY)	TPES: 1-2
SESSION 4	CHAPTER/TEXT: BULLYING; GANGS	4TH QUESTION OF THE DAY MODULES VIA SCHOLOGY SCHOOL SAFETY PLAN DRAFT	ASSIGNMENT #4 DUE BY 11:59 P.M., 3/4 (SAC), 3/6 (BAY)	TPES: 1-2
SESSION 5	CHAPTER/TEXT: TEACHER BURN-OUT; WRAP- UP	5TH QUESTION OF THE DAY SCHOOL SAFETY REVIEW: (PROFESSIONAL COMPETENCY-BASED ARTIFACT)	CAMPUS CRISIS REVIEW PRESENTATION DUE BY 11:59 P.M., 3/11 (SAC), 3/13 (BAY)	TPES: 1-2

		SUBMIT CPR CARDS (COPIES OF FRONT AND BACKS OF CARDS IS FINE) FOR CTC CREDENTIALING PURPOSES.		
--	--	--	--	--

ARTIFACTS & RUBRICS:

- COURSE: ESMM 202

DEVELOPING A PARTNERSHIP PROGRAM PLAN REQUIREMENTS:

1. USING THE [FAMILY ENGAGEMENT FRAMEWORK, A TOOL FOR CALIFORNIA SCHOOL DISTRICTS](#), DEVELOP A PARTNERSHIP PROGRAM PLAN THAT INCLUDES THE FOLLOWING GUIDELINES: (1) HELP DISTRICTS BUILD THE SKILLS AND CONFIDENCE OF SCHOOLS AND OF PARENTS, (2) DEMONSTRATE LEADERSHIP, (3) USE RESOURCES, (4) MONITOR PROGRESS, AND (5) ENSURE ACCESS AND EQUITY FOR ALL FAMILIES TO SUPPORT THEIR STUDENTS. SPECIFIC ACTIONS TO ENGAGE FAMILIES AND THE COMMUNITY ARE DESCRIBED FOR EACH PRINCIPLE, RANGING FROM BASIC ACTIVITIES TO PROGRESSIVE AND INNOVATIVE ACTIVITIES. THE FRAMEWORK ENCOURAGES DISTRICTS TO EVALUATE PROGRESS AND PLAN FOR IMPROVEMENTS.
2. USE THE [PLANNING GUIDE TEMPLATE](#) FOR FACILITATING THE DEVELOPMENT OF YOUR PLAN.
3. UPLOAD YOUR TEMPLATE TO THE SCHOOLGY DROPBOX. SHARE OUT WITH YOUR PEERS.

PARTNERSHIP PROGRAM PLAN MASTERY RUBRIC:

STANDARDS:	MEETS STANDARD(S):	EVIDENCE:	NEEDS TO BE ADDED (FOR MASTERY):
WELCOMING ALL FAMILIES: A. PHYSICAL ENVIRONMENT	THE SCHOOL SITE IS WELL-MAINTAINED INCLUDING A COMFORTABLE SPACE FOR FAMILIES WITH RESOURCES AND INFORMATION ABOUT THE SCHOOL. THERE IS CLEAR SIGNAGE TO THE FRONT OFFICE IN DIVERSE LANGUAGES SPOKEN AT THE SCHOOL. PRINTED MATERIALS (POSTERS, MURALS, FLYERS) REFLECT ETHNICALLY DIVERSE FAMILIES AND THE CULTURE OF FAMILIES IS REPRESENTED IN SCHOOL CELEBRATIONS.		
B. DIVERSITY & CULTURAL COMPETENCY	THERE IS A CORE BELIEF AT THE SCHOOL THAT ALL FAMILIES WANT THE BEST FOR THEIR CHILDREN AND FAMILY ENGAGEMENT WILL HELP STUDENTS REACH THEIR ACHIEVEMENT GOALS REGARDLESS OF PARENTS' SOCIOECONOMIC BACKGROUND OR EDUCATION. THE SCHOOL CLIMATE IS A WELCOMING PLACE WHERE FAMILIES ARE EMBRACED AND OPPORTUNITIES EXIST TO CONNECT WITH SCHOOL STAFF AND OTHER FAMILIES.		
C. RELATIONSHIPS	ALL STAFF MEMBERS ARE FRIENDLY AND EFFICIENT AND COMMUNICATE RESPECTFULLY WITH FAMILIES.		
D. OPPORTUNITIES TO BE INVITED IN TO THE SCHOOL AND CLASSROOMS	AUTHENTIC, POSITIVE RELATIONSHIPS ARE ESTABLISHED WITH FAMILIES THROUGH SCHOOL OUTREACH AND FAMILIES ARE WELCOMED IN CLASSROOMS.		
E. OUTREACH TO FAMILIES	THE SCHOOL VALUES, RESPECTS AND WELCOMES FAMILIES AND SEES THEM AS		

	ASSETS IN SUPPORTING STUDENT LEARNING.		
COLLABORATING WITH THE COMMUNITY; LINKING COMMUNITY RESOURCES	THERE IS A SYSTEM OF SUPPORT AND NETWORKING FOR FAMILIES FROM DIVERSE NEIGHBORHOODS AND BACKGROUNDS.		

SCHOOL SAFETY REVIEW PROJECT

1. MISSION STATEMENT
2. INTERNAL SECURITY PROCEDURES
3. DRESS CODE
4. ARRIVAL AND DISMISSAL PROCEDURES
5. NATURAL DISASTERS (FIRE, TORNADO, ETC...)
6. SOCIAL ISSUES (BULLYING, HARASSMENT, ETC...)
7. SLOGAN (MOTTO, SONG, ETC...)

1. Mission Statement: (State the overall purpose of the plan)

EXAMPLES OF MISSION STATEMENTS:

EXAMPLE A:

1. COUNTY SCHOOL WILL PROVIDE A SAFE, ORDERLY, AND SECURE ENVIRONMENT CONDUCIVE TO LEARNING.
2. COUNTY SCHOOL WILL CREATE A SCHOOL IN WHICH STUDENTS WILL ATTEND REGULARLY AND BE SAFE FROM BOTH PHYSICAL AND SOCIAL-PSYCHOLOGICAL HARM.
3. COUNTY SCHOOL WILL WORK COLLABORATIVELY WITH THE SCHOOL BOARD TO IDENTIFY, ESTABLISH AND USE STRATEGIES AND PROGRAMS TO COMPLY WITH SCHOOL SAFETY LAWS.
4. COUNTY SCHOOL WILL DEVELOP A PLAN TO WORK COOPERATIVELY AND COLLABORATIVELY WITH PARENTS, STUDENTS, TEACHERS, ADMINISTRATORS, COUNSELORS AND COMMUNITY AGENCIES, INCLUDING LAW ENFORCEMENT, TO PROVIDE A SAFE AND ORDERLY SCHOOL AND NEIGHBORHOOD.
5. COUNTY SCHOOL WILL DEVELOP AN ACADEMIC PROGRAM THAT WILL FOCUS ON HIGH EXPECTATIONS OF STUDENT PERFORMANCE AND BEHAVIOR IN ALL ASPECTS OF THE SCHOOL EXPERIENCE.

6. COUNTY SCHOOL WILL WORK COLLABORATIVELY WITH OTHER ELEMENTARY, MIDDLE SCHOOLS, AND HIGH SCHOOLS TO ASSIST IN A SMOOTH TRANSITION FROM ONE SCHOOL LEVEL TO ANOTHER.

7. COUNTY SCHOOL WILL SOLICIT THE PARTICIPATION, VIEWS, AND ADVICE OF TEACHERS, PARENTS, SCHOOL ADMINISTRATORS, AND COMMUNITY MEMBERS AND USE THIS INFORMATION TO PROMOTE THE SAFETY OF OUR STUDENTS, STAFF AND COMMUNITY.

EXAMPLE B:

PROTECTING THE HEALTH AND SAFETY OF EMPLOYEES, STUDENTS, GUESTS, AND THE ENVIRONMENT IS THE PRIMARY CONCERN OF ALL OF US AT COUNTY SCHOOL. THIS GOAL CAN BE MET THROUGH THE DEVELOPMENT OF A COMPREHENSIVE AND EFFECTIVE ENVIRONMENTAL HEALTH AND SAFETY PLAN THAT ENDEAVORS TO ELIMINATE UNSAFE CONDITIONS AND MINIMIZE THE IMPACT OF HAZARDOUS SITUATIONS. SUCH A PROGRAM CAN BENEFIT THE UNIVERSITY COMMUNITY BY REDUCING ILLNESS AND INJURY TO STUDENTS AND PERSONNEL, PREVENTING PROPERTY DAMAGE, AND PRESERVING THE ENVIRONMENT. COUNTY SCHOOL WILL MAKE EVERY REASONABLE EFFORT TO PROMOTE, CREATE, AND MAINTAIN A SAFE AND HEALTHFUL ENVIRONMENT. THIS CAN ONLY BE REALIZED BY ADHERENCE TO BASIC SAFETY PRINCIPLES, SOUND MANAGEMENT PRACTICES, AND COMPLIANCE WITH APPLICABLE FEDERAL, STATE, AND LOCAL CODES, LAWS, AND STANDARDS.

2. INTERNAL SAFETY PROCEDURES:

Examples of these procedures include having visitors sign in at the front office and receive a visitor's tag, wearing identification badges (students and teachers), and keeping outside doors locked, etc...

3. DRESS CODE

Consider: surveys, uniforms, policy that is gender-specific, consequences, students and teachers, etc...

4. ARRIVAL AND DISMISSAL:

Consider: traffic, students on duty, notices on vehicle, student sign out, etc...

5. NATURAL DISASTERS:

Consider: procedures for drills, consequences, roster(s) and attendance, delivery of messages, signals, etc...

6. SOCIAL ISSUES:

Consider: harassment issues, bullying, guest speakers, modeling and role-playing, special events such as: "red ribbon week, "dress-up week" etc...

7. SLOGAN:

Consider: song, mascot, significant colors, etc...

EXAMPLES:

- BULLYING IS WHACK, GET ON THE RIGHT TRACK
- BULLYING? BE SMART, DON'T START
- WITH SAFETY, WE WIN.
- TEAM : **T**OGETHER, **E**NCOURAGING, **A**CHIEVING, **M**OTIVATING
- PRIDE: **P**OSITIVE, **R**ESPECTFUL, **I**NSPIRING, **D**EDICATED, **E**NCOURAGING

SCHOOL SAFETY REQUIREMENTS RUBRIC

COMPONENT	4 ADVANCED	3 PROFICIENT	2 MINIMALLY PROFICIENT	1 INSUFFICIENT
COMPLETION	EXCELLENT WORK IS COMPLETE WITH ALL PARTS PRESENT.	GOOD WORK IS MOSTLY COMPLETE AND MOST ELEMENTS PRESENT.	SATISFACTORY WORK IS PARTLY COMPLETE AND SOME ELEMENTS ARE PRESENT.	NEEDS IMPROVEMENT WORK IS MISSING, INACCURATE INAPPROPRIATE, OR AMBIGUOUS.
COMPREHENSION	EXCELLENT WORK DEMONSTRATES EXCEPTIONAL UNDERSTANDING OF IDEAS.	GOOD WORK DEMONSTRATES ADEQUATE UNDERSTANDING OF IDEAS.	SATISFACTORY WORK DEMONSTRATES MINIMAL UNDERSTANDING OF IDEAS.	NEEDS IMPROVEMENT WORK LACKS UNDERSTANDING OF IDEAS.
ACCURACY	EXCELLENT WORK IS ACCURATE AND SHOWS ALL WORK PROCESSES TO ACHIEVE RESULT.	GOOD WORK IS ACCURATE AND SHOWS SOME PROCESSES TO ACHIEVE RESULT.	SATISFACTORY WORK IS ACCURATE.	NEEDS IMPROVEMENT WORK IS NOT ACCURATE.
SPELLING, MECHANICS AND GRAMMAR	THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				(x 25) = /100

ESMM 203:**APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION****PROGRAM TRACK:** EDUCATION SPECIALIST – MILD/MODERATE**INSTRUCTOR:** _____**DATES OF COURSE:** _____**CLASS MEETING TIME:** 5:00 – 9:00**CONTACT:** VIA SCHOOLGY MESSENGER**FSE VISION STATEMENT:**

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE PROVIDES AN EXAMINATION OF FEDERAL, STATE, AND LOCAL LEGAL ISSUES, LEGISLATION, POLICIES, AND REQUIREMENTS FOR EDUCATING STUDENTS WITH DISABILITIES. COURSE CONTENT WILL INCLUDE A REVIEW OF THE HISTORY, DEVELOPMENT, AND EVOLUTION OF SPECIAL EDUCATION LEGAL REQUIREMENTS AND THE IMPLICATIONS FOR PROFESSIONAL AND ETHICAL PRACTICES.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL, AND ETHICAL PRACTICES
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 8	PARTICIPATING IN ISFP/IEPs AND POST-SECONDARY TRANSITION PLANNING
PROGRAM STANDARD 10	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS
PROGRAM STANDARD 14	CREATING HEALTHY LEARNING ENVIRONMENTS
MILD/MODERATE DISABILITIES 3	PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION
MILD/MODERATE DISABILITIES 4	POSITIVE BEHAVIOR SUPPORT
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT:

YELL, MICHELL L., (2006). *THE LAW AND SPECIAL EDUCATION*. (2ND ED.). UPPER SADDLE RIVER, NJ; PEARSON EDUCATION, INC. (WILL CHANGE FOR 2019-20 ACADEMIC YEAR)

ARTICLES AND OTHER RESOURCES:

THE FOLLOWING READINGS AND RESOURCES WILL BE PROVIDING ELECTRONICALLY OR ON THE INTERNET.

- IDEA 2004 REAUTHORIZATION STATUTE
- IDEA 2004 REAUTHORIZATION REGULATIONS
- SELECTED CALIFORNIA STATUTES AND REGULATIONS (WITH RECENT AMENDMENTS)
- CALIFORNIA DEPARTMENT OF EDUCATION (2006). CALIFORNIA SPECIAL EDUCATION PROGRAMS: A COMPOSITE OF LAWS. SACRAMENTO, CA: CALIFORNIA DEPARTMENT OF EDUCATION. (STUDENTS WILL BE DIRECTED TO THE APPROPRIATE SITES ON THE WWW.)
- SELECTED PUBLICATIONS FROM THE US DEPARTMENT OF EDUCATION
- SELECTED JUDICIAL AND ALJ DECISIONS

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/DO NOWS/EXITS (ONLINE DISCUSSION THREADS) • PROFESSIONAL DISPOSITION CHECKLIST 	25
	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • WRITE A LEGALLY DEFENSIBLE IEP • ANALYZE A PSYCHO-EDUCATIONAL EVALUATION AND USE THE INFORMATION AND RECOMMENDATIONS IN WRITING THE IEP • WRITE A QUALITY ACADEMIC REPORT (SCORING ADEQUATE OR ABOVE) • WRITE LEGALLY DEFENSIBLE GOALS 	50
II.	PROFESSIONAL COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • USING A RUBRIC, SCORE A LEGALLY DEFENSIBLE IEP • LAW FINAL 	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. ADMIT/DO NOW/EXIT SLIPS & DISCUSSION THREAD (PARTICIPATION AND COLLABORATION)**
ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL). DISCUSSION THREADS ARE INTERACTIVE AND ENGAGING VIA SCHOOLOGY. PLEASE SEE RUBRIC FOR ADDITIONAL DETAILS.
- 2. CURRENT TRENDS REFLECTIONS (MEASURABLE ARTIFACT)**
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.
- 3. FSE LESSON PLAN TEMPLATE (MEASUREABLE ARTIFACT)**
DEVELOP AND DELIVER A LESSON PLAN IN YOUR CONTENT AREA USING THE FSE LESSON PLAN TEMPLATE. THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A LESSON

IN YOUR CONTENT AREA. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES WILL PLAN, TEACH, AND REFLECT ON A STANDARDS-BASED LESSON IMPLEMENTING STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS. THESE LESSON PLAN TEMPLATES ARE MODIFIED FOR TEACHING WHAT CONSTITUTES A LEGALLY DEFENSIBLE IEP.

4. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

5. ANALYSIS IEP PRESENT LEVELS/ACADEMIC REPORT/PSYCHO-EDUCATIONAL EVALUATION (MEASUREABLE ARTIFACT)

A “STATEMENT OF THE CHILD’S PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE,” INCLUDING AN EXPLANATION OF “HOW THE CHILD’S DISABILITY AFFECTS THE CHILD’S INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.” REVIEW SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT MEASURES BY THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE), SPECIAL EDUCATION DIVISION (SED) AND DIVE DEEPLY INTO THE PROCESS OF DISSEMINATING EDUCATIONAL DATA FOR IMPROVING THE QUALITY OF EDUCATION FOR ALL STUDENTS, WITH AN EMPHASIS ON STUDENTS WITH DISABILITIES. PROVIDE RESOURCES THROUGH A TEACHER-GUIDED ACTIVITY FOR UNDERSTANDING THE LEGAL REQUIREMENTS OF A PSYCHO-EDUCATIONAL ASSESSMENT SO THAT IT IS “LEGALLY DEFENSIBLE.

6. PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

7. LEGALLY DEFENSIBLE IEP: (COMPETENCY-BASED ARTIFACT)

WRITE AND SCORE A LEGALLY DEFENSIBLE IEP; THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT REQUIRES THAT EACH INDIVIDUALIZED EDUCATION PROGRAM CONTAIN AND ADDRESS ETHICAL ELEMENTS. CANDIDATES REVIEW THE ESSENTIAL COMPONENTS OF A LEGALLY DEFENSIBLE IEP.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	PROGRAM STANDARDS;
SESSION 1	CHAPTER/TEXT: ✓ FEDERAL AND STATE LAWS, REGULATIONS, AND POLICIES ✓ LAW AND FOCUS ON	DO NOW / DISCUSSION THREAD • WELCOME AND INTRODUCTIONS		PS: 2, 4, 8, 10, 14 M/M: 3, 4, 6 TPES: 1, 2, 5, 6

	<p>ACCOMMODATIONS AND MODIFICATIONS</p> <p>✓ THE HISTORY OF SPECIAL EDUCATION LEGAL ISSUES. OVERVIEW</p>	<ul style="list-style-type: none"> • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • ASSUMPTION INVENTORY • GROUP DISCUSSION • STUDENT INFORMATION SHEET • SMALL GROUP WORK • SMALL GROUP DEVELOPMENT OF KEY STAGES IN SPECIAL EDUCATION LAW. (IDEA TIMELINE) • COMPARISON OF IDEA 97 AND IDEA 2004 KEY ISSUES • ANALYSIS OF IDEA 2004, US ED FACT SHEETS <p>HOMEWORK: COLLECT AND BRING TO CLASS ON SESSION 3: DISTRICT IEP FORMS WRITTEN PRIOR NOTICE IEP MEETING NOTICE PARENTS RIGHTS DISCIPLINE PROCEDURE</p>	<p>HW: DUE BY SESSION 3</p>	
SESSION 2	<p>CHAPTER/TEXT:</p> <p>✓ THE KEY ELEMENTS OF IDEA AND SPECIAL EDUCATION</p> <p>✓ THE IEP CONTENT, PROCESS, AND RESULTS</p> <p>✓ DISCIPLINE, SAFETY, AND BEHAVIOR</p> <p>✓</p>	<p>DO NOW / DISCUSSION THREAD</p> <ul style="list-style-type: none"> • SMALL GROUP WORK: COMPARISON OF IEP FORMS TO LEGAL REQUIREMENTS <p>HOMEWORK: COLLECT AND BRING TO CLASS ON SESSION 4: TRANSITION RESOURCES IN YOUR COMMUNITY OR PROCEDURES IN YOUR DISTRICT FOR TRANSITION FROM PART C TO PRESCHOOL, PRESCHOOL TO KINDERGARTEN, ELEM TO MIDDLE SCHOOL, AND MS TO HIGH SCHOOL.</p>	<p>HW: DUE BY SESSION</p>	<p>PS: 2, 4, 8, 10, 14</p> <p>M/M 3, 4, 6</p> <p>TPEs: 1, 2, 5, 6</p>
SESSION 3	<p>CHAPTER/TEXT:</p> <p>✓ IF IT'S NOT WRITTEN DOWN,</p>	<p>DO NOW / DISCUSSION THREAD</p>		<p>PS: 2, 4, 8, 10, 14</p>

	<p>IT DIDN'T HAPPEN: PROCEDURAL SAFEGUARDS</p> <p>✓ TRANSITION: THE BIG T AND THE LITTLE T.</p>	<ul style="list-style-type: none"> • SMALL GROUP: ANALYSIS OF PROCEDURAL SAFEGUARDS DOCUMENTS AND LEGAL REQUIREMENTS. • IN CLASS READING: CHAPTERS 13 • SMALL GROUP: ANALYSIS OF TRANSITION REQUIREMENTS AND DISTRICT PROCEDURES; REPORT OUT. <p>HOMEWORK:</p>	<p>HW: DUE BY SESSION 4</p>	<p>M/M 3, 4, 6</p> <p>TPEs: 1, 2, 5, 6</p>
SESSION 4	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ STATEWIDE AND DISTRICT WIDE ASSESSMENT, ACCOUNTABILITY AND DATA COLLECTION ✓ CHARTER SCHOOLS AND PRIVATE SCHOOLS ✓ PROMOTION, RETENTION, AND GRADUATION ✓ DUE PROCESS AND DISPUTE RESOLUTION 	<p>DO NOW / DISCUSSION THREAD</p> <ul style="list-style-type: none"> • GROUP WORK ON PROJECTS <p>CURRENT TREND: HTTP://WWW.CLS.UK.EDU/PDF/KEYS_LD/CHAPTER2_PA.PDF</p> <p>HOMEWORK:</p>	<p>HW: DUE BY SESSION 5</p>	<p>PS: 2, 4, 8, 10, 14</p> <p>M/M 3, 4, 6</p> <p>TPEs: 1, 2, 5, 6</p>
SESSION 5	<p>CHAPTER/TEXT:</p> <ul style="list-style-type: none"> ✓ PRESENTATION 	<p>ARTIFACT: <i>(PROFESSIONAL COMPETENCY-BASED ARTIFACT)</i></p> <p>COMPLETED COMPLIANCE RUBRIC WITH AN IEP</p>		<p>PS: 2, 4, 8, 10, 14</p> <p>M/M 3, 4, 6</p> <p>TPEs: 1, 2, 5, 6</p>

ACADEMIC REPORT

(MEASUREABLE ARTIFACT)

EXAMPLES: [HTTP://WWW.VCSELPA.ORG/RESOURCES-FOR-TEACHERS-AND-STAFF/ASSESSMENT-REPORT-TEMPLATES](http://www.vcselpa.org/resources-for-teachers-and-staff/assessment-report-templates)

I. IDENTIFYING DATA

- a. THE FIRST SECTION IS CALLED **IDENTIFYING DATA** AND CONTAINS ALL THE NECESSARY BASIC INFORMATION ABOUT THE CHILD. THIS SECTION IS IMPORTANT TO THE READER, ESPECIALLY IF FURTHER CONTACT IS REQUIRED. IT ALLOWS THE READER TO HAVE ALL THE BASIC INFORMATION IN ONE PLACE. THE PARTS OF THIS SECTION INCLUDE:

- NAME: _____
- PARENTS' NAMES: _____
- ADDRESS: _____
- TEACHER: _____
- PHONE: _____
- REFERRED BY: _____
- DATE OF BIRTH: _____
- DATE/S OF TESTING: _____
- GRADE: _____
- DATE OF REPORT: _____
- SCHOOL: _____
- EXAMINER: _____
- CHRONOLOGICAL AGE AT TIME OF TESTING (CA): _____

II. REASON FOR REFERRAL

- a. THE SECOND SECTION IS CALLED REASON FOR REFERRAL, AND EXPLAINS TO THE READER THE SPECIFIC REASONS WHY THIS EVALUATION IS TAKING PLACE. IT SHOULD NOT BE LONGER THAN TWO TO THREE SENTENCES, BUT SHOULD BE COMPREHENSIVE ENOUGH TO CLARIFY THE PURPOSE.

III. BACKGROUND HISTORY

- a. THE NEXT SECTION IS CALLED **BACKGROUND HISTORY**, AND CONTAINS A VERY THOROUGH DESCRIPTION OF THE CHILD’S FAMILY HISTORY, DEVELOPMENTAL HISTORY, ACADEMIC HISTORY, AND SOCIAL HISTORY
- b. THIS GENERAL SECTION IS VERY COMPREHENSIVE AND ESTABLISHES A FOUNDATION FOR WHAT WILL FOLLOW. IF YOU SUSPECT A DISABILITY THAT MAY HAVE HISTORICAL FEATURES, THEN YOU NEED TO PRESENT THE DEVELOPMENT OF THIS DISABILITY AND ITS INTERFERING FACTORS IN DEPTH. THE READER SHOULD COME AWAY FROM THE SECTION SEEING THE SUBSTANTIATION FOR A SUSPECTED DISABILITY. CERTAIN AREAS SHOULD ALWAYS BE COVERED IN THE **BACKGROUND HISTORY** SECTION. THESE INCLUDE:
 1. FAMILY HISTORY
 2. DEVELOPMENTAL HISTORY
 3. ACADEMIC HISTORY
 4. SOCIAL HISTORY

IV. BEHAVIORAL OBSERVATIONS

- a. THE FOURTH SECTION IS CALLED **BEHAVIORAL OBSERVATIONS** AND INCLUDES A DESCRIPTION OF THE CHILD’S BEHAVIOR DURING THE TESTING SESSIONS. THIS CAN BE A VERY IMPORTANT SECTION BECAUSE IT MAY REINFORCE WHAT IS SEEN IN THE CLASS OR BE VERY DIFFERENT, IN WHICH CASE THE STRUCTURE OF THE TESTING ENVIRONMENT SHOULD BE EXPLORED FOR CLUES TO LEARNING STYLE.

V. ASSESSMENT(S)

VI. RESULTS

VII. DATA ANALYSIS

VIII. CONCLUSIONS

IX. RECOMMENDATIONS

ACADEMIC REPORT PRESENTATION RUBRIC
(MEASUREABLE ARTIFACT)

EVALUATOR _____

CRITERIA	DETAILED	APPROPRIATE	MINIMAL	AMBIGUOUS OR MISSING
IDENTIFIED DATA	4	3	2	1
REFERRAL & BACKGROUND	4	3	2	1
RATIONALE FOR RESOURCES & ASSESSMENTS	4	3	2	1
DATA ANALYSIS	4	3	2	1
CONCLUSION & RECOMMENDATIONS	4	3	2	1
ENGAGING DELIVERY	4	3	2	1

Compliance Criteria Checklist

AREA OF COMPLIANCE	GUIDING QUESTIONS <i>Directions: If the IEP has all of the components, mark yes; if not, mark no.</i>	Compliant	
		Yes	No
INFO/ ELIGIBILITY:	<input type="checkbox"/> Are the IEP dates correct (last annual, next annual, last eval, next eval)? <input type="checkbox"/> Is type of meeting designated (initial, annual, review, transition, etc) <input type="checkbox"/> Does the IEP clearly specify the child's disability? <input type="checkbox"/> Is there a statement which describes the disability and its impact?		
PRESENT LEVELS	<input type="checkbox"/> Are the student's strengths, preferences, and interests clearly identified? <input type="checkbox"/> Are the concerns of the parent identified? <input type="checkbox"/> Are all sections of the Present Levels of Academic Achievement and Functional Performance addressed including documentation of "no concerns noted at this time"? <input type="checkbox"/> Does this clearly reflect the student's performance in the educational setting? <input type="checkbox"/> Do the Present Levels of Academic Achievement and Functional Performance reflect all needs identified in the assessments?		
SPECIAL FACTORS	<input type="checkbox"/> Has the IEP Team addressed all the special considerations the student may require? <input type="checkbox"/> Does the student demonstrate behavior(s) that impede learning, and if so, how will positive interventions, strategies, and supports be provided? <input type="checkbox"/> Does the IEP Team agree on the areas of need to be addressed in goals as identified in the Present Levels of Academic Achievement and Functional Performance and in Special Factors?		
GOALS	<input type="checkbox"/> Are the 7 key components present in the goal? (baseline, who, does what, by when, given what, how much, how measured) <input type="checkbox"/> Do these areas of need match the "areas of need" on Special Factors page? <input type="checkbox"/> Are there goals and objectives/benchmarks (if appropriate) for each area of need and vice versa? <input type="checkbox"/> Do the goals and objectives/benchmarks enable the student to be involved/progress in the curriculum? <input type="checkbox"/> Are all other educational needs resulting from the disability addressed? <input type="checkbox"/> If the student is an English Learner, are the goals and objective/benchmarks linguistically appropriate? <input type="checkbox"/> Is the person(s) identified who is primarily responsible for implementing the goals and objectives/benchmarks, and monitoring progress?		
SERVICES	<input type="checkbox"/> Has the continuum of services been considered and addressed? <input type="checkbox"/> Was the determination of the appropriate supplementary aids and services, and special education and related services completed after the goals were finalized? <input type="checkbox"/> Are the appropriate services identified to support progress toward all goals including: progress in the general curriculum, participation in extracurricular activities, and other nonacademic activities? <input type="checkbox"/> Are the special education, related services, and supplementary aids and services based on peer-reviewed research to the extent practicable? <input type="checkbox"/> Are the start/end dates, provider, frequency, duration, and location specified for supplementary aids and services as well as special education and related services? <input type="checkbox"/> Do the services support the goals/objectives?		

Compliance Criteria Checklist

STATEWIDE ASSESSMENTS	<input type="checkbox"/> Is participation on state and district-wide assessments, including accommodations and modifications, in accordance with state guidelines? <input type="checkbox"/> Are alternate assessment(s) (CMA, CAPA), including the reasons, clearly noted if required?		
EDUCATIONAL SETTING	<input type="checkbox"/> Is there a clear description of the location of services, including why some services may not be provided at the child's school of residence, if appropriate? <input type="checkbox"/> Is there a clear description of the amount of time the student is outside the general education environment, including an explanation of why the student will not participate in general education for all or part of the day that is linked to the identified disability? <input type="checkbox"/> If appropriate, are the activities clearly identified to support transition from preschool to kindergarten, from special education and/or NPS to general education, 8 th -9 th grade, etc? <input type="checkbox"/> If appropriate, is the graduation plan identified for students Grade 8 or higher?		
MEETING NOTES	<input type="checkbox"/> Is this information a summary of the meeting? <input type="checkbox"/> Does everyone agree that the information accurately reflects what was discussed and the agreements that were made? <input type="checkbox"/> Are next steps clearly identified, including individuals responsible, if needed?		
TRANSITION PLAN	<input type="checkbox"/> Is the transition plan developed in accordance with the student's post-school preferences, interests, and goals for students 16 or older? (EGUSD 8 th grade and up) <input type="checkbox"/> Are there measurable postsecondary goals, based on age appropriate transition assessments, that address education/training, employment, and where appropriate, independent living skills? <input type="checkbox"/> Are appropriate transition services (including courses of study) and responsible persons/agencies specified? <input type="checkbox"/> Are the transition services designed to be within a results-oriented process that is focused on improving academic and functional achievement of the student? <input type="checkbox"/> Are additional vocational and/or transition assessments required? <input type="checkbox"/> Is the transition plan designed to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and community participation?		
ASSESSMENT REPORT(S)	<input type="checkbox"/> If appropriate, is the assessment report complete and does it identify the student's needs?		
PARENTAL CONSENT	<input type="checkbox"/> Did the meeting include at least <u>four</u> members? (Parent/Guardian, General Education Representative, Special Education Representative, and School Administrator or Designee, at the age of 16 (or younger as appropriate) the student (where transition services are to be considered) <input type="checkbox"/> Did all IEP Meeting participants sign and date, if required? <input type="checkbox"/> Do the parent(s) consent to all components of the IEP? Has translation been provided, if needed? <input type="checkbox"/> If not, are areas of agreement and/or disagreement clearly specified?		
EXCUSAL FORM	<input type="checkbox"/> If a member of the IEP team has been excused from attending the meeting, is the parent's agreement to the excusal in writing?		

INSTRUCTOR GUIDED ACTIVITY:
ANALYZE A PSYCHO-EDUCATIONAL EVALUATION AND USE THE
INFORMATION AND RECOMMENDATIONS IN WRITING THE IEP
(MEASUREABLE ARTIFACT)

1. REVIEW TEMPLATES AND EXAMPLES: [HTTP://WWW.VCSELPA.ORG/RESOURCES-FOR-TEACHERS-AND-STAFF/PATTERN-OF-STRENGTHS-AND-WEAKNESSES-PSW/PSW-RESOURCES/PYCHOEDUCATIONAL-REPORT-TEMPLATES](http://www.vcselpa.org/resources-for-teachers-and-staff/pattern-of-strengths-and-weaknesses-psw/psw-resources/psychoeducational-report-templates)
2. WRITING THE IEP
[HTTPS://WWW.CDE.CA.GOV/SP/SE/AC/IEPMODULE4ENGTEXT.ASP](https://www.cde.ca.gov/sp/se/ac/iepmodule4engtext.asp)

MEASUREABLE ARTIFACT RUBRIC

RUBRIC FOR CLASS PARTICIPATION			
EXCEEDS/DETAILED	APPROPRIATE	MINIMAL	MISSING
<ul style="list-style-type: none"> • OFTEN CITES FROM READING • USES READING TO SUPPORT POINTS • OFTEN ARTICULATES FIT OF READING WITH TOPIC AT HAND 	<ul style="list-style-type: none"> • OCCASIONALLY CITES FROM READING • SOMETIMES USES READING TO SUPPORT POINTS • OCCASIONALLY ARTICULATES FIT OF READING WITH TOPIC AT HAND 	<ul style="list-style-type: none"> • RARELY ABLE TO CITE FROM READING • RARELY USES READINGS TO SUPPORT POINTS • RARELY ARTICULATES FIT OF READINGS WITH TOPIC AT HAND 	<ul style="list-style-type: none"> • UNABLE TO CITE FROM READINGS • UNABLE TO USE READING TO SUPPORT POINTS • UNABLE TO ARTICULATE FIT OF READINGS WITH TOPIC AT HAND
<ul style="list-style-type: none"> • ALWAYS A WILLING PARTICIPANT • RESPONDS FREQUENTLY TO QUESTIONS • ROUTINELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • OFTEN A WILLING PARTICIPANT • RESPONDS OCCASIONALLY TO QUESTIONS • OCCASIONALLY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • RARELY A WILLING PARTICIPANT • RARELY ABLE TO RESPOND TO QUESTIONS • RARELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • NEVER A WILLING PARTICIPANT • NEVER ABLE TO RESPOND TO QUESTIONS • NEVER VOLUNTEERS POINT OF VIEW
<ul style="list-style-type: none"> • ALWAYS A WILLING PARTICIPANT • ACTS APPROPRIATELY DURING ALL DISCUSSIONS • RESPONDS FREQUENTLY TO QUESTIONS • ROUTINELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • OFTEN A WILLING PARTICIPANT • ACTS APPROPRIATELY DURING DISCUSSIONS • RESPONDS OCCASIONALLY TO QUESTIONS • OCCASIONALLY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • RARELY A WILLING PARTICIPANT • OCCASIONALLY ACTS INAPPROPRIATELY DURING DISCUSSIONS • RARELY ABLE TO RESPOND TO DIRECT QUESTIONS • RARELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • NEVER A WILLING PARTICIPANT • OFTEN ACTS INAPPROPRIATELY DURING DISCUSSIONS • NEVER ABLE TO RESPOND TO DIRECT QUESTIONS • NEVER VOLUNTEERS POINT OF VIEW
<ul style="list-style-type: none"> • ALWAYS DEMONSTRATES COMMITMENT THROUGH THOROUGH PREPARATION • ALWAYS ARRIVES ON TIME • OFTEN SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS 	<ul style="list-style-type: none"> • RARELY UNPREPARED • RARELY ARRIVES LATE • OCCASIONALLY SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS 	<ul style="list-style-type: none"> • OFTEN UNPREPARED • OCCASIONALLY ARRIVES LATE • RARELY SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS 	<ul style="list-style-type: none"> • RARELY PREPARED • OFTEN ARRIVES LATE • NEVER SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS

LAW FINAL

1. THE THREE BASIC COMPONENTS OF EDUCATION FOR STUDENTS WITH DISABILITIES ARE CHILD FIND, ELIGIBILITY, AND FAPE.
A. TRUE
B. FALSE
2. THE “A” IN FAPE STANDS FOR “ADVANTAGEOUS”.
A. TRUE
B. FALSE
3. THE NEW REAUTHORIZATION OF THE IDEA WAS COMPLETED IN 2011.
A. TRUE
B. FALSE
4. THE 2008 ADA AMENDMENTS NARROWED THE CONSTRUCTION OF THE “MAJOR LIMITATIONS ON MAJOR LIFE ACTIVITY” PROVISION.
A. TRUE
B. FALSE
5. WAIVERS GRANTED TO STATES REGARDING THE NO CHILD LEFT BEHIND ACT WILL IMPACT SPECIAL EDUCATION.
A. TRUE
B. FALSE
6. ACCORDING TO THE IDEA, FAPE MUST BE PROVIDED IN THE LRE.
A. TRUE
B. FALSE
7. THE 2004 REAUTHORIZATION OF THE IDEA CREATED AN EXCEPTION TO THE FAPE REQUIREMENT FOR CHILDREN AGES 3-5.
A. TRUE
B. FALSE
8. THE LEGISLATIVE INTENT REGARDING IDEA PROVISIONS FOR CHILDREN AGES 3-5 IS TO PROVIDE EARLY INTERVENTION FOR SUCH CHILDREN IN ORDER TO REDUCE THE NEED FOR SPECIAL EDUCATION SERVICES FOR SCHOOL AGE CHILDREN.
A. TRUE
B. FALSE
9. THE IDEA IS INTENDED TO INSURE THE OVER-IDENTIFICATION OF MINORITY STUDENTS FOR SPECIAL EDUCATION EVALUATIONS.
A. TRUE

B. FALSE

10. THE IDEA CURRENTLY PROHIBITS LEAs FROM USING IDEA FUNDS FOR STUDENTS WHO ARE NOT IDENTIFIED AS STUDENTS WITH DISABILITIES UNDER THE IDEA.

A. TRUE

B. FALSE

11. THE IDEA CURRENTLY PERMITS THE USE OF EITHER THE DISCREPANCY MODEL OR THE RTI MODEL FOR ELIGIBILITY DETERMINATIONS FOR LD.

A. TRUE

B. FALSE

12. LEAs MAY NOT USE DUE PROCESS TO CHALLENGE A PARENT'S REFUSAL TO EVALUATE A CHILD TO DETERMINE THE CHILD'S NEEDS FOR SPECIAL EDUCATION SERVICES.

A. TRUE

B. FALSE

13. THE GENERAL RULE IS THAT UNLESS THE LEA AND THE PARENTS AGREE OTHERWISE, IDEA RE-EVALUATIONS MUST OCCUR EVERY THREE YEARS.

A. TRUE

B. FALSE

14. LEAs CANNOT BE FORCED TO PERMIT INDEPENDENT EDUCATIONAL EVALUATIONS BY NON-LEA EVALUATORS.

A. TRUE

B. FALSE

15. LEAs CANNOT REQUIRE PARENTS TO PRIVATELY ASSESS THEIR CHILD OR TO MEDICATE THEIR CHILD.

A. TRUE

B. FALSE

16. LEAs HAVE NO RESPONSIBILITY TOWARDS STUDENTS ENROLLED IN PRIVATE SCHOOLS.

A. TRUE

B. FALSE

17. WHEN A PARENT PLACES A CHILD IN A PRIVATE SCHOOL IN ORDER TO OBTAIN FAPE, THE LEA MAY HAVE TO PAY FOR THE PRIVATE SCHOOL PLACEMENT EVEN IF THE CHILD HAD NEVER BEEN IDENTIFIED AS NEEDING SERVICES UNDER THE IDEA.

A. TRUE

B. FALSE

18. IF A MANIFESTATION DETERMINATION TEAM DETERMINES THAT BEHAVIOR IS A MANIFESTATION OF THE STUDENT'S DISABILITY, THEN TEAM MUST CONDUCT A FUNCTIONAL BEHAVIOR ANALYSIS (AND

IMPLEMENT AN APPROPRIATE BEHAVIOR INTERVENTION PLAN)

A. TRUE

B. FALSE

19. ANY TIME A DISCIPLINARY ACTION AGAINST A STUDENT WOULD RESULT IN A CHANGE OF PLACEMENT, A MANIFESTATION DETERMINATION IS REQUIRED.

A. TRUE

B. FALSE

20. THE MEMBER REQUIREMENTS FOR A MANIFESTATION DETERMINATION TEAM ARE THE SAME AS FOR THE IEP TEAM.

A. TRUE

B. FALSE

21. ISSUES IDENTIFIED BY THE NATIONAL SCHOOL BOARD ASSOCIATION AS IMPORTANT CONSIDERATIONS IN THE NEXT IDEA REAUTHORIZATION INCLUDE:

A. PARENTAL REVOCATION OF CONSENT FOR SPED

B. DUE PROCESS

C. ALLOCATION OF FEDERAL FUNDS

D. ADMINISTRATOR QUALITY AND EFFECTIVENESS

22. THE OBAMA ADMINISTRATION HAS GRANTED NCLB WAIVERS BECAUSE:

A. IT DISAGREES WITH THE GOALS OF THE NCLB

B. IT SEEKS TO PROMOTE SCHOOL REFORM

C. IT PREFERS INDIVIDUALIZED EDUCATION TO ACROSS THE BOARD STANDARDS

D. ALL OF THE ABOVE

23. A STUDENT WHO HAS AN IDEA DISABILITY AND WHO DOES NOT REQUIRE SPECIALLY DESIGNED INSTRUCTION IS ENTITLED TO FAPE UNDER:

A. THE IDEA

B. SECTION 504

C. THE NCLB

D. ALL OF THE ABOVE

24. A STUDENT WHO HAS A SIGNIFICANT IMPAIRMENT OF A MAJOR LIFE ACTIVITY WITH NO EDUCATIONAL IMPACT IS ENTITLED TO FAPE UNDER:

A. THE IDEA

B. SECTION 504

C. THE NCLB

D. NONE OF THE ABOVE

25. SUPPORTS THAT DO NOT CHANGE THE CURRICULUM, BUT ONLY HOW A STUDENT INTERACTS WITH THE CURRICULUM (E.G., EXTRA TIME ON ASSIGNMENTS, TAKING PRESCRIBED MEDICATION, BEING SEATED NEAR THE FRONT OF CLASSROOMS) ARE CALLED:
- A. ACCOMMODATIONS
 - B. MODIFICATIONS
 - C. SPECIALIZED INSTRUCTION
 - D. NONE OF THE ABOVE
26. REDUCTIONS IN CURRICULAR REQUIREMENTS WHICH ARE MADE IN ORDER TO ADDRESS THE NEEDS OF STUDENTS WITH DISABILITIES (E.G., ELIMINATING SOME OF THE CURRICULUM) ARE CALLED
- A. ACCOMMODATIONS
 - B. MODIFICATIONS
 - C. SPECIALIZED INSTRUCTION
 - D. NONE OF THE ABOVE
27. IF A PARENT REVOKES CONSENT FOR SPECIAL EDUCATION SERVICES, THE LEA:
- A. MUST PROVIDE PRIOR NOTICE PRIOR TO CESSATION OF SPED SERVICES
 - B. MAY NOT CONTINUE TO PROVIDE SPED SERVICES
 - C. IS RELEASED FROM FAPE REQUIREMENTS
 - D. ALL OF THE ABOVE
28. WHEN SCHOOL DISTRICT PERSONNEL DESIRE TO DISCIPLINE A STUDENT WITH AN IEP FOR AN OFFENSE THE STUDENT COMMITTED, THE DISTRICT MAY:
- A. MAKE CASE-BY-CASE DECISIONS CHANGING PLACEMENT FOR UP TO 10 DAYS CUMULATIVE PER YEAR
 - B. PLACE THE STUDENT IN AN INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT AT ITS OWN DISCRETION
 - C. BOTH OF THE ABOVE
 - D. NONE OF THE ABOVE
29. THE ANALYSIS IN A MANIFESTATION DETERMINATION INCLUDES THE QUESTION(S):
- A. WAS THE CONDUCT IN QUESTION CAUSED BY, OR DID IT HAVE A DIRECT AND SUBSTANTIAL RELATIONSHIP TO THE DISABILITY?
 - B. WAS THE CONDUCT IN QUESTION A DIRECT RESULT OF, OR CAUSED BY, LEA'S FAILURE TO IMPLEMENT THE STUDENT'S IEP?
 - C. BOTH OF THE ABOVE
30. LEAS ARE NOT REQUIRED TO CONDUCT MANIFESTATION DETERMINATIONS WHEN:
- A. THE STUDENT'S PARENTS PREVIOUSLY REFUSED A SPECIAL EDUCATION EVALUATION OR SERVICES
 - B. THE STUDENT IS A NON-IDENTIFIED STUDENT ABOUT WHOM TEACHERS HAVE EXPRESSED SPECIFIC CONCERNS
 - C. BOTH OF THE ABOVE
 - D. NONE OF THE ABOVE

31. WHICH OF THE FOLLOWING ARE CONSIDERED “RELATED SERVICES” UNDER THE IDEA:
- A. SPECIALIZED INSTRUCTION PROVIDED IN RELIGIOUS PRIVATE SCHOOLS
 - B. SCHOOL NURSES
 - C. BOTH OF THE ABOVE
 - D. NONE OF THE ABOVE
32. A STUDENT PLACED IN AN IAES FOR DISCIPLINARY REASONS MUST:
- A. CONTINUE TO PARTICIPATE IN GENERAL EDUCATION CURRICULUM AND TO PROGRESS TOWARD IEP GOALS
 - B. GET SERVICES DESIGNED TO PREVENT RECURRENCE OF THE BEHAVIOR
 - C. HAVE A BIP REQUIRED AS NECESSARY TO ADDRESS THE BEHAVIOR VIOLATION SO THAT IT DOES NOT RECUR
 - D. ALL OF THE ABOVE
33. WHEN A STUDENT WITH AN IEP MOVES TO AN NEW DISTRICT, THE RESPONSIBILITY FOR INSURING THAT THE NEW DISTRICT PROMPTLY GETS THE RECORDS FROM THE OLD DISTRICT IS PLACED ON:
- A. THE PARENTS
 - B. THE NEW DISTRICT
 - C. THE OLD DISTRICT
 - D. NONE OF THE ABOVE
34. REGARDING STUDENT RECORDS:
- A. SCHOOLS MUST KEEP STUDENT RECORDS PRIVATE UNDER FERPA
 - B. HEALTH PROVIDERS MUST KEEP STUDENT RECORDS PRIVATE UNDER HIPAA
 - C. THE IDEA AND FERPA SUPERSEDE HIPAA
 - D. ALL OF THE ABOVE
35. EXCEPTIONS TO FERPA INCLUDE
- A. PERSONAL NOTES OF SCHOOL PERSONNEL
 - B. THE REQUIREMENT TO REPORT SUSPECTED CHILD ABUSE
 - C. BOTH OF THE ABOVE
 - D. NONE OF THE ABOVE
36. THE IDEA:
- A. REQUIRES QUALIFIED HEARINGS OFFICERS
 - B. GUARANTEES QUALIFIED HEARINGS OFFICERS
 - C. BOTH OF THE ABOVE
 - D. NONE OF THE ABOVE
37. THE STATUTE OF LIMITATIONS FOR FILING DUE PROCESS CLAIMS UNDER THE IDEA IS:
- A. TWO YEARS FROM THE DATE OF THE SUBJECT OF THE COMPLAINT
 - B. TWO YEARS FROM WHEN THE COMPLAINING PARTY “KNEW OR SHOULD HAVE KNOWN” ABOUT THE SUBJECT OF A COMPLAINT
 - C. THERE IS NO STATUTE OF LIMITATIONS FOR DUE PROCESS UNDER THE 2004 REAUTHORIZATION OF THE IDEA

- D. NONE OF THE ABOVE
38. WHICH OF THE FOLLOWING IS NOT A “PARENT” UNDER THE IDEA:
- A. THE NATURAL, ADOPTIVE, OR FOSTER PARENT OF A CHILD
 - B. A STATE AGENCY ACTING AS GUARDIAN FOR THE CHILD
 - C. A GRANDPARENT OR OTHER RELATIVE WITH WHOM THE CHILD LIVES
 - D. A SURROGATE APPOINTED BY THE LEA FOR A HOMELESS YOUTH
39. NOTICE OF PROCEDURAL SAFEGUARDS MUST BE GIVEN TO PARENTS:
- A. WITH EVERY NOTICE MAILED TO THE PARENTS
 - B. AT EVERY IEP MEETING
 - C. ANNUALLY, UPON INITIAL REFERRAL, AND UPON PARENTAL REQUEST
 - D. TRIENNIALLY
40. IN DUE PROCESS HEARINGS:
- A. HO DECISIONS SHALL BE ON PROCEDURAL GROUNDS AND VIOLATION OF PROCEDURE MEANS FAILURE TO PROVIDE FAPE
 - B. THE BURDEN OF PROOF IS PLACED UPON THE PARTY SEEKING RELIEF
 - C. BOTH OF THE ABOVE
 - D. NONE OF THE ABOVE

ESMM 204:
TRANSITION PLANNING IN SPECIAL EDUCATION

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE EXAMINES THE FACTORS ASSOCIATED WITH SUCCESSFUL PLANNING AND IMPLEMENTATION OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP), INCLUDING TRANSITION EXPERIENCES FOR STUDENTS WITH MILD/MODERATE DISABILITIES. IT INCLUDES AN OVERVIEW OF THE LEGISLATIVE POLICY BASE FOR TRANSITION AND EMPHASIZES VALIDATED TRANSITION PRACTICES. THE COURSE PROVIDES EDUCATION AND EXPERIENCES IN PARTICIPATION IN THE REFERRAL AND IDENTIFICATION PROCESS, CASE MANAGEMENT, DEVELOPING COMPLIANT IEPs **AND ITPs AS WELL AS** PARENT INVOLVEMENT IN THE IEP PROCESS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 1	PROGRAM DESIGN, RATIONALE AND COORDINATION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL AND ETHICAL PRACTICES
PROGRAM STANDARD 3	EDUCATING DIVERSE LEARNERS
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 5	ASSESSMENT OF STUDENTS
PROGRAM STANDARD 6	USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY
PROGRAM STANDARD 7	TRANSITION AND TRANSITIONAL PLANNING
PROGRAM STANDARD 8	PARTICIPATING IN ISFP/IEPS AND POST-SECONDARY TRANSITION PLANNING
PROGRAM STANDARD 14	CREATING HEALTHY LEARNING ENVIRONMENTS
MILD/MODERATE DISABILITIES 2	ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

RECOMMENDED TEXT(S)/RESOURCE(S):

BONNIE S. BILLINGSLEY, MARY T. BROWNELL, MAYA ISRAEL, & MARGARET L. KAMMAN, PUBLISHED BY JOSSEY-BASS. *A SURVIVAL GUIDE FOR NEW SPECIAL EDUCATORS.*

ADDITIONAL RESOURCES:

- SPECIAL EDUCATION INFORMATION SYSTEM (WWW.SEIS.ORG)
- [HTTP://CALSTAT.ORG/PA-TRANSITION.HTML](http://CALSTAT.ORG/PA-TRANSITION.HTML)
- INSTRUCTOR PROVIDED ARTICLES AND HANDOUTS

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ONLINE ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS • GOAL WRITING REVIEW 	50
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • INTERVIEW AND PRESENTATION (TRANSITIONAL SUPPORT) 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. CURRENT TRENDS REFLECTIONS & OBSERVATION ARTIFACTS** (*MEASURABLE ARTIFACT*)
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS:

- *PROMOTING SELF-DETERMINATION AMONG STUDENTS WITH DISABILITIES* (ARTICLE_TDOE)
- *HOW TO HELP STUDENTS LEAD THEIR IEP MEETINGS* (ARTICLE_COUNCIL FOR EXCEPTIONAL CHILDREN)

COMPLETION OF REFLECTION QUESTIONS AFTER OBSERVING IN 2 SETTINGS THAT SERVICE STUDENTS AT DIFFERENT TRANSITIONAL STAGES THAN CURRENT ASSIGNMENT (EX. MIDDLE SCHOOL RSP TEACHERS MAY CHOOSE TO VISIT AN INTEGRATED PRESCHOOL, ELEMENTARY, HIGH SCHOOL, OR ADULT PROGRAM THAT WOULD SERVE STUDENTS SIMILAR TO THOSE ON THE CANDIDATES CURRENT CASELOAD).

- 2. ADMIT/EXIT SLIPS** (*PARTICIPATION AND COLLABORATION*)

ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

- 3. ACTIVE CLASS PARTICIPATION ELEMENTS** (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

- 4. PROFESSIONAL DISPOSITION CHECKLIST:** (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

- 5. INVESTIGATING THE TRANSITION PROCESS** (*MEASUREABLE ARTIFACT*)

EXAMINE PROCESSES FOR MEETING WITH EDUCATIONAL AND COMMUNITY AGENCIES TO PLAN FOR SUCCESSFUL TRANSITIONS. INTERNS ARE GIVEN SCENARIOS AND WILL INVESTIGATE AGENCIES AND SERVICES NEEDED TO DETERMINE TRANSITION OPTIONS FOR STUDENTS.

6. STUDENT-LED IEP TOOLKIT (MEASUREABLE ARTIFACT)

UNDERSTAND THAT SELF-DETERMINATION SKILLS INCLUDE SELF-AWARENESS, SELF-KNOWLEDGE, SELF-CONCEPT, SELF-ESTEEM, SELF-EFFICACY, ASSERTIVENESS, SELF-ADVOCACY, CHOICE MAKING, PROBLEM SOLVING, DECISION MAKING, GOAL SETTING, GOAL ATTAINMENT, SELF-OBSERVATION, SELF-EVALUATION, AND SELF-REINFORCEMENT. REVIEW OPPORTUNITIES FOR STUDENTS TO HAVE ACTIVE ENGAGEMENT IN THE IEP PROCESS TO FACILITATE THE DEVELOPMENT OF SELF-CONFIDENCE AND SELF-ADVOCACY SKILLS.

7. DEVELOPING A LEGALLY COMPLIANT ITP (MEASURABLE ARTIFACT)

IDENTIFY THE COMPONENTS OF AN INDIVIDUAL TRANSITION PLAN. USING THE COMPLIANCE CHECKLIST REVIEW AN EXISTING ITP TO DETERMINE IF IT MEETS STANDARDS OR REQUIRES ADDITIONAL REVISION. IDENTIFY ASSESSMENTS AND RESOURCES TO MAKE THE NECESSARY IMPROVEMENTS TO THIS LEGAL DOCUMENT AS REQUIRED.

8. GOAL WRITING REVIEW & ITP INCLUDING DISCUSSION (MEASUREABLE ARTIFACT)

EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

(TIMES NEW ROMAN FONT. SIZE 12 DOUBLE SPACED WITH 1' MARGINS. CITE ALL SOURCES.)

CLEARLY STATE YOUR POSITION ON TRANSITIONAL IEPs AS WELL AS QUESTIONS, CONCERNS AND THOUGHTS ABOUT THE ARTICLES. PROVIDE A BRIEF SUMMARY OF TRANSITION MEETINGS. WHAT ARE THE DIFFERENT TYPES OF TRANSITION MEETINGS? WHAT AGES ARE THEY TYPICALLY HELD? WHEN DO YOU BELIEVE THEY SHOULD BE HELD? WHO NEEDS TO BE IN ATTENDANCE? WHAT WOULD A GOOD IEP AGENDA FOR A TRANSITION MEETING LOOK LIKE FOR A NEW KINDERGARTENER? A NEW MIDDLE SCHOOLER? A NEW HIGH SCHOOLER? A HIGH SCHOOL GRADUATE ENTERING A PROGRAM? CLEARLY STATE YOUR PERSONAL EXPERIENCE WITH TRANSITIONS AND WHAT YOUR AREAS OF STRENGTH AS WELL AS GROWTH ARE.

9. INTERVIEW AND PRESENTATION (COMPETENCY-BASED ARTIFACT)

INTERVIEW WITH TRANSITIONAL RESOURCES IN SELPA OF SERVICE (EX., CASE MANAGERS IN PROGRAMS TRANSITIONING STUDENTS TO/FROM CANDIDATE'S CURRENT CASELOAD, WORKABILITY OR OTHER COMMUNITY RESOURCES FOR STUDENTS TRANSITIONING TO ADULTHOOD).

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	PROGRAM STANDARDS; TPEs
SESSION 1	TEXT: CALSTAT WEBSITE ✓ TYPES OF ASSESSMENT ✓ USING ASSESSMENT TO DRIVE INSTRUCTION	DO NOW • WELCOME AND INTRODUCTIONS • REVIEW SYLLABUS • IDENTIFY RESOURCES WITHIN CURRENT SELPA OF SERVICE EXIT TICKET		TPEs: 1, 4-6 ES PS: 1-5, 7-8, 15-26 M/M PS: 2, 6

		<p>HOMEWORK: REVIEW WEBSITE, IDENTIFY RESOURCES WITHIN CURRENT SELPA OF SERVICE BRING A SAMPLE ITP TO SESSION 2</p>	HW: DUE BY SESSION 2	
SESSION 2	<p>TEXT: ✓ BUILDING INDEPENDENCE AND SUCCESS THROUGH IEP'S ✓ EVALUATING AND WRITING GOALS FOR TRANSITION</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • REVIEW HOMEWORK/DISCUSSION • EXAMINE REQUIRED ELEMENTS OF AN INDIVIDUAL TRANSITION PLAN (ITP). USE COMPLIANCE CHECKLIST TO IDENTIFY ANY AREAS FOR IMPROVEMENT IN A SAMPLE ITP. WORK WITH YOUR GROUP TO IDENTIFY ANY RESOURCES REQUIRED TO ADDRESS ANY INADEQUATE SECTIONS OF THE ITP. • EXAMINE SAMPLE GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING (MEASUREABLE ARTIFACT) <p>EXIT TICKET</p> <p>HOMEWORK: IDENTIFICATION/CREATION OF STUDENT GOALS SPECIFIC TO BUILDING INDEPENDENCE AND READINESS FOR TRANSITION TO ADULTHOOD</p>	HW: DUE BY SESSION 3	<p>TPEs: 1, 4-6</p> <p>ES PS: 1-5, 7-8, 15-26</p> <p>M/M PS: 2, 6</p>
SESSION 3	<p>TEXT: ✓ TRANSITION ASSESSMENTS ✓ IDENTIFY LOCAL RESOURCES FOR FACILITATING AND SUPPORTING SEAMLESS TRANSITIONS</p>	<p>DO NOW</p> <p>PRESENTATIONS</p> <p>EXIT TICKET</p>		<p>TPEs: 1, 4-6</p> <p>ES PS: 1-5, 7-8, 15-26</p> <p>M/M PS: 2, 6</p>

INVESTIGATING THE TRANSITION PROCESS REQUIREMENTS:

- I. PICK A SCENARIO:
 - A. DETERMINE TRANSITION OPTIONS AFTER COMPLETION OF AN ADULT PROGRAM.
 - B. DETERMINE ROUTE TO TRANSITION FROM A CERTIFICATE TRACK PROGRAM TO AN ADULT CERTIFICATE TRACK PROGRAM.
- II. GATHER INFORMATION ABOUT SERVICES OFFERED BY ONE OF THE FOLLOWING:
 - A. ALTA REGIONAL SERVICES
 - B. JOB CORP
 - C. PRIDE INDUSTRIES
 - D. DEPARTMENT OF REHABILITATION
- III. DEVELOP A PRESENTATION AND SUBMIT VIA SCHOOLGY.

INVESTIGATING THE TRANSITION PROCESS RUBRIC

STANDARD	EXCEEDS	MEETS	DOES NOT MEET	FEEDBACK
APPLIES EVIDENCE GATHERED FROM RESEARCHING EDUCATIONAL AND COMMUNITY AGENCIES FROM A VARIETY OF CONTACT POINTS.	EVIDENCE GATHERED FROM A MINIMUM OF 3 CONTACT POINTS (EXAMPLE: ONLINE, MEDIA, EMAIL, PHONE, IN-PERSON, ETC).	EVIDENCE GATHERED FROM A MINIMUM OF 2 CONTACT POINTS (EXAMPLE: ONLINE, MEDIA, EMAIL, PHONE, IN-PERSON, ETC).	ONLY 1 CONTACT POINT.	
DEVELOPS SUPPORT PLAN(S) THAT HELP THE STUDENT, FAMILY, OR OTHER COMMUNITY AGENCIES AND SYSTEMS OF SUPPORT DESIRED TRANSITION ROUTE OR OPTIONS.	PLAN DETAILS SYSTEMS OF SUPPORT FOR ROUTE OR OPTION AND INCLUDES APPROPRIATE COMMUNITIES OF PRACTICE.	PLAN INCLUDES APPROPRIATE SYSTEMS OF SUPPORT FOR ROUTE OR OPTION AND INCLUDES APPROPRIATE COMMUNITIES OF PRACTICE.	PLAN LACKS SYSTEMS OF SUPPORT FOR ROUTE OR OPTION AND INCLUDES APPROPRIATE COMMUNITIES OF PRACTICE.	
DEVELOPS A PLAN THAT ENGAGES GUARDIAN(S)/PARENT(S) AND COMMUNITY PARTNERS IN THE PLANNING AND DESIGN OF DESIRED TRANSITION ROUTE OR OPTIONS.	PLAN FULLY AND APPROPRIATELY ENGAGES GUARDIAN(S)/PARENT(S) AND COMMUNITY PARTNERS IN THE PLANNING AND DESIGN OF DESIRED TRANSITION ROUTE OR OPTIONS AND INCLUDES CONTACTS.	PLAN APPROPRIATELY ENGAGES GUARDIAN(S)/PARENT(S) AND COMMUNITY PARTNERS IN THE PLANNING AND DESIGN OF DESIRED TRANSITION ROUTE OR OPTIONS.	PLAN DOES NOT ENGAGE GUARDIAN(S)/PARENT(S) AND COMMUNITY PARTNERS IN THE PLANNING AND DESIGN OF DESIRED TRANSITION ROUTE OR OPTIONS.	

STUDENT-LED IEP REQUIREMENTS:

1. VISIT THE **STUDENT-LED IEP TOOLKIT: INTRODUCTION** [LINK](#) VIA SCHOOLGY.
2. CHOOSE STUDENT-LED IEP TOOLKIT – FOR EDUCATORS
3. WATCH VIDEO AND REVIEW THE FOLLOWING MODULES:

- MODULE 1: GETTING STARTED**
- MODULE 2: BUILDING SELF-AWARENESS**
- MODULE 3: UNDERSTANDING YOUR IEP**
- MODULE 4: PREPARING FOR PARTICIPATION**
- MODULE 5: STUDENT-LED IEPs**

4. DEVELOP AN IEP MEETING AGENDA THAT DESCRIBES HOW YOU WILL WORK WITH THE STUDENT TO CONSIDER BOTH SUBSTANTIVE AND PROCEDURAL WAYS THAT THEY CAN BE INVOLVED.
5. DEVELOP/PROVIDE PARENT/GUARDIAN RESOURCES THAT EXPLAINS THE STUDENT-LED IEP FOR BETTER UNDERSTANDING AND THAT GIVES PARENT(S)/GUARDIAN(S) AN OPPORTUNITY TO BE INVOLVED.
6. DEVELOP/PROVIDE STUDENT-LED RESOURCE TEMPLATES TO USE AS STUDENT EXAMPLES.

STUDENT-LED IEP RUBRICS:

STANDARD	EXCEEDS 3	PROFICIENCY 2	APPROACHING 1	SCORE
IEP MEETING AGENDA	DETAILED MEETING AGENDA THAT CONTAINS BOTH SUBSTANTIVE AND PROCEDURAL WAYS THAT STUDENT IS INVOLVED.	APPROPRIATE MEETING AGENDA THAT CONTAINS BOTH SUBSTANTIVE AND PROCEDURAL WAYS THAT STUDENT IS INVOLVED.	DRAFTED MEETING AGENDA THAT ATTEMPTS TO CONTAIN SUBSTANTIVE AND/OR PROCEDURAL WAYS THAT STUDENT IS INVOLVED.	
PARENT/GUARDIAN RESOURCES	PROVIDES DETAILED, RESEARCH-BASED RESOURCES TO FACILITATE STUDENT-LED IEP WITH PARENT/GUARDIAN INVOLVEMENT.	PROVIDES APPROPRIATE, RESEARCH-BASED RESOURCES TO FACILITATE STUDENT-LED IEP WITH PARENT/GUARDIAN INVOLVEMENT.	PROVIDES IMPRACTICAL, RESOURCES TO FACILITATE STUDENT-LED IEP WITH PARENT/GUARDIAN INVOLVEMENT.	
RESOURCE TEMPLATES	PROVIDES DETAILED, RESEARCH-BASED RESOURCE TEMPLATES AS SUPPORT FOR STUDENTS BUILDING THEIR STUDENT-LED IEP.	PROVIDES APPROPRIATE, RESEARCH-BASED RESOURCE TEMPLATES AS SUPPORT FOR STUDENTS BUILDING THEIR STUDENT-LED IEP.	PROVIDES IMPRACTICAL, RESEARCH-BASED RESOURCE TEMPLATES AS SUPPORT FOR STUDENTS BUILDING THEIR STUDENT-LED IEP.	
TOTAL				

ITP COMPLIANCE CHECKLIST

(MEASURABLE ARTIFACT)

- Is the transition plan developed in accordance with the student's post-school preferences, interests, and goals for students 16 or older?
- Are there measurable postsecondary goals, based on age appropriate transition assessments, that address education/training, employment, and where appropriate, independent living skills?
- Are appropriate transition services (including course of study) and responsible persons/agencies specified?
- Are the transition services designed to be within a results-oriented process that is focused on improving academic and functional achievement of the student?
- Are additional vocational and/or transition assessments required?

Is the transition plan designed to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and community participation?

GOAL WRITING REVIEW

(MEASUREABLE ARTIFACT)

1. CREATE 5 GOALS WRITTEN FOR STUDENTS TRANSITIONING FROM IFSP TO SCHOOL-AGE PROGRAMS, FROM ELEMENTARY TO MIDDLE SCHOOL, FROM MIDDLE TO HIGH SCHOOL, FROM HIGH SCHOOL TO ADULT LIVING.

EXAMPLES:

- _____ WILL PARTICIPATE IN OUTINGS TO THE PARK AND PLAY TIMES AT HOME BY MOVING ON TO SOMETHING ELSE WHEN HE IS ASKED OR INSTRUCTED.
- _____ WILL SIT QUIETLY AND LOOK AT A STORYBOOK FOR A MINIMUM OF 10 MINUTES, 4 TIMES PER WEEK MEASURED BY CLASSROOM DATA.
- BY JUNE 2018, _____ WILL WORK TOWARDS EFFECTIVE TASK COMPLETION BY REMAINING ON TASK, IGNORING DISTRACTIONS AND WORKING INDEPENDENTLY FOR 20 MINUTES AT A TIME AS MEASURED BY CLASSROOM DATA AND STUDENT WORK SAMPLES.
- BY JUNE 2018, _____ WILL ACTIVELY PREPARE FOR TESTS AND QUIZZES BY APPLYING STRATEGIES (E.G., MNEMONICS, VISUALIZATION, GRAPHIC ORGANIZERS, OUTLINING, ATTENDING EXTRA HELP SESSIONS, ETC.).
- AFTER GRADUATION FROM HIGH SCHOOL, _____ WILL ENROLL AT _____ COLLEGE AND TAKE A BUSINESS MATH CLASS TO IMPROVE HIS WORK RELATED MATH SKILLS AND TO ADVANCE HIS CAREER IN BUSINESS.

2. CREATE AN ITP GOAL AND INCLUDE THE FOLLOWING:
 - ADDRESS THE STUDENT'S PREFERENCES, INTERESTS, STRENGTHS, AND NEEDS
 - PARTICIPATION OF PARENTS
 - LIST OF PARTICIPANTS FOR SPECIFIC GOALS
 - A COORDINATED SET OF ACTIVITIES DEMONSTRATING USE OF VARIOUS STRATEGIES, COMMUNITY AND ADULT LIVING EXPERIENCES
 - ANNUAL GOALS
 - RESPONSIBILITIES OF PARENTS AND STUDENTS

GOAL WRITING RUBRIC

	1	2	3	4
SPECIFIC	THE GOAL IS GENERAL AND NOT CLEARLY TIED TO AN IMPORTANT STANDARD AND STUDENT LEARNING RESULTS. NO OUTCOME IS IDENTIFIED.	THE GOAL IS SPECIFIC BUT DOES NOT SPECIFY A STANDARD OR STUDENT LEARNING RESULTS. AN OUTCOME, IF PRESENT, IS VAGUE. THE GOAL APPLIES TO SOME STUDENTS.	THE GOAL IDENTIFIES AN ACADEMIC STANDARD. THE GOAL INCLUDES A TARGET OUTCOME. THE GOAL APPLIES TO THE MAJORITY OF STUDENTS.	THE GOAL IS BASED ON AN ESSENTIAL, ACADEMIC STANDARD. THE GOAL HAS A CLEAR OUTCOME IN TERMS OF STUDENT PERFORMANCE. THE GOAL APPLIES TO ALL STUDENTS.
MEASURABLE	THE GOAL MEASURES TEACHER BEHAVIOR AND DOES NOT FOCUS ON STUDENT ACHIEVEMENT OR THE GOAL MENTIONS STUDENT ACHIEVEMENT BUT NO MEASUREMENT IS SPECIFIED.	THE GOAL USES BROAD MEASUREMENT POINTS SUCH AS DISTRICT WIDE SCORES OR IS NOT SPECIFIC TO THE STUDENTS IN THE GRADE OR TO THE STANDARD BEING ASSESSED.	THE GOAL CAN BE ASSESSED USING FORMATIVE AND/OR SUMMATIVE MEASURES BUT DOES NOT SPECIFY WHICH ONES OR WHEN THEY WILL BE USED.	MULTIPLE MEASURES, BOTH SUMMATIVE AND FORMATIVE ARE USED ONGOING (IN SHORT AND LONG CYCLES) TO MONITOR PROGRESS AND MAKE ADJUSTMENTS TO INSTRUCTION.
ATTAINABLE	THE GOAL REFLECTS A MINIMAL STANDARD THAT IS TOO BASIC TO REQUIRE ANY CHANGE IN PRACTICE. THERE IS NO TIME FRAME INDICATED OR IF A TIME FRAME IS PRESENT IT IS SO VAGUE AS TO GIVE NO DIRECTION TO THE PLC TEAM. THERE IS NO OBVIOUS CONNECTION BETWEEN STRATEGIES, ACTION STEPS AND THE GOAL.	THE GOAL REFLECTS A STANDARD OF STUDENT PERFORMANCE THAT IS WITHIN THE REACH OF THE PLC TEAM, BUT THAT MAY NOT REPRESENT A HIGH STANDARD. THE TIME FRAME FOR THE GOAL AND STRATEGIES/ACTION STEPS IS VAGUE OR NOT REASONABLE. IT IS NOT CLEAR HOW EACH OF THE STRATEGIES AND ACTION STEPS ARE CONNECTED TO THE GOAL	THE GOAL IS REALISTIC AND REFLECTS HIGH STANDARDS FOR STUDENT PERFORMANCE THAT IS WITHIN REACH OF THE PLC TEAM AND STUDENTS. THE GOAL AND STRATEGIES/ACTION STEPS HAVE A REASONABLE TIME FRAME AND REFERENCE INSTRUCTION AND ASSESSMENT CONNECTED TO THE GOAL.	REALISTIC BUT SIGNIFICANT IMPROVEMENT WILL RESULT FROM WORKING TOWARD THE GOAL. THE GOAL AND STRATEGIES AND ACTION STEPS HAVE A REASONABLE TIME FRAME AND REFERENCE TARGETED INSTRUCTION, ASSESSMENT AND INTERVENTION CLEARLY CONNECTED TO THE GOAL.
RESULTS - ORIENTED	A LEVEL OF PERFORMANCE IS NOT INDICATED OR ACTIVITIES ARE LISTED IN THAT INDICATED A LEVEL OF PERFORMANCE THAT IS	AN EXPECTED LEVEL OF PERFORMANCE IS INDICATED BUT IS NOT TIED TO AN IMPORTANT CONTENT STANDARD. THE LEVEL OF PERFORMANCE IS	AN EXPECTED LEVEL OF PERFORMANCE IS INDICATED THAT IS TIED TO AN IMPORTANT CONTENT STANDARD, AND THAT REPRESENTS IMPORTANT LEARNING FOR MOST STUDENTS.	SPECIFIC LEVELS OF EXPECTED PERFORMANCE ARE INDICATED THAT ARE CLEARLY TIED TO AN IMPORTANT CONTENT STANDARD, AND

	APPROPRIATE FOR SOME STUDENTS.	APPROPRIATE FOR SOME STUDENTS.		THAT REPRESENT IMPORTANT AND MEANINGFUL LEARNING FOR ALL STUDENTS.
TIME BOUND	NO TIME FRAMES ARE GIVEN.	TIME FRAMES ARE GENERAL AND/OR NOT LINKED TO MEASURES, STRATEGIES OR ACTION STEPS.	TIME FRAMES LINKED TO EACH MEASURE, STRATEGY AND ACTION STEP.	TIME FRAMES ARE SPECIFICALLY IDENTIFIED AND LINKED TO EACH MEASURE, STRATEGY AND ACTION STEP.

TOTAL: ____ / 20

ARTIFACT DESCRIPTION: ITP WITH DISCUSSION

CLEARLY STATE YOUR POSITION ON TRANSITIONAL IEPs AS WELL AS QUESTIONS, CONCERNS AND THOUGHTS ABOUT THE ARTICLES VIA SCHOOLGY.

PROVIDE A BRIEF SUMMARY OF TRANSITION MEETINGS. WHAT ARE THE DIFFERENT TYPES OF TRANSITION MEETINGS? WHAT AGES ARE THEY TYPICALLY HELD? WHEN DO YOU BELIEVE THEY SHOULD BE HELD? WHO NEEDS TO BE IN ATTENDANCE? WHAT WOULD A GOOD IEP AGENDA FOR A TRANSITION MEETING LOOK LIKE FOR A NEW KINDERGARTENER? A NEW MIDDLE SCHOOLER? A NEW HIGH SCHOOLER? A HIGH SCHOOL GRADUATE ENTERING A PROGRAM? CLEARLY STATE YOUR PERSONAL EXPERIENCE WITH TRANSITIONS AND YOUR AREAS OF STRENGTHS AND AREAS FOR GROWTH.

ARTIFACT RUBRIC:

CRITERIA	GRADING SCALE		
DEPTH OF REFLECTION REFLECTION OF CONTENT USES CRITICAL THINKING DEPTH OF KNOWLEDGE REFERENCE TO PEDAGOGY	8 ADVANCED RESPONSE DEMONSTRATES AN IN-DEPTH REFLECTION ON, AND PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE INSIGHTFUL AND WELL SUPPORTED. CLEAR, DETAILED EXAMPLES ARE PROVIDED, AS APPLICABLE.	6 PROFICIENT RESPONSE DEMONSTRATES A GENERAL REFLECTION ON, AND PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE SUPPORTED. APPROPRIATE EXAMPLES ARE PROVIDED, AS APPLICABLE.	4 MINIMALLY PROFICIENT RESPONSE DEMONSTRATES A MINIMAL REFLECTION ON, AND PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE UNSUPPORTED OR SUPPORTED WITH FLAWED ARGUMENTS. EXAMPLES, WHEN APPLICABLE, ARE NOT PROVIDED OR ARE IRRELEVANT TO THE ASSIGNMENT.
STRUCTURE RHETORIC STYLE CONVENTIONS	8 ADVANCED WRITING IS CLEAR, CONCISE, AND WELL ORGANIZED WITH EXCELLENT SENTENCE/PARAGRAPH CONSTRUCTION. THOUGHTS ARE	6 PROFICIENT WRITING IS MOSTLY CLEAR, CONCISE, AND WELL ORGANIZED WITH GOOD SENTENCE/PARAGRAPH CONSTRUCTION.	4 MINIMALLY PROFICIENT WRITING IS UNCLEAR AND/OR DISORGANIZED. THOUGHTS ARE NOT EXPRESSED IN A LOGICAL MANNER.

	EXPRESSED IN A COHERENT AND LOGICAL MANNER. THERE ARE NO MORE THAN THREE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	THOUGHTS ARE EXPRESSED IN A COHERENT AND LOGICAL MANNER. THERE ARE NO MORE THAN FIVE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	THERE ARE MORE THAN FIVE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.
EVIDENCE AND PRACTICE	8 ADVANCED RESPONSE SHOWS STRONG EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. THE IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE THOROUGHLY DETAILED, AS APPLICABLE.	6 PROFICIENT RESPONSE SHOWS EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. THE IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.	4 MINIMALLY PROFICIENT RESPONSE SHOWS LITTLE EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. FEW IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE WAY.
RESPONSE TO COLLEAGUES CORRECT NUMBER CONSTRUCTIVE THOUGHTFUL RESPECTFUL	8 ADVANCED RESPONDS TO MORE THAN 2 COLLEAGUES CONSTRUCTIVELY, BUILDING ON OR CHALLENGING THE ORIGINAL RESPONSE IN A RESPECTFUL WAY	6 PROFICIENT RESPONDS TO 2 COLLEAGUES CONSTRUCTIVELY, BUILDING ON OR CHALLENGING THE ORIGINAL RESPONSE IN A RESPECTFUL WAY	4 MINIMALLY PROFICIENT RESPONDS TO ONLY 1 COLLEAGUE, BUT RESPONSE CONSTRUCTIVELY BUILDS ON OR CHALLENGES THE ORIGINAL RESPONSE IN A RESPECTFUL WAY

TRANSITION RESOURCE REFLECTION

ARTIFACT DESCRIPTION:

PLEASE REVIEW THE RESOURCES SHARED AT OUR INITIAL CLASS MEETING AND SELECT ONE OR TWO AREAS OF FOCUS FOR REFLECTION THAT ARE RELEVANT TO YOUR POSITION. CONSIDER SHARING THE FOLLOWING PROMPTS:

*WHY IS THIS RESOURCE OR TOPIC OF INTEREST TO YOU?

*HOW MIGHT THE INFORMATION GLEANED FROM YOUR REVIEW BE RELEVANT TO YOUR WORK?

*ARE THERE ADDITIONAL AREAS OF NEED THAT YOU WILL CONTINUE TO REVIEW?

ARTIFACT RUBRIC (SCHOLOGY-BASED RUBRIC)

CRITERIA	GRADING SCALE			
DEPTH OF REFLECTION REFLECTION OF CONTENT USES CRITICAL THINKING DEPTH OF KNOWLEDGE REFERENCE TO PEDAGOGY	8 ADVANCED RESPONSE DEMONSTRATES AN IN-DEPTH REFLECTION ON, AND PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE INSIGHTFUL AND WELL SUPPORTED. CLEAR, DETAILED EXAMPLES ARE PROVIDED, AS APPLICABLE.	6 PROFICIENT RESPONSE DEMONSTRATES A GENERAL REFLECTION ON, AND PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE SUPPORTED. APPROPRIATE EXAMPLES ARE PROVIDED, AS APPLICABLE.	4 MINIMALLY PROFICIENT RESPONSE DEMONSTRATES A MINIMAL REFLECTION ON, AND PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE UNSUPPORTED OR SUPPORTED WITH FLAWED ARGUMENTS. EXAMPLES, WHEN APPLICABLE, ARE NOT PROVIDED OR ARE IRRELEVANT TO THE ASSIGNMENT.	2 INSUFFICIENT RESPONSE DEMONSTRATES A LACK OF REFLECTION ON, OR PERSONALIZATION OF, THE THEORIES, CONCEPTS, AND/OR STRATEGIES PRESENTED IN THE COURSE MATERIALS TO DATE. VIEWPOINTS AND INTERPRETATIONS ARE MISSING, INAPPROPRIATE, AND/OR UNSUPPORTED. EXAMPLES, WHEN APPLICABLE, ARE NOT PROVIDED.
STRUCTURE RHETORIC STYLE CONVENTIONS	8 ADVANCED WRITING IS CLEAR, CONCISE, AND WELL ORGANIZED WITH EXCELLENT SENTENCE/PARAGRAPH CONSTRUCTION. THOUGHTS ARE EXPRESSED IN A COHERENT AND	6 PROFICIENT WRITING IS MOSTLY CLEAR, CONCISE, AND WELL ORGANIZED WITH GOOD SENTENCE/PARAGRAPH CONSTRUCTION. THOUGHTS ARE EXPRESSED IN A COHERENT AND	4 MINIMALLY PROFICIENT WRITING IS UNCLEAR AND/OR DISORGANIZED. THOUGHTS ARE NOT EXPRESSED IN A LOGICAL MANNER. THERE ARE MORE THAN FIVE SPELLING,	2 INSUFFICIENT WRITING IS UNCLEAR AND DISORGANIZED. THOUGHTS RAMBLE AND MAKE LITTLE SENSE. THERE ARE NUMEROUS SPELLING, GRAMMAR, OR SYNTAX ERRORS

	LOGICAL MANNER. THERE ARE NO MORE THAN THREE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	LOGICAL MANNER. THERE ARE NO MORE THAN FIVE SPELLING, GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	GRAMMAR, OR SYNTAX ERRORS PER PAGE OF WRITING.	THROUGHOUT THE RESPONSE.
EVIDENCE AND PRACTICE	8 ADVANCED RESPONSE SHOWS STRONG EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. THE IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE THOROUGHLY DETAILED, AS APPLICABLE.	6 PROFICIENT RESPONSE SHOWS EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. THE IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.	4 MINIMALLY PROFICIENT RESPONSE SHOWS LITTLE EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. FEW IMPLICATIONS OF THESE INSIGHTS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.	2 INSUFFICIENT RESPONSE SHOWS NO EVIDENCE OF SYNTHESIS OF IDEAS PRESENTED AND INSIGHTS GAINED THROUGHOUT THE ENTIRE COURSE. NO IMPLICATIONS FOR THE RESPONDENT'S OVERALL TEACHING PRACTICE ARE PRESENTED, AS APPLICABLE.
RESPONSE TO COLLEAGUES CORRECT NUMBER CONSTRUCTIVE THOUGHTFUL RESPECTFUL	8 ADVANCED RESPONDS TO MORE THAN 2 COLLEAGUES CONSTRUCTIVELY, BUILDING ON OR CHALLENGING THE ORIGINAL RESPONSE IN A RESPECTFUL WAY	6 PROFICIENT RESPONDS TO 2 COLLEAGUES CONSTRUCTIVELY, BUILDING ON OR CHALLENGING THE ORIGINAL RESPONSE IN A RESPECTFUL WAY	4 MINIMALLY PROFICIENT RESPONDS TO ONLY 1 COLLEAGUE, BUT RESPONSE CONSTRUCTIVELY BUILDS ON OR CHALLENGES THE ORIGINAL RESPONSE IN A RESPECTFUL WAY	2 INSUFFICIENT RESPONDS TO COLLEAGUES, BUT RESPONSE IS EITHER NOT CONSTRUCTIVE, DISRESPECTFUL, OR SURFACE-LEVEL

ESMM 205:
COLLABORATION, CONSULTATION, AND CASE MANAGEMENT

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE EXPLORES COLLABORATION AND FACILITATION SKILLS FOR WORKING WITH ADMINISTRATION, TEACHERS AND OTHER PROFESSIONALS, PARAPROFESSIONALS, FAMILIES, AND COMMUNITY MEMBERS. THE COURSE CONTENT INCLUDES INTERPERSONAL PROCESSES, FAMILY SYSTEMS AND NEEDS, CONFLICT RESOLUTION, DECISION-MAKING MODELS, CASE MANAGEMENT AND TEAM FUNCTIONS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL AND ETHICAL PRACTICES
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 7	TRANSITION AND TRANSITIONAL PLANNING
PROGRAM STANDARD 13	CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES
PROGRAM STANDARD 14	CREATING HEALTHY LEARNING ENVIRONMENTS
MILD/MODERATE DISABILITIES 5	SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO's) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT:

PUT READING FIRST [HTTP://LINCS.ED.GOV/PUBLICATIONS/PDF/PRFBOOKLET.PDF](http://lincs.ed.gov/publications/pdf/PRFBOOKLET.PDF)

CALIFORNIA ELA/ELD FRAMEWORK [HTTPS://WWW.CDE.CA.GOV/CI/RL/CF/ELAELDFRMWRKSBEADOPTED.ASP](https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

	GRADED ASSIGNMENTS	%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ONLINE ARTIFACTS AND PRESENTATION 	50

	<ul style="list-style-type: none"> • CURRENT TRENDS REFLECTIONS • CASE MANAGEMENT PLAN 	
III.	COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • CO-PLANNING & CO-TEACHING SUCCESS 	25
	TOTAL	100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- 1. CURRENT TRENDS REFLECTIONS/ONLINE SCHOOLGY ARTIFACTS (MEASURABLE ARTIFACT)**
 CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.
- 2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)**
 ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL).
- 3. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)**
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION
- 4. PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)**
 DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
- 6. CASE MANAGEMENT PLAN & PORTFOLIO: (MEASUREABLE ARTIFACT)**
 A PORTFOLIO PROCESS THAT SHOWS THE COLLABORATIVE EFFORTS WITH PARENT(S)/GUARDIAN(S) AND OTHER EXTERNAL EXPERTS AS NEEDED, TO DEVELOP AN ETHICAL PLAN TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES TO A STUDENT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION. ADDRESS STUDENTS' VARIOUS ACADEMIC, LINGUISTIC, CULTURAL, SOCIAL-EMOTIONAL, PHYSICAL, AND ECONOMIC ASSETS AND NEEDS AND PROMOTE EQUITABLE PRACTICES AND ACCESS APPROPRIATE RESOURCES.
- 5. CO-PLANNING & CO-TEACHING SUCCESS (COMPETENCY-BASED ARTIFACT)**

CREATE/IDENTIFY OPPORTUNITIES FOR CO-TEACHING PARTNERS WHO WISH TO IMPROVE THEIR PLANNING PRACTICES. COLLABORATIVE PLANNING, OR CO-PLANNING, OCCURS WHEN A SPECIAL AND GENERAL EDUCATOR COMBINE THEIR EXPERTISE TO PLAN INSTRUCTIONAL CONTENT, INSTRUCTIONAL DELIVERY, AND ASSESSMENT OF STUDENT LEARNING AND MAY BE USED IN AN IFSP. EXPLORE THE ABILITY TO COLLABORATE, COOPERATE, AND/OR CO-TEACH EFFECTIVELY AS A MEMBER OF A TEAM WITH INDIVIDUALS WITH MILD/MODERATE DISABILITIES, STUDENTS WITH ASD, ADMINISTRATORS, TEACHERS, RELATED SERVICE PERSONNEL, SPECIALISTS, PARAPROFESSIONALS, MEMBERS OF THE STUDENT STUDY TEAM, INTERVENTION TEAM, THE IEP TEAM, FAMILY MEMBERS, AND NON-FAMILY CAREGIVERS.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	PROGRAM STANDARDS; TPES
SESSION 1	<ul style="list-style-type: none"> ✓ PRESENTATION, DISCUSSION: ROLES OF IEP TEAM MEMBERS ✓ FACILITATING OPEN COMMUNICATION ✓ ACTIVITY 	<p>DO NOW</p> <ul style="list-style-type: none"> • IDENTIFY RESOURCES / PROCESSES WITHIN CURRENT SELPA OF SERVICE 		<p>TPES: 1-6</p> <p>ES PS: 4, 7, 13-14</p> <p>M/M PS: 5-6</p>
SESSIONS 2 & 3	<ul style="list-style-type: none"> ✓ FACILITATION SKILLS ✓ "HOW NOT TO GET SHOT" ✓ ALTERNATIVE DISPUTE RESOLUTION (ADR) ✓ PARTICIPATIVE DECISION MAKING (PDM) ✓ COACHING V. CONSULTING MODELS 	<p>DO NOW:</p> <ul style="list-style-type: none"> • PARTICIPATE IN ROLE PLAYING "COURAGEOUS CONVERSATIONS" <p>CASE MANAGEMENT PLAN (MEASUREABLE ARTIFACT)</p>		<p>TPES: 1-6</p> <p>ES PS: 4, 7, 13-14</p> <p>M/M PS: 5-6</p>
SESSION 4	<ul style="list-style-type: none"> ✓ COLLABORATION AND CO-TEACHING MODELS ✓ COMPONENTS OF A SEAMLESS COLLABORATION MODEL 	<p>DO NOW</p> <ul style="list-style-type: none"> • INVENTORY "WHAT TYPE OF COMMUNICATOR ARE YOU?" • CHART POTENTIAL CHALLENGES AND BENEFITS TO EACH COLLABORATIVE/CO-TEACHING MODEL IN 		<p>TPES: 1-6</p> <p>ES PS: 4, 7, 13-14</p> <p>M/M PS: 5-6</p>

		RELATION TO CURRENT TEACHING ASSIGNMENT		
SESSION 5	<ul style="list-style-type: none"> ✓ TYPES OF PARAPROFESSIONALS ✓ SUPERVISION AND EVALUATION PRACTICES: BUILDING CAPACITY ✓ PROVIDING CORRECTIVE FEEDBACK 	<p>DO NOW</p> <ul style="list-style-type: none"> • DESIGN A BRIEF PROFESSIONAL DEVELOPMENT PRESENTATION (30 MINUTES OR LESS) TO BE SHARED WITH PARAPROFESSIONALS, PARENTS, OR VOLUNTEERS 		<p>TPES: 1-6</p> <p>ES PS: 2, 4, 7, 13-14</p> <p>M/M PS: 5-6</p>
SESSION 6	<p>CANDIDATES WILL BE ABLE TO DEMONSTRATE:</p> <ul style="list-style-type: none"> ✓ THE ABILITY TO COLLABORATE, COOPERATE, AND/OR CO-TEACH EFFECTIVELY AS A MEMBER OF A TEAM WITH INDIVIDUALS WITH DISABILITIES, ADMINISTRATORS, TEACHERS, RELATED SERVICE PERSONNEL, SPECIALISTS, PARAPROFESSIONALS , MEMBERS OF THE STUDENT STUDY TEAM, INTERVENTION TEAM, THE IEP TEAM, FAMILY MEMBERS, AND NON-FAMILY CAREGIVERS ✓ THE ABILITY TO COMMUNICATE, COLLABORATE, AND CONSULT EFFECTIVELY WITH (1) INDIVIDUALS WITH DISABILITIES AND THEIR PARENTS/PRIMARY CARE GIVERS, (2) GENERAL/SPECIAL EDUCATION 	<p>DO NOW</p> <ul style="list-style-type: none"> • CO-PLANNING & CO-TEACHING SUCCESS 		<p>TPES: 1-6</p> <p>ES PS: 2, 4, 7, 13-14</p> <p>M/M PS: 5-6</p>

	<p>TEACHERS, CO-TEACHERS, RELATED SERVICE PERSONNEL, AND ADMINISTRATORS, (3) TRANS-DISCIPLINARY TEAMS INCLUDING BUT NOT LIMITED TO MULTI-TIERED INTERVENTION STRATEGIES, SECTION 504, IEP/IFSP/ITP</p> <p>✓ KNOWLEDGE OF DIVERSE FAMILY STRUCTURES, COMMUNITY CULTURES, AND CHILD REARING PRACTICES IN ORDER TO DEVELOP RESPECTFUL AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES</p> <p>✓ KNOWLEDGE AND UNDERSTANDING OF THE WAYS TO IDENTIFY, REFER, AND SUPPORT STUDENTS AND THEIR FAMILIES WHO MAY BE AT RISK OF PHYSICAL, PSYCHOLOGICAL, EMOTIONAL OR SOCIAL HEALTH PROBLEMS</p> <p>✓ TEAMWORK: IMPLEMENTING PLANS WITH CONTINUITY ACROSS SETTINGS</p>			
--	---	--	--	--

CASE MANAGEMENT PLAN
(MEASUREABLE ARTIFACT)

1. RESPOND TO THE KEY CONSIDERATIONS (TABLE I)
2. BUILD CASE MANAGEMENT PORTFOLIO VIA SCHOOLGY (TABLE II)

TABLE I:

REVIEW	CORE ELEMENTS	KEY CONSIDERATIONS	BEST PRACTICES
<p>INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT</p>	<p>THE PROCESS BY WHICH A TEAM OF PROFESSIONALS, IN COLLABORATION WITH PARENT(S)/GUARDIAN(S) AND OTHER EXTERNAL EXPERTS AS NEEDED, DEVELOP AN ETHICAL PLAN TO PROVIDE SPECIAL EDUCATION\ AND RELATED SERVICES TO A STUDENT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION.</p> <p>ADDRESS STUDENTS' VARIOUS ACADEMIC, LINGUISTIC, CULTURAL, SOCIAL-EMOTIONAL WELL-BEING, PHYSICAL, AND ECONOMIC ASSETS AND NEEDS AND PROMOTE EQUITABLE PRACTICES AND ACCESS APPROPRIATE RESOURCES.</p>	<ol style="list-style-type: none"> 1. DOES THE SCHOOL HAVE A PLAN TO INFORM PARENTS ABOUT THEIR AND THEIR CHILD'S RIGHTS ASSOCIATED WITH IDEA? 2. DOES THE SCHOOL HAVE A PLAN TO HIRE PERSONNEL TO SERVE AS CASE MANAGERS RESPONSIBLE FOR IMPLEMENTING THE IEP? 3. DOES THE SCHOOL PLAN TO HIRE A STAFF MEMBER OR CONTRACT WITH AN EXTERNAL ENTITY TO BE RESPONSIBLE FOR SCHEDULING, LEADING, AND DOCUMENTING IEP MEETINGS? 4. IF THE SCHOOL HAS A VIRTUAL OR BLENDED LEARNING MODEL, HOW WILL IEPs BE MODIFIED TO INCORPORATE THE VIRTUAL OR BLENDED LEARNING ENVIRONMENT? 5. IF THE PROSPECTIVE SCHOOL IS A MIDDLE SCHOOL OR HIGH SCHOOL, DO THEY HAVE AN UNDERSTANDING OF OR AN ABILITY TO DEVELOP APPROPRIATE TRANSITION PLANS IN ACCORDANCE WITH IDEA REGULATIONS? 	<p>THE IEP IS AN EVOLVING DOCUMENT THAT REFLECTS THE UNIQUE NEEDS OF STUDENTS WITH DISABILITIES AND THE INDIVIDUAL SERVICES TO BE PROVIDED TO ENABLE THEM TO ACCESS THE GENERAL EDUCATION CURRICULUM AND SUCCEED AT SCHOOL. DEVELOPING AN IEP REQUIRES A SIGNIFICANT LEVEL OF KNOWLEDGE OF IDEA AS WELL AS STATE SPECIAL EDUCATION RULES AND REGULATIONS. CHARTER APPLICANTS SHOULD ARTICULATE A CLEAR AND FEASIBLE PLAN FOR HOW IEPs WILL BE DEVELOPED.</p>

TABLE II

CASE MANAGEMENT PORTFOLIO GUIDE

EVIDENCE FOR PORTFOLIO

I.

- GRAPH WITH DEMOGRAPHICS OF SCHOOL AND DISTRICT (SARC)
- GRAPH OR LIST SHOWING CLASSROOM DEMOGRAPHICS
- IEP GOAL MONITORING SYSTEM
- SYLLABUS OR BACK TO SCHOOL NIGHT INFORMATION

II.

- CLASSROOM RULES
- BEHAVIOR MANAGEMENT PLAN
- PICTURES OF PHYSICAL CLASSROOM ENVIRONMENT
- BEHAVIOR INTERVENTION PLAN
- SAMPLE OF FAMILY COMMUNICATION PLAN

III.

- YEAR PLAN (SCOPE AND SEQUENCE)
- SAMPLE LESSON PLAN DEMONSTRATING CULTURAL RELEVANCE
- STUDENT WORK SAMPLES – EVIDENCE & DATA-DRIVEN INSTRUCTION

IV.

- EXEMPLARY LESSON PLAN DEMONSTRATING DIFFERENTIATION
- STUDENT WORK SAMPLES THAT DEMONSTRATE ACCOMMODATIONS OR MODIFICATIONS
- EXPLANATION OF HOW THE LESSON TARGETED STUDENTS' IEP GOALS

V.

- THOROUGH ASSESSMENT REPORT INCLUDING STUDENT GOALS BASED ON ASSESSMENT RESULTS
- SAMPLE INFORMAL AND FORMAL ASSESSMENTS
- SAMPLE THAT DEMONSTRATES USE OF STUDENT DATA OR FORMATIVE ASSESSMENT TO DRIVE INSTRUCTION

VI.

- CREDENTIALS
- TEST SCORES (CBEST, RICA, CSET)
- RESUME/PORTFOLIO
- PROFESSIONAL DEVELOPMENT OBTAINED
- PROFESSIONAL PHILOSOPHY STATEMENT
- PAMPHLETS, AGENDAS OR PROOF FOR WORKSHOPS ATTENDED

Fortune School of Education
PROFESSIONAL PORTFOLIO – HOLISTIC RUBRIC



Intern's Name:

Evaluator's Name:

Date:

CRITERIA	EXCEEDS STANDARDS	MEETS STANDARDS	APPROACHING STANDARDS	BELOW STANDARDS
Professional Resume	Complete, pertinent information. Professional format; reader-friendly <input type="checkbox"/>	Most or all information; professional format <input type="checkbox"/>	Incomplete information; satisfactory format <input type="checkbox"/>	Missing, confusing information; unorganized <input type="checkbox"/>
Preface: Mental Model of Teaching Excellence	Clarity of ideas and rich detail describing purpose of education; roles of teacher, parent and students; includes strategies of teaching and learning consistent with philosophy; coherent view of developing students' intellectual, social, and emotional competence <input type="checkbox"/>	Describes purpose of education and roles of teachers and students with strategies for teaching and learning; describes view for developing intellectual, social, and emotional competence <input type="checkbox"/>	Vague mention of purpose of education and roles of teachers, students, or parents; strategies for teaching and learning not consistent with purpose of education; other required topics missing or incomplete <input type="checkbox"/>	Does not include a philosophy statement with elaboration on other related topics <input type="checkbox"/>
School and Classroom Community	Organized, detailed narrative describing community, school and classroom setting; describes population, characteristics, and history; clear picture of students' cultural, social, economic levels; provides additional information showing depth of knowledge <input type="checkbox"/>	Describes community, school, and classroom setting and population characteristics, and history; a picture of students' cultural, social, economic background and academic levels <input type="checkbox"/>	Vague description of community, school, and classroom setting and population characteristics, and history; disjointed or incomplete picture of students' cultural, social, economic background and academic levels <input type="checkbox"/>	Does not include description of community, school, and classroom population characteristics, values, and history; students' cultural, social, economic background and academic levels is not addressed <input type="checkbox"/>



District Intern Program

PROFESSIONAL PORTFOLIO – HOLISTIC RUBRIC (Continued)

CRITERIA	APPROACHING STANDARDS			BELOW STANDARDS
	EXCEEDS STANDARDS	MEETS STANDARDS	STANDARDS	
Conventions of Writing	Writing is consistent, well organized; strong opening statements with well elaborated examples; smooth transitions; strong conclusions; no spelling or grammar errors <input type="checkbox"/>	Good sentence structure; organized; includes introductions, transitions, supporting examples, and conclusions; few spelling or grammar errors <input type="checkbox"/>	Adequate sentence structure; weak beginnings and/or conclusions; minimal information to support introductory statements; repetitive; some spelling/grammar errors <input type="checkbox"/>	Weak sentence structure; illogical sequences; extraneous information; repetitive; needs editing for errors <input type="checkbox"/>
Format	Well-organized, creative, easy to follow format <input type="checkbox"/>	Clear and organized format <input type="checkbox"/>	Format needs organization; elements may be missing <input type="checkbox"/>	Confusing format; needs to be re-typed; missing elements <input type="checkbox"/>

Exceed Standards: _____ Meets Standards: _____ Needs Standards: _____ Below Standards: _____

Strengths of Portfolio:

Areas for Improvement:

MEASUREABLE ARTIFACT RUBRIC

RUBRIC FOR CLASS PARTICIPATION			
EXCEEDS/DETAILED 3	APPROPRIATE 2	MINIMAL 1	MISSING 0
<ul style="list-style-type: none"> • OFTEN CITES FROM READING • USES READING TO SUPPORT POINTS • OFTEN ARTICULATES FIT OF READING WITH TOPIC AT HAND 	<ul style="list-style-type: none"> • OCCASIONALLY CITES FROM READING • SOMETIMES USES READING TO SUPPORT POINTS • OCCASIONALLY ARTICULATES FIT OF READING WITH TOPIC AT HAND 	<ul style="list-style-type: none"> • RARELY ABLE TO CITE FROM READING • RARELY USES READINGS TO SUPPORT POINTS • RARELY ARTICULATES FIT OF READINGS WITH TOPIC AT HAND 	<ul style="list-style-type: none"> • UNABLE TO CITE FROM READINGS • UNABLE TO USE READING TO SUPPORT POINTS • UNABLE TO ARTICULATE FIT OF READINGS WITH TOPIC AT HAND
<ul style="list-style-type: none"> • ALWAYS A WILLING TO PARTICIPANT • RESPONDS FREQUENTLY TO QUESTIONS • ROUTINELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • OFTEN A WILLING PARTICIPANT • RESPONDS OCCASIONALLY TO QUESTIONS • OCCASIONALLY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • RARELY A WILLING PARTICIPANT • RARELY ABLE TO RESPOND TO QUESTIONS • RARELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • NEVER A WILLING PARTICIPANT • NEVER ABLE TO RESPOND TO QUESTIONS • NEVER VOLUNTEERS POINT OF VIEW
<ul style="list-style-type: none"> • ALWAYS A WILLING PARTICIPANT • ACTS APPROPRIATELY DURING ALL DISCUSSIONS • RESPONDS FREQUENTLY TO QUESTIONS • ROUTINELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • OFTEN A WILLING PARTICIPANT • ACTS APPROPRIATELY DURING DISCUSSIONS • RESPONDS OCCASIONALLY TO QUESTIONS • OCCASIONALLY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • RARELY A WILLING PARTICIPANT • OCCASIONALLY ACTS INAPPROPRIATELY DURING DISCUSSIONS • RARELY ABLE TO RESPOND TO DIRECT QUESTIONS • RARELY VOLUNTEERS POINT OF VIEW 	<ul style="list-style-type: none"> • NEVER A WILLING PARTICIPANT • OFTEN ACTS INAPPROPRIATELY DURING DISCUSSIONS • NEVER ABLE TO RESPOND TO DIRECT QUESTIONS • NEVER VOLUNTEERS POINT OF VIEW
<ul style="list-style-type: none"> • ALWAYS DEMONSTRATES COMMITMENT THROUGH THOROUGH PREPARATION • ALWAYS ARRIVES ON TIME • OFTEN SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS 	<ul style="list-style-type: none"> • RARELY UNPREPARED • RARELY ARRIVES LATE • OCCASIONALLY SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS 	<ul style="list-style-type: none"> • OFTEN UNPREPARED • OCCASIONALLY ARRIVES LATE • RARELY SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS 	<ul style="list-style-type: none"> • RARELY PREPARED • OFTEN ARRIVES LATE • NEVER SOLICITS INSTRUCTORS' PERSPECTIVES OUTSIDE CLASS

TOTAL: _____ / 12

CO-PLANNING & CO-TEACHING SUCCESS (COMPETENCY-BASED ARTIFACT)

I. PLANNING PROCESS:

1. PRE-PLAN

- PREVIEW UPCOMING CONTENT
- WRITE DOWN INDIVIDUAL STUDENT NEEDS, RESOURCES, AND ACTIVITIES
- CONSIDER STUDENT IEP GOALS AND ACCOMMODATIONS
- ACTS IN ACCORDANCE WITH ETHICAL CONSIDERATIONS FOR STUDENTS

2. REVIEW, REFLECT, EVALUATE

- REFLECT ON TEACHER AND STUDENT PERFORMANCE
- WHAT WORKED WELL?
- WHAT DIDN'T WORK?

3. PLAN LESSON

- DISCUSS "BIG PICTURE" ISSUES FIRST
- DISCUSS CONTENT
- ANALYZE DIFFICULT CONCEPTS AND SKILLS
- PLAN CONTENT DELIVERY
- CONSIDER CO-TEACHING VARIATIONS
- DESIGN PRACTICE ACTIVITIES
- PLAN INDIVIDUAL AND GROUP EVALUATION

4. ASSIGN ROLES AND RESPONSIBILITIES

- IDENTIFY NEEDED MATERIALS
- CLARIFY TEACHING RESPONSIBILITIES
- WRITE OUT LESSON PLANS FOR BOTH TEACHERS

5. EVALUATE

- DEBRIEF
- PRAISE EACH OTHER'S EFFORTS
- CRITIQUE THE WEEK'S ACTIVITIES
- USE PROBLEM-SOLVING STRATEGIES
- REVISIT ROLES AND RESPONSIBILITIES REGULARLY
- ADHERES TO LEGAL AND ETHICAL OBLIGATIONS

II. PRESENTATION

CO-PLANNING & CO-TEACHING SUCCESS (COMPETENCY-BASED ARTIFACT)

EVALUATOR _____

CRITERIA	DETAILED	APPROPRIATE	MINIMAL	AMBIGUOUS OR MISSING
PREPLAN	4	3	2	1
REVIEW, REFLECT, EVALUATE	4	3	2	1
PLAN LESSON	4	3	2	1
ASSIGN ROLES & RESPONSIBILITIES	4	3	2	1
RATIONALE FOR RESOURCES & ASSESSMENTS; CONCLUSION & RECOMMENDATIONS	4	3	2	1
ENGAGING DELIVERY	4	3	2	1

ESMM 206:**STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES****PROGRAM TRACK:** EDUCATION SPECIALIST – MILD/MODERATE**INSTRUCTOR:** _____**DATES OF COURSE:** _____**CLASS MEETING TIME:** 5:00 – 9:00**PRACTICUM MEETING TIME:** VIA SCHOOLGY**CONTACT:** VIA SCHOOLGY MESSENGER**FSE VISION STATEMENT:**

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE IS DESIGNED TO DEVELOP SKILLS FOR INSTRUCTIONAL DELIVERY FOR STUDENTS WITH MILD/MODERATE DISABILITIES. THE CLASS FOCUSES ON THE MAJOR COMPONENTS OF INSTRUCTION, INCLUDING: TEACHER-DIRECTED INSTRUCTION, MANAGEMENT OF INSTRUCTIONAL TIME, THE DESIGN OF INSTRUCTIONAL PACE, MONITORING STUDENTS’ RESPONSES, AND PROVIDING FEEDBACK. SPECIFIC, EMPIRICALLY-VALIDATED TEACHING PRACTICES ARE PRESENTED AND SUGGESTIONS FOR DIFFERENTIATING AND ACCOMMODATING DIVERSE LEARNERS ARE EXPLORED.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING

TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR
--------------	---------------------------------------

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 1	PROGRAM DESIGN, RATIONALE AND COORDINATION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL AND ETHICAL PRACTICES
PROGRAM STANDARD 3	EDUCATING DIVERSE LEARNERS
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 5	ASSESSMENT OF STUDENTS
PROGRAM STANDARD 6	USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY
PROGRAM STANDARD 7	TRANSITION AND TRANSITIONAL PLANNING
PROGRAM STANDARD 8	PARTICIPATING IN ISFP/IEPs AND POST-SECONDARY TRANSITION PLANNING
PROGRAM STANDARD 9	PREPARATION TO TEACH READING-LANGUAGE ARTS AND THE READING/LANGUAGE ARTS FRAMEWORK.
PROGRAM STANDARD 10	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS
PROGRAM STANDARD 11	TYPICAL AND ATYPICAL DEVELOPMENT
PROGRAM STANDARD 12	BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING
PROGRAM STANDARD 13	CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES
PROGRAM STANDARD 14	CREATING HEALTHY LEARNING ENVIRONMENTS
PROGRAM STANDARD 15	FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS
PROGRAM STANDARD 16	ASSESSMENT OF CANDIDATE PERFORMANCE
MILD/MODERATE DISABILITIES 1	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 2	ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 3	PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION
MILD/MODERATE DISABILITIES 4	POSITIVE BEHAVIOR SUPPORT
MILD/MODERATE DISABILITIES 5	SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

REQUIRED TEXT(S)/RESOURCE(S):

- BONNIE S. BILLINGSLEY, MARY T. BROWNELL, MAYA ISRAEL, & MARGARET L. KAMMAN, PUBLISHED BY JOSSEY-BASS. *A SURVIVAL GUIDE FOR NEW SPECIAL EDUCATORS.*
- CALIFORNIA PUBLIC SCHOOLS FRAMEWORK FOR YOUR CONTENT AREA - [HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp)
- DYLAN WILIAM & SIOBHAN LEAHY, PUBLISHED BY LEARNING SCIENCES INTERNATIONAL. *EMBEDDING FORMATIVE ASSESSMENT: PRACTICAL TECHNIQUES FOR K-12 CLASSROOMS.*

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • PRACTICUM/PROJECT ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS • LESSON PLAN (INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS) 	25
III.	COMPETENCY-BASED CULMINATING ARTIFACT <ul style="list-style-type: none"> • EDUCATIONAL BENEFIT ANALYSIS 	50
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- I. CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS (MEASURABLE ARTIFACT)**
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS:
- 2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)**
ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE *WORKSHOP MODEL*).

3. ACTIVE CLASS PARTICIPATION ELEMENTS (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. FSE LESSON PLAN TEMPLATE (*MEASUREABLE ARTIFACT*)

THE ASSIGNMENT INVOLVES PLANNING, TEACHING, AND REFLECTING ON A STANDARDS-BASED LESSON IN YOUR CONTENT AREA, USING THE MODIFIED EDUCATION SPECIALIST FSE LESSON PLAN TEMPLATE. THE LESSON SHOULD BE TAUGHT WHOLE CLASS. CANDIDATES SHOULD IMPLEMENT STRATEGIES THAT WILL PROMOTE STUDENT ENGAGEMENT AND MASTERY OF THE STANDARDS, AND PARTICULARLY REFLECT ON HOW INSTRUCTIONAL INTERVENTIONS AND DIFFERENTIATED INSTRUCTION SUPPORTED LEARNING FOR ALL STUDENTS WITH THE INCORPORATION OF TECHNOLOGY, INCLUDING SUBGROUPS AND STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS WITHIN A DIVERSE SETTING (SPECIAL EDUCATION, ELL, GATE, ASD, AND/OR OTHER IDENTIFIED SUBGROUPS). *FOR A MORE THOROUGH DETAILING OF THIS ASSIGNMENT, PLEASE SEE THE DOCUMENTS, EXEMPLARS, AND RUBRIC POSTED ON SCHOOLGY.*

6. ASSISTIVE TECHNOLOGY DEEP DIVE INVENTORY (*MEASUREABLE ARTIFACT*)

INTRODUCE THE ROLE OF ASSISTIVE TECHNOLOGY IN HELPING STUDENTS WITH LEARNING DISABILITIES. INCREASE OVERALL KNOWLEDGE OF IMPLEMENTING ASSISTIVE TECHNOLOGY AND USING UNIVERSAL DESIGN FOR LEARNING FOR STUDENTS WITH DISABILITIES. USE A VARIETY OF RESOURCES TO LEARN ABOUT ASSISTIVE TECHNOLOGY STRATEGIES AND APPROPRIATE RATIONALE FOR IMPLEMENTATION BASED ON STUDENTS' NEEDS AND GOALS TO DEVELOP A RESOURCEFUL INVENTORY.

7. TECHNOLOGY ASSESSMENT PLAN (*MEASUREABLE ARTIFACT*)

THE ASSIGNMENT INVOLVES SELECTING, CONSTRUCTING, AND IMPLEMENTING ASSESSMENT STRATEGIES APPROPRIATE TO THE LEARNING OUTCOMES. INTERNS WILL (1) APPLY TECHNOLOGY IN ASSESSING STUDENT LEARNING OF SUBJECT MATTER USING A VARIETY OF ASSESSMENT TECHNIQUES; (2) USE TECHNOLOGY RESOURCES TO COLLECT AND ANALYZE DATA, INTERPRET RESULTS, AND COMMUNICATE FINDINGS TO IMPROVE INSTRUCTIONAL PRACTICE AND MAXIMIZE STUDENT LEARNING; (3) APPLY TECHNOLOGY RESOURCES TO ENABLE AND EMPOWER LEARNERS WITH DIVERSE BACKGROUNDS, CHARACTERISTICS, AND ABILITIES.

8. ADAPTATION PLAN: (*MEASURABLE ARTIFACT*)

COMPLETE DETAILED ADAPTATION PLAN FOR A STUDENT ON YOUR CASELOAD. CREATE A STUDENT GOAL PROFILE INCLUDING ACCURATE BASELINE DATA, CONDITIONS UNDER WHICH THE GOALS WILL BE MET, BENCHMARKS, PROGRESS MONITORING PLAN. IDENTIFY OR CREATE A COMMUNICATION DOCUMENT FOR SHARING INFORMATION ABOUT A STUDENT'S GOALS AND ADAPTATIONS WITH PERSONNEL WHO SUPPORT THE STUDENT.

- 9. EDUCATIONAL BENEFIT ANALYSIS: (PROFESSIONAL COMPETENCY-BASED ARTIFACT)**
COMPLETE AN AUDIT OF 3 IEP'S FOR A CURRENT CASELOAD STUDENT USING TEMPLATE (VIA SCHOOLGY). SELECT A STUDENT WHO WAS ASSESSED AT LEAST 2.5 YEARS AGO AND HAS HAD TWO SUBSEQUENT ANNUAL IEP MEETINGS. YOU WILL BE TRACING 3 YEARS OF ED BENEFIT FOR A SINGLE STUDENT. COMPLETE ONE CHART FOR EACH YEAR OF REVIEW (A TOTAL OF 3).

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	PROGRAM STANDARDS; TPES
SESSION 1	<ul style="list-style-type: none"> ✓ DESIGNING LEARNING GOALS ✓ ADAPTATIONS, ACCOMMODATIONS, AND MODIFICATIONS ✓ TRELLISING STANDARDS, BUILDING SCAFFOLDS 	<p>DO NOW</p> <ul style="list-style-type: none"> • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • BEGIN LESSON PLANNING BASED ON GOAL ACQUISITION (FSE LESSON PLAN TEMPLATE) <p>EXIT TICKET</p> <p>HOMEWORK: ACQUIRE TEXT</p>	HW: SESSION 2	PS: I-16 MM: I-6 TPES: I-5
SESSION 2	<ul style="list-style-type: none"> ✓ DESIGNING LEARNING GOALS ✓ ADAPTATIONS, ACCOMMODATIONS, AND MODIFICATIONS ✓ TRELLISING STANDARDS, BUILDING SCAFFOLDS 	<p>DO NOW</p> <ul style="list-style-type: none"> • LESSON PLANNING BASED ON GOAL ACQUISITION (FSE LESSON PLAN TEMPLATE) <p>EXIT TICKET</p> <p>HOMEWORK: READ CHAPTERS 1 AND 2</p>	HW: SESSION 3	PS: I-16 MM: I-6 TPES: I-5
SESSION 3	<p>TEXT: CHAPTERS 1 & 2</p> <ul style="list-style-type: none"> ✓ STANDARDS-BASED INSTRUCTION: USING THE COMMON CORE ✓ GRADUAL RELEASE OF RESPONSIBILITY (GRR) ✓ BACKWARDS MAPPING FOR LEARNING SUCCESS 	<p>DO NOW</p> <ul style="list-style-type: none"> • CREATE DIFFERENTIATED LESSON BASED ON INDIVIDUAL ADAPTATION PLANS (FSE LESSON PLAN TEMPLATE – MEASUREABLE ARTIFACT) <p>EXIT TICKET</p> <p>HOMEWORK: SEE PRACTICUM ASSIGNMENTS</p>		PS: I-16 MM: I-6 TPES: I-5
SESSION 4	<p>TEXT: READ CHAPTERS 3-5 OF EMBEDDING FORMATIVE ASSESSMENT</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • COMPLETE DETAILED ADAPTATION PLAN FOR A STUDENT ON YOUR CASELOAD 		PS: I-16 MM: I-6 TPES: I-5

	<ul style="list-style-type: none"> ✓ STANDARDS-BASED INSTRUCTION: USING THE COMMON CORE ✓ GRADUAL RELEASE OF RESPONSIBILITY (GRR) ✓ BACKWARDS MAPPING FOR LEARNING SUCCESS 	<ul style="list-style-type: none"> • CREATE A STUDENT GOAL PROFILE INCLUDING ACCURATE BASELINE DATA, CONDITIONS UNDER WHICH THE GOALS WILL BE MET, BENCHMARKS, PROGRESS MONITORING PLAN • IDENTIFY OR CREATE A COMMUNICATION DOCUMENT FOR SHARING INFORMATION ABOUT A STUDENT’S GOALS AND ADAPTATIONS WITH PERSONNEL WHO SUPPORT THE STUDENT 	HW: SESSION 5	
SESSION 5	<p>ARTICLE: 10 THINGS EVERY CHILD WITH AUTISM WISHES YOU KNEW</p> <ul style="list-style-type: none"> ✓ LEARNING CHARACTERISTICS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER ✓ PRESENTATION, DEMONSTRATION OF HIGH AND LOW ASSISTIVE TECHNOLOGY ✓ DIAGNOSING NEEDS—HOW CAN ASSISTIVE TECHNOLOGY SUPPORT DIVERSE LEARNERS? 	<p>DO NOW</p> <ul style="list-style-type: none"> • DESIGN/MODIFY A LESSON FOR TEACHING A STANDARDS-BASED LESSON FOR STUDENTS WITH AUTISTIC-LIKE LEARNING CHARACTERISTICS. • (FSE LESSON PLAN TEMPLATE – MEASUREABLE ARTIFACT) <p>EXIT TICKET</p> <p>HOMEWORK: PREPARE FOR PRESENTATION</p>	HW: SESSION 6	<p>PS: I-16</p> <p>MM: I-6</p> <p>TPEs: I-5</p>
SESSION 6		<p>DO NOW: EDUCATIONAL BENEFIT ANALYSIS (COMPETENCY-BASED ARTIFACT)</p> <p>PRESENTATIONS</p>		<p>PS: I-16</p> <p>MM: I-6</p> <p>TPEs: I-5</p>

ASSISTIVE TECHNOLOGY DEEP DIVE INVENTORY REQUIREMENTS:

1. REVIEW THE **ASSISTIVE TECHNOLOGY CHECKLIST** VIA THE CALIFORNIA DEPARTMENT OF EDUCATION WEBSITE:
[HTTPS://WWW.CDE.CA.GOV/SP/SE/SR/ATEXMPL.ASP](https://www.cde.ca.gov/sp/se/sr/atexmpl.asp)
2. REVIEW THE **ASSISTIVE TECHNOLOGY POWERPOINT** VIA *SCHOOLGY*
3. REVIEW THE **AT STRATEGY-A-DAY CALENDAR** VIA *SCHOOLGY*
4. CREATE A TEMPLATE TO SHOW UNDERSTANDING OF STRATEGIES AND APPROPRIATE CHOICE OF ASSISTIVE TECHNOLOGY.

EXAMPLE:

GRADE LEVEL/CONTENT	STRATEGY	ASSISTIVE TECHNOLOGY	RATIONALE

UNDERSTANDING AND FACILITATING TECHNOLOGY RUBRIC

TECHNOLOGY OPERATIONS AND CONCEPTS. DEMONSTRATE AN IN-DEPTH UNDERSTANDING OF TECHNOLOGY OPERATIONS AND CONCEPTS.		
APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD
INAPPROPRIATE CHOICES ABOUT TECHNOLOGY SYSTEMS, RESOURCES, AND SERVICES. CHOICES ARE NOT ALIGNED WITH STUDENT' NEEDS AND GOALS.	MAKES APPROPRIATE CHOICES ABOUT TECHNOLOGY SYSTEMS, RESOURCES, AND SERVICES. CHOICES ARE ALIGNED WITH STUDENT' NEEDS AND GOALS.	CONDUCT NEEDS ASSESSMENT TO DETERMINE APPROPRIATE STRATEGY AND AT CHOICE. CHOICES ARE ALIGNED TO STUDENTS' NEED AND GOALS.
DEMONSTRATE AN AWARENESS OF KNOWLEDGE AND SKILLS RELATED TO TECHNOLOGY CONCEPTS BUT LACKS CONCRETE RATIONALE.	PROVIDES APPROPRIATE RATIONALE FOR KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY.	PROVIDES APPROPRIATE RATIONALE FOR KNOWLEDGE, SKILLS, AND UNDERSTANDING OF CONCEPTS RELATED TO TECHNOLOGY AND REFERENCING THEORY FOR SUPPORT.

STANDARD TF-III. TEACHING, LEARNING, AND THE CURRICULUM. APPLY RATIONALE THAT INCLUDE METHODS AND STRATEGIES FOR UTILIZING TECHNOLOGY TO MAXIMIZE STUDENT LEARNING.		
APPROACHES STANDARD	MEETS STANDARD	EXCEEDS STANDARD
DEMONSTRATE AN AWARENESS OF METHODS AND STRATEGIES FOR TEACHING CONCEPTS AND SKILLS THAT SUPPORT INTEGRATION OF ASSISTIVE TECHNOLOGY.	PROVIDES ANALYSIS OF STRATEGIES FOR TEACHING CONCEPTS AND SKILLS THAT SUPPORT INTEGRATION OF ASSISTIVE TECHNOLOGY.	PROVIDES ANALYSIS OF EVIDENCE-BASED STRATEGIES FOR TEACHING CONCEPTS AND SKILLS THAT SUPPORT INTEGRATION OF ASSISTIVE TECHNOLOGY.
PROVIDES A BULLETED OR AMBIGUOUS RATIONALE RELATED TO THE USE OF ASSISTIVE TECHNOLOGY.	SUMMARIZE RATIONALE RELATED TO THE USE OF ASSISTIVE TECHNOLOGY IN EDUCATION TO SUPPORT INTEGRATION THROUGHOUT THE CURRICULUM.	SUMMARIZE RATIONALE FROM RESEARCH FINDINGS AND TRENDS RELATED TO THE USE OF ASSISTIVE TECHNOLOGY IN EDUCATION TO SUPPORT INTEGRATION THROUGHOUT THE CURRICULUM.

TECHNOLOGY ASSESSMENT PLAN REQUIREMENT:

1. DESCRIBE PLANNING AND STRATEGIES USED TO INTEGRATE TECHNOLOGY, IN ITS MANY FORMS, TO SUPPORT ASSESSMENT OF THEIR TEACHING AND YOUR STUDENTS' LEARNING.
2. FOCUS ON HOW TECHNOLOGY CAN BE USED TO ASSESS STUDENT LEARNING DATA FOR CONTENT AND TECHNOLOGY SKILLS:
 - REFERENCE PUBLISHED RESEARCH AND LEARNING THEORIES
 - APPLY VARIOUS FORMS OF ASSESSMENT

EVALUATION RUBRIC FOR TECHNOLOGY ASSESSMENT PLAN

ELEMENT	DETAILED (3)	APPROPRIATE (2)	AMBIGUOUS (1)	DID NOT MEET (0)
USING TECHNOLOGY FOR COLLECTION, ANALYSIS AND INTERPRETATION	PLAN ADDRESSES USE OF TECHNOLOGY RESOURCES TO COLLECT, ANALYZE ASSESSMENT DATA, AND INTERPRET THE RESULTS	PLAN ADDRESSES USE OF TECHNOLOGY RESOURCES TO TWO (2) OF THE FOLLOWING: TO COLLECT, ANALYZE ASSESSMENT DATA, OR INTERPRET THE RESULTS	PLAN ADDRESSES USE OF TECHNOLOGY RESOURCES TO ONE (1) OF THE FOLLOWING: TO COLLECT, ANALYZE ASSESSMENT DATA, OR INTERPRET THE RESULTS	PLAN DOES NOT ADDRESS USE OF TECHNOLOGY RESOURCES TO COLLECT, ANALYZE ASSESSMENT DATA, OR INTERPRET THE RESULTS
DESCRIPTION OF PLANS FOR COMMUNICATION	PLAN DESCRIBES HOW TECHNOLOGY CAN BE USED TO COMMUNICATE ASSESSMENT RESULTS TO PARENTS AND ADMINISTRATORS	PLAN DESCRIBES HOW TECHNOLOGY CAN BE USED TO COMMUNICATE ASSESSMENT RESULTS TO PARENTS OR ADMINISTRATORS	PLAN DOES NOT DESCRIBE HOW TECHNOLOGY CAN BE USED TO COMMUNICATE ASSESSMENT RESULTS TO PARENTS OR ADMINISTRATORS	PLAN DOES NOT DESCRIBE HOW TECHNOLOGY CAN BE USED TO COMMUNICATE ASSESSMENT RESULTS TO PARENTS OR ADMINISTRATORS
USE OF MULTIPLE METHODS OF EVALUATION	PLAN APPLIES MULTIPLE METHODS OF EVALUATION TO EXAMINE STUDENTS' USE OF TECHNOLOGY FOR	PLAN APPLIES MULTIPLE METHODS OF EVALUATION TO EXAMINE STUDENTS' USE OF TECHNOLOGY FOR	PLAN APPLIES A SINGLE METHOD OF EVALUATION TO EXAMINE STUDENTS' USE OF TECHNOLOGY	PLAN DOES NOT APPLY A METHOD OF EVALUATION OF STUDENTS' USE OF TECHNOLOGY

	LEARNING, COMMUNICATION AND PRODUCTIVITY	LEARNING, COMMUNICATION OR PRODUCTIVITY	FOR LEARNING, COMMUNICATION OR PRODUCTIVITY	
AVAILABLE TECHNOLOGY SUPPORTS STUDENTS WITH SPECIAL NEEDS	PLAN CONSIDERS HOW AVAILABLE TECHNOLOGY CAN BE ADAPTED TO MEET THE NEEDS OF STUDENTS WITH DIFFERENT ABILITIES, AS WELL AS ESL STUDENTS	PLAN CONSIDERS HOW AVAILABLE TECHNOLOGY CAN BE ADAPTED TO MEET THE NEEDS OF STUDENTS WITH DIFFERENT ABILITIES, OR ESL STUDENTS	PLAN CONSIDERS HOW AVAILABLE TECHNOLOGY CAN BE ADAPTED TO MEET THE NEEDS OF STUDENTS WITH DIFFERENT ABILITIES, OR ESL STUDENTS	PLAN DOES NOT CONSIDER HOW AVAILABLE TECHNOLOGY CAN BE ADAPTED TO MEET THE NEEDS OF STUDENTS WITH DIFFERENT ABILITIES, OR ESL STUDENTS
ASSISTIVE TECHNOLOGY RESOURCES CONSIDERED IN PLAN	PLAN IDENTIFIES AVAILABLE ASSISTIVE TECHNOLOGY (AT) HARDWARE AND SOFTWARE WITHIN THE CLASSROOM, AS WELL AS LAB SETTINGS WITHIN THE BUILDING, AND SUPPORT SERVICES	PLAN IDENTIFIES AVAILABLE TWO (2) OF THE FOLLOWING: ASSISTIVE TECHNOLOGY (AT) HARDWARE AND SOFTWARE WITHIN THE CLASSROOM, OR LAB SETTINGS WITHIN THE BUILDING, OR SUPPORT SERVICES	PLAN IDENTIFIES AVAILABLE ONE (1) OF THE FOLLOWING: ASSISTIVE TECHNOLOGY (AT) HARDWARE AND SOFTWARE WITHIN THE CLASSROOM, OR LAB SETTINGS WITHIN THE BUILDING, OR SUPPORT SERVICES	PLAN DOES NOT IDENTIFY AVAILABLE ASSISTIVE TECHNOLOGY (AT) HARDWARE AND SOFTWARE WITHIN THE CLASSROOM, OR LAB SETTINGS WITHIN THE BUILDING, OR SUPPORT SERVICES
ELECTRONIC GRADING SOFTWARE CONSIDERED IN PLAN	PLAN CONSIDERS AVAILABILITY AND USE OF ELECTRONIC GRADING SOFTWARE AND PARENTAL ACCESS TO STUDENT GRADES AND ASSIGNMENTS VIA THE WEB	PLAN CONSIDERS TWO (2) OF THE FOLLOWING: AVAILABILITY AND USE OF ELECTRONIC GRADING SOFTWARE AND PARENTAL ACCESS TO STUDENT GRADES AND ASSIGNMENTS VIA THE WEB	PLAN CONSIDERS ONE (1) OF THE FOLLOWING: AVAILABILITY AND USE OF ELECTRONIC GRADING SOFTWARE AND PARENTAL ACCESS TO STUDENT GRADES AND ASSIGNMENTS VIA THE WEB	PLAN DOES NOT CONSIDER AVAILABILITY AND USE OF ELECTRONIC GRADING SOFTWARE OR PARENTAL ACCESS TO STUDENT GRADES OR ASSIGNMENTS

OVERALL QUALITY	PLAN CONTAINS FEW (LESS THAN 3) SPELLING, GRAMMAR, OR PUNCTUATION ERRORS	PLAN CONTAINS SOME (BETWEEN 3 AND 5) SPELLING, GRAMMAR, OR PUNCTUATION ERRORS	PLAN CONTAINS MANY (BETWEEN 6 AND 8) SPELLING, GRAMMAR, OR PUNCTUATION ERRORS	PLAN CONTAINS MANY (MORE THAN 8) SPELLING, GRAMMAR, OR PUNCTUATION ERRORS
------------------------	--	---	---	---

TOTAL: ____ / 21

INDIVIDUAL CURRICULUM ADAPTATION PLAN

RESOURCE: http://www.pent.ca.gov/acc/accom_toc.html

Student:		Subject:	IEP date:
QUANTITY	TIME	LEVEL OF SUPPORT	
INPUT	DIFFICULTY	OUTPUT	
PARTICIPATION	ALTERNATE GOALS	SUBSTITUTE CURRICULUM	
ASSESSING			

Guided-Notes for Curriculum Adaptations

Quantity of Practice * ●

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

For example:
Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

Time *

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support *

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

For example:
Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.

Input *

Adapt the way instruction is delivered to the learner.

For example:
Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty * ●

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:
Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output *

Adapt how the student can respond to instruction.

For example:
Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation * Sometimes called "engagement"

Adapt the extent to which a learner is actively involved in the task.

For example:
During instruction, using "every pupil response techniques" or "choral responding." In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

Alternate Goals ●

Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:
In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

Functional Curriculum ●

Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:
During a language lesson a student is learning toileting skills with an aide.

* *This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.*

● *This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment. |*

EDUCATION SPECIALIST - STANDARDS BASED LESSON PRESENTATION GRADING RUBRIC

OBJECTIVE/CRITERIA	PERFORMANCE INDICATORS			
	ADVANCED	PROFICIENT	PARTIALLY PROFICIENT	UNSATISFACTORY
CONTENT KNOWLEDGE	(25 POINTS) THE STUDENT DEMONSTRATED ALL OF THE FOLLOWING IN THE DEVELOPMENT AND DELIVERY OF THE LESSON: * CONTENT ACCURACY * RIGOR (BLOOMS) * CRITICAL THINKING * RELEVANCE	(20 POINTS) THE STUDENT DEMONSTRATED ALL BUT 1 OF THE FOLLOWING IN THE DEVELOPMENT AND DELIVERY OF THE LESSON: * CONTENT ACCURACY * RIGOR (BLOOMS) * CRITICAL THINKING * RELEVANCE	(15 POINTS) THE STUDENT DEMONSTRATED ALL BUT 2 OF THE FOLLOWING IN THE DEVELOPMENT AND DELIVERY OF THE LESSON: * CONTENT ACCURACY * RIGOR (BLOOMS) * CRITICAL THINKING * RELEVANCE	(10 POINTS) THE STUDENT DEMONSTRATED LESS THAN 2 OF THE FOLLOWING IN THE DEVELOPMENT AND DELIVERY OF THE LESSON: * CONTENT ACCURACY * RIGOR (BLOOMS) * CRITICAL THINKING * RELEVANCE
LESSON PLAN COMPONENTS	(25 POINTS) THE LESSON PLAN INCLUDED ALL OF THE FOLLOWING CORRECTLY: * TEACHER, GRADE LEVEL, TITLE * CONTENT AREA, STANDARD, PREPARED GRADUATES, GRADE LEVEL EXPECTATIONS, CONCEPTS AND SKILLS STUDENTS MASTER * EVIDENCE OUTCOMES, 21 ST CENTURY SKILLS AND READINESS COMPETENCIES * INQUIRY QUESTIONS * EVIDENCE OUTCOMES * INSTRUCTIONAL OBJECTIVES * ASSESSMENT * FACILITATE LEARNING * DATA ANALYSIS * REFLECT ON PRACTICE	(20 POINTS) THE LESSON PLAN INCLUDED ALL BUT 1 OF THE FOLLOWING CORRECTLY: * TEACHER, GRADE LEVEL, TITLE * CONTENT AREA, STANDARD, PREPARED GRADUATES, GRADE LEVEL EXPECTATIONS, CONCEPTS AND SKILLS STUDENTS MASTER * EVIDENCE OUTCOMES, 21 ST CENTURY SKILLS AND READINESS COMPETENCIES * INQUIRY QUESTIONS * EVIDENCE OUTCOMES * INSTRUCTIONAL OBJECTIVES * ASSESSMENT * FACILITATE LEARNING * DATA ANALYSIS * REFLECT ON PRACTICE	(15 POINTS) THE LESSON PLAN INCLUDED ALL BUT 2 OF THE FOLLOWING CORRECTLY: * TEACHER, GRADE LEVEL, TITLE * CONTENT AREA, STANDARD, PREPARED GRADUATES, GRADE LEVEL EXPECTATIONS, CONCEPTS AND SKILLS STUDENTS MASTER * EVIDENCE OUTCOMES, 21 ST CENTURY SKILLS AND READINESS COMPETENCIES * INQUIRY QUESTIONS * EVIDENCE OUTCOMES * INSTRUCTIONAL OBJECTIVES * ASSESSMENT * FACILITATE LEARNING * DATA ANALYSIS * REFLECT ON PRACTICE	(10 POINTS) THE LESSON PLAN WAS MISSING MORE THAN 2 OF THE FOLLOWING CORRECTLY: * TEACHER, GRADE LEVEL, TITLE * CONTENT AREA, STANDARD, PREPARED GRADUATES, GRADE LEVEL EXPECTATIONS, CONCEPTS AND SKILLS STUDENTS MASTER * EVIDENCE OUTCOMES, 21 ST CENTURY SKILLS AND READINESS COMPETENCIES * INQUIRY QUESTIONS * EVIDENCE OUTCOMES * INSTRUCTIONAL OBJECTIVES * ASSESSMENT * FACILITATE LEARNING * DATA ANALYSIS * REFLECT ON PRACTICE
ENGAGEMENT	(20 POINTS) LESSON WAS HIGHLY ENGAGING FOR THE AUDIENCE AND THE OBJECTIVE(S) WERE POSTED AND COMMUNICATED.	(15 POINTS) LESSON WAS ENGAGING FOR THE AUDIENCE AND THE OBJECTIVE(S) WERE POSTED AND COMMUNICATED.	(10 POINTS) LESSON ATTEMPTED TO ENGAGE THE AUDIENCE AND OBJECTIVE(S) WERE POSTED AND/OR COMMUNICATED.	(5 POINTS) LESSON WAS UNABLE TO ENGAGE THE AUDIENCE AND OBJECTIVE(S) WERE NOT POSTED OR COMMUNICATED.
INTEGRATION OF TECHNOLOGY	(25 POINTS) THE LESSON PLAN REFLECTS EDUCATIONALLY SOUND DECISIONS REGARDING AVAILABLE	(20 POINTS) THE LESSON PLAN REFLECTS EDUCATIONALLY SOUND DECISIONS REGARDING AVAILABLE TECHNOLOGY	(15 POINTS) THE LESSON PLAN REFLECTS INSUFFICIENT OR MISALIGNED DECISION MAKING REGARDING AVAILABLE TECHNOLOGY;	(10 POINTS) THE LESSON PLAN REFLECTS EDUCATIONAL DECISION MAKING REGARDING AVAILABLE TECHNOLOGY THAT ADVERSELY

OBJECTIVE/CRITERIA	PERFORMANCE INDICATORS			
	ADVANCED	PROFICIENT	PARTIALLY PROFICIENT	UNSATISFACTORY
	TECHNOLOGY (INCLUDING, BUT NOT LIMITED TO, INSTRUCTIONAL AND ASSISTIVE TECHNOLOGIES) THAT ENGAGE STUDENTS, ENHANCE THE LEARNING PROCESS, AND/OR EXTEND OPPORTUNITIES FOR LEARNING.	(INCLUDING, BUT NOT LIMITED TO, INSTRUCTIONAL AND ASSISTIVE TECHNOLOGIES) TO SUPPORT LEARNER NEEDS AND THE CURRICULUM.	STATEMENTS INDICATING THE USE OF INSTRUCTIONAL, ASSISTIVE, OR OTHER TECHNOLOGIES ARE WRITTEN IN GENERAL TERMS OR IN TERMS UNLIKELY TO IMPACT STUDENT LEARNING.	IMPACTS STUDENT LEARNING AND/OR FAILS TO ENGAGE STUDENTS AT THE NECESSARY LEVEL TO MEET LESSON OBJECTIVES.
SPELLING, MECHANICS AND GRAMMAR	(5 POINTS) THERE ARE NO ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	(4 POINTS) THERE ARE 1-3 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	(3 POINTS) THERE ARE 4-5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.	(1 POINT) THERE ARE MORE THAN 5 ERRORS IN SPELLING, MECHANICS, OR GRAMMAR.
				OUT OF 100

EDUCATIONAL BENEFIT ANALYSIS

(COMPETENCY-BASED ARTIFACT)

STUDENT NAME: _____ DISABILITY: _____ IEP DATE: _____	SCHOOL YEAR: _____ SCHOOL: _____ CHARTING YEAR 1, 2, OR 3: _____
---	--

AREAS OF ASSESSMENT	AREAS OF NEED	+ - 0	PRESENT LEVELS OF PERFORMANCE
<p><u>REASONABLE CALCULATION OF EDUCATIONAL BENEFIT RULE #1:</u></p> <p>IS THE ASSESSMENT COMPLETE AND DOES IT IDENTIFY THE STUDENT'S NEEDS?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO (IF NO, EXPLAIN)</p>	<p><u>REASONABLE CALCULATION OF EDUCATIONAL BENEFIT RULE #2:</u></p> <p>DID THE IEP TEAM IDENTIFY NEEDS THAT WERE RELATED TO THE STUDENT'S DISABILITY?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO (IF NO, EXPLAIN)</p> <p>DID THE IEP TEAM IDENTIFY NEEDS THAT WERE RELATED TO THE STUDENT'S INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO (IF NO, EXPLAIN)</p>	0	<p><u>REASONABLE CALCULATION OF EDUCATIONAL BENEFIT RULE #3:</u></p> <p>DID THE PRESENT LEVELS OF PERFORMANCE IDENTIFY ALL OF THE NEEDS IDENTIFIED IN THE ASSESSMENTS?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO (IF NO, EXPLAIN)</p>

STUDENT NAME: _____	SCHOOL: _____
SCHOOL YEAR: _____	CHARTING YEAR 1, 2, OR 3: _____
DISABILITY: _____	

GOALS & BENCHMARKS	+	SERVICES	+	PROGRESS	+
	-		-		-
	0		0		0
<p>WERE GOALS AND BENCHMARKS ESTABLISHED IN EACH NEED AREA?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO (IF NO, EXPLAIN)</p>		<p>WERE SERVICES PLANNED TO SUPPORT:</p> <p>PROGRESS TOWARD ALL GOALS?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>PROGRESS IN THE GENERAL CURRICULUM?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>PARTICIPATION IN EXTRACURRICULAR/ACADEMIC ACTIVITIES?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>EDUCATION WITH OTHER STUDENTS WITH DISABILITIES AND TYPICALLY DEVELOPING STUDENTS?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>IF NO TO ANY OF THE ABOVE, EXPLAIN</p>		<p>WERE GOALS AND SERVICES CHANGED IN THE IEP TO ASSIST THE STUDENT TO MAKE PROGRESS?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO (IF NO, EXPLAIN)</p>	

EDUCATIONAL BENEFIT ANALYSIS PRESENTATION RUBRIC
(COMPETENCY-BASED ARTIFACT)

EVALUATOR _____

CRITERIA	DETAILED	APPROPRIATE	MINIMAL	AMBIGUOUS OR MISSING
IDENTIFIED AREAS OF ASSESSMENT	4	3	2	1
BACKGROUND, GOALS, & BENCHMARKS	4	3	2	1
RATIONALE FOR RESOURCES, ASSESSMENTS, GOALS, & BENCHMARKS	4	3	2	1
DATA ANALYSIS	4	3	2	1
CONCLUSION & RECOMMENDATIONS	4	3	2	1
ENGAGING DELIVERY	4	3	2	1

ESMM 207:

ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: _____

DATES OF COURSE: _____

CLASS MEETING TIME: 5:00 – 9:00

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

THIS COURSE IS DESIGNED TO PROVIDE TEACHERS WITH THE KNOWLEDGE AND SKILLS REQUIRED FOR EVALUATING THE EDUCATIONAL NEEDS OF DIVERSE POPULATIONS OF STUDENTS WITH MILD/MODERATE DISABILITIES USING FORMAL AND INFORMAL ASSESSMENT TECHNIQUES. THE COURSE ALSO PROVIDES KNOWLEDGE AND SKILLS REQUIRED FOR LINKING ASSESSMENT FINDINGS TO SPECIAL EDUCATION ELIGIBILITY, DEVELOPING THE IEP, PLANNING INSTRUCTION AND MONITORING PROGRESS. IN ADDITION, THE COURSE WILL COVER THE LAWS GOVERNING SPECIAL EDUCATION ASSESSMENTS AND THE MULTIDISCIPLINARY TEAM REQUIRED FOR DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING

TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR
--------------	---------------------------------------

STANDARDS ADDRESSED IN COURSE:

STANDARD	STANDARD DESCRIPTION
PROGRAM STANDARD 1	PROGRAM DESIGN, RATIONALE AND COORDINATION
PROGRAM STANDARD 2	PROFESSIONAL, LEGAL AND ETHICAL PRACTICES
PROGRAM STANDARD 3	EDUCATING DIVERSE LEARNERS
PROGRAM STANDARD 4	EFFECTIVE COMMUNICATION AND COLLABORATIVE PARTNERSHIPS
PROGRAM STANDARD 5	ASSESSMENT OF STUDENTS
PROGRAM STANDARD 6	USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY
PROGRAM STANDARD 7	TRANSITION AND TRANSITIONAL PLANNING
PROGRAM STANDARD 8	PARTICIPATING IN ISFP/IEPs AND POST-SECONDARY TRANSITION PLANNING
PROGRAM STANDARD 9	PREPARATION TO TEACH READING-LANGUAGE ARTS AND THE READING/LANGUAGE ARTS FRAMEWORK.
PROGRAM STANDARD 10	PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS
PROGRAM STANDARD 11	TYPICAL AND ATYPICAL DEVELOPMENT
PROGRAM STANDARD 12	BEHAVIORAL, SOCIAL AND ENVIRONMENTAL SUPPORTS FOR LEARNING
PROGRAM STANDARD 13	CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES
PROGRAM STANDARD 14	CREATING HEALTHY LEARNING ENVIRONMENTS
PROGRAM STANDARD 15	FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS
PROGRAM STANDARD 16	ASSESSMENT OF CANDIDATE PERFORMANCE
MILD/MODERATE DISABILITIES 1	CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 2	ASSESSMENT AND EVALUATION OF STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 3	PLANNING AND IMPLEMENTING MILD/MODERATE CURRICULUM AND INSTRUCTION
MILD/MODERATE DISABILITIES 4	POSITIVE BEHAVIOR SUPPORT
MILD/MODERATE DISABILITIES 5	SPECIFIC INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES
MILD/MODERATE DISABILITIES 6	CASE MANAGEMENT

REQUIRED TEXT(S)/RESOURCE(S):

- BONNIE S. BILLINGSLEY, MARY T. BROWNELL, MAYA ISRAEL, & MARGARET L. KAMMAN, PUBLISHED BY JOSSEY-BASS. *A SURVIVAL GUIDE FOR NEW SPECIAL EDUCATORS.*
- DYLAN WILIAM & SIOBHAN LEAHY, PUBLISHED BY LEARNING SCIENCES INTERNATIONAL. *EMBEDDING FORMATIVE ASSESSMENT: PRACTICAL TECHNIQUES FOR K-12 CLASSROOMS.*

ADDITIONAL RESOURCES:

- SPECIAL EDUCATION INFORMATION SYSTEM (WWW.SEIS.ORG)

- DOING WHAT WORKS ([WWW.DWW.ED.GOV](http://www.dww.ed.gov))
- CALIFORNIA PUBLIC SCHOOLS FRAMEWORK FOR YOUR CONTENT AREA - [HTTP://WWW.CDE.CA.GOV/CI/CR/CF/ALLFWKS.ASP](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • ONLINE ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS 	50
III.	PROFESSIONAL COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • CASE STUDY AND MULTIPLE MEASURES 	25
TOTAL		100

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

- I. CURRENT TRENDS REFLECTIONS/ONLINE SCHOOLOGY ARTIFACTS (MEASURABLE ARTIFACT)**
CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE ACTIVE READING SKILLS. FOR EACH READING ASSIGNMENT, INTERNS MUST BE PREPARED FOR CLASS DISCUSSIONS.
 - ASSESSMENT TO SUPPORT COMPETENCY-BASED PATHWAYS (ARTICLE CENTER FOR ASSESSMENT)
- 2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)**
ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL).
- 3. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)**
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

5. ASSESSMENT BUILDING (VIA LESSON PLAN TEMPLATE): (MEASUREABLE ARTIFACT)

THE LESSON PLAN TEMPLATE IS DESIGNED TO FACILITATE DISTRICT INTERNS IN BECOMING EFFECTIVE PRACTITIONERS, SKILLED IN DIFFERENTIATING INSTRUCTION, PROFICIENT IN USING ASSESSMENT TO MONITOR LEARNING AND PROVIDE FEEDBACK, PERSISTENT SEARCHERS FOR DATA TO GUIDE AND ADJUST PRACTICE, AND EXHIBITORS OF THE SKILLS OF CLINICAL EDUCATORS. THE TEMPLATE IS DESIGNED TO HOLD DISTRICT INTERNS ACCOUNTABLE FOR THEIR CANDIDATES' PERFORMANCE AND STUDENT OUTCOMES, AND COMMENSURATELY REWARDED TO SERVE IN THIS CRUCIAL ROLE. ALL ASSESSMENTS ARE ALIGNED TO STANDARDS TO ENSURE ACCOUNTABILITY AND CHECKPOINTS ARE IN PLACE DEVELOP DISTRICT INTERNS INTO REFLECTIVE PRACTITIONERS.

6. PRACTICE-DRIVEN STRATEGIES LIBRARY (MEASUREABLE ARTIFACT)

ALL CANDIDATES WILL USE THEIR RESPECTIVE, CREDENTIAL-SPECIFIC TEMPLATES TO COMPILE STRATEGIES THAT SUPPORT STUDENT LEARNING AND ENGAGEMENT IN THEIR CLASSROOM. THESE STRATEGIES MUST HAVE A DESCRIPTION WITH CITATION, THE PURPOSE OF THE SPECIFIC STRATEGY, AND THE RATIONALE FOR USING THAT STRATEGY WITHIN YOUR SPECIFIC CREDENTIALING AREA. (SEE TEMPLATE ON SCHOOLGY).

7. CASE STUDY AND MULTIPLE ASSESSMENT MEASURES (COMPETENCY-BASED ARTIFACT)

(1) WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY; (2) DEVELOP A MULTIPLE ASSESSMENT MEASURES SCHOOLGY PORTFOLIO OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY VARIOUS PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS. ALL ASSESSMENTS ARE ALIGNED TO STANDARDS TO ENSURE ACCOUNTABILITY AND CHECKPOINTS ARE IN PLACE DEVELOP DISTRICT INTERNS INTO REFLECTIVE PRACTITIONERS.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SCHEDULE:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	PROGRAM STANDARDS; TPEs
SESSION 1	TEXT:	DO NOW		PS: 1-16

	BILLINGSLY ET AL. ASSESSMENT CHAPTER ✓ TYPES OF ASSESSMENT ✓ USING ASSESSMENT TO DRIVE INSTRUCTION	<ul style="list-style-type: none"> • WELCOME AND INTRODUCTIONS • REVIEW SYLLABUS • IDENTIFY RESOURCES WITHIN CURRENT SELPA OF SERVICE • CREATE CALENDAR OF DISTRICT PROGRESS REPORTING DATES, TRIENNIAL REVIEW DATES FOR ASSESSMENT PLANNING PURPOSES <p>EXIT TICKET</p> <p>HOMEWORK: READ ASSESSMENT CHAPTER</p>	HW: DUE BY SESSION 2	MM: 1-6 TPES: 1, 4-5
SESSION 2	TEXT: ✓ STANDARDIZED ASSESSMENTS: WIAT, WOODCOCK-JOHNSON IV, BRIGANCE EXPLAINING ASSESSMENT RESULTS TO PARENTS	<p>DO NOW</p> <ul style="list-style-type: none"> • REVIEW HOMEWORK/DISCUSSION. • ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL, CREATE RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS <p>EXIT TICKET</p> <p>HOMEWORK: READ CH. 3-4</p>	HW: DUE BY SESSION 3	PS: 1-16 MM: 1-6 TPES: 1, 4-5
SESSIONS 3 & 4	TEXT: WILIAM ET AL. CHAPTER 3-4 ✓ CURRICULUM-BASED ASSESSMENT ✓ SPECIAL EDUCATION ASSESSMENTS	<p>DO NOW</p> <ul style="list-style-type: none"> • REVIEW HOMEWORK/DISCUSSION • DESIGN/IDENTIFY CURRICULUM-BASED ASSESSMENTS FOR KEY STANDARDS IN CONTENT AREA TAUGHT OR FOR REQUISITE READING ACQUISITION SKILLS • DEVELOP A MULTIPLE MEASURES BINDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS <p>EXIT TICKET</p> <p>HOMEWORK: READ CH. 5</p>	HW: DUE BY SESSION 5	PS: 1-16 MM: 1-6 TPES: 1, 4-5
SESSION 5	TEXT:	DO NOW		PS: 1-16

	<p>WILIAM ET AL. CHAPTER 5 ✓ RESPONSE TO INSTRUCTION AND INTERVENTION</p>	<ul style="list-style-type: none"> • HOMEWORK/ DISCUSSION • ACTIVITY: MATCHING STANDARDS/GOALS WITH STUDENT NEEDS <p>EXIT TICKET</p> <p>HOMEWORK: CREATE AN ALTERNATIVE ASSESSMENT FOR A STUDENT WITH LIMITED COMMUNICATIVE SKILLS, ASD, PHYSICAL LIMITATIONS, OR OTHER DISABILITY THAT WARRANTS AN ALTERNATIVE MEANS TO ASSESS UNDERSTANDING OF A SPECIFIC CONCEPT</p>	<p>HW: DUE BY SESSION 6</p>	<p>MM: 1-6 TPES: 1, 4-5</p>
SESSION 6	<p>TEXT: ✓ PRESENTATION, DISCUSSION: MONITORING GOALS, MAKING PROGRESS ✓ IDENTIFYING RESOURCES, CREATING INSTRUCTIONAL PLANS BASED ON ASSESSMENT DATA</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • REVIEW HOMEWORK/ DISCUSSION • CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOAL <p>EXIT TICKET</p> <p>HOMEWORK: PREPARE FOR PRESENTATION</p>	<p>HW: DUE BY SESSION 7</p>	<p>PS: 1-16 MM: 1-6 TPES: 1, 4-5</p>
SESSION 7	<p>TEXT: ✓ ASSESSMENT-BASED DATA SHARING ✓ WRITING ACADEMIC ASSESSMENT REPORTS ✓ EDUCATIONAL BENEFIT BASED ON PRESENT LEVEL OF PERFORMANCE AND ASSESSED AREAS OF NEED</p>	<p>DO NOW</p> <ul style="list-style-type: none"> • REVIEW HOMEWORK/ DISCUSSION • WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL TYPE ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON CASE STUDY <p>EXIT TICKET</p> <p>HOMEWORK: PREPARE FOR PRESENTATION</p>	<p>HW: DUE BY SESSION 8</p>	<p>PS: 1-16 MM: 1-6 TPES: 1, 4-5</p>
SESSION 8	<p>TEXT: ✓ STANDARDIZED TESTING: SBAC, ALTERNATIVE</p>	<p>PRESENTATION OF CASE STUDY & MULTIPLE MEASURES BINDER</p>		<p>PS: 1-16 MM: 1-6</p>

	<p>PERFORMANCE, CELDT</p> <p>✓ ALTERNATIVE MEANS OF ASSESSMENT</p>	<p>(PROFESSIONAL COMPETENCY-BASED ARTIFACT)</p> <ul style="list-style-type: none"> • WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL TYPE ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON CASE STUDY • DEVELOP A MULTIPLE MEASURES BINDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS • CREATE/IDENTIFY PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOAL • ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL, CREATE RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS 		<p>TPES: 1, 4-5</p>
--	--	--	--	---------------------

PRACTICE-DRIVEN STRATEGIES LIBRARY

Name:

LISTENING AND SPEAKING CULMINATING ARTIFACT

DIRECTIONS: USING THE SUPPLIED TEMPLATE, RESEARCH AND PROVIDE REASONING FOR SELECTING A MINIMUM OF 10 LISTENING AND SPEAKING STRATEGIES THAT WORK WELL WITHIN YOUR CONTENT STANDARDS. THE TABLE SHOULD BE FILLED OUT AS FOLLOWS:

CONTENT STANDARD	STRATEGY	DESCRIPTION	PURPOSE	REASONING
<i>COPY ONE OF YOUR CONTENT AREA STANDARDS HERE, INCLUDING THE REFERENCE NOTATION</i>	<i>NAME THE STRATEGY YOU SELECTED</i>	<i>DESCRIBE THE PROCEDURE AND/OR DIRECTIONS ASSOCIATED WITH THE STRATEGY, WITH APPROPRIATE CITATION (CAN BE WEB-BASED)</i>	<i>EXPLAIN THE PURPOSE OF THIS PARTICULARLY STRATEGY, GENERALLY</i>	<i>PROVIDE REASONING WHY YOU SELECTED THIS STRATEGY AS BEING PARTICULARLY HELPFUL FOR STUDENTS IN YOUR CONTENT AREA</i>

EXAMPLE:

CONTENT STANDARD	STRATEGY	DESCRIPTION	PURPOSE	REASONING
CONSTRUCT AN EXPLANATION OF THE BIG BANG THEORY BASED ON ASTRONOMICAL EVIDENCE OF LIGHT SPECTRA, MOTION OF DISTANT GALAXIES, AND COMPOSITION OF MATTER IN THE UNIVERSE. (HS-ESS1-2.)	WRITE ABOUT WHAT YOU'VE READ	STUDENTS WILL WRITE DOWN WHAT THEY THINK ABOUT WHAT THEY'VE READ ABOUT THE BIG BANG THEORY. (TOVANI, 2000, P. 53)	JOTTING DOWN NOTES ABOUT WHAT STUDENT THINK THEY'VE READ HELPS CLARIFY THEIR OWN UNDERSTANDING.	THE BIG BANG THEORY CAN BE COMPLICATED, ESPECIALLY SINCE THE STANDARD ASKS FOR ASTRONOMICAL EVIDENCE. BY WRITING ABOUT WHAT THEY'VE READ, STUDENTS CAN THINK ABOUT WHAT QUESTIONS THEY STILL HAVE BEFORE WE HAVE AN ASSESSMENT.

DELETE THIS PAGE BEFORE SUBMITTING.
PLEASE PUT YOUR NAME IN THE HEADER OF EACH PAGE.

Name:

MATH CULMINATING ARTIFACT

DIRECTIONS: USING THE SUPPLIED TEMPLATE, RESEARCH AND PROVIDE REASONING FOR SELECTING A MINIMUM OF 10 MATH STRATEGIES THAT WORK WELL WITHIN OTHER CONTENT AREAS. THE TABLE SHOULD BE FILLED OUT AS FOLLOWS:

CONTENT STANDARD	STRATEGY	DESCRIPTION	PURPOSE	REASONING
<i>COPY ONE OF YOUR CONTENT AREA STANDARDS HERE, INCLUDING THE REFERENCE NOTATION</i>	<i>NAME THE STRATEGY YOU SELECTED</i>	<i>DESCRIBE THE PROCEDURE AND/OR DIRECTIONS ASSOCIATED WITH THE STRATEGY, WITH APPROPRIATE CITATION (CAN BE WEB-BASED)</i>	<i>EXPLAIN THE PURPOSE OF THIS PARTICULARLY STRATEGY, GENERALLY</i>	<i>PROVIDE REASONING WHY YOU SELECTED THIS STRATEGY AS BEING PARTICULARLY HELPFUL FOR STUDENTS IN YOUR CONTENT AREA</i>

EXAMPLE:

CONTENT STANDARD	STRATEGY	DESCRIPTION	PURPOSE	REASONING
CONSTRUCT AN EXPLANATION OF THE BIG BANG THEORY BASED ON ASTRONOMICAL EVIDENCE OF LIGHT SPECTRA, MOTION OF DISTANT GALAXIES, AND COMPOSITION OF MATTER IN THE UNIVERSE. (HS-ESS1-2 .)	WRITE ABOUT WHAT YOU'VE READ	STUDENTS WILL WRITE DOWN WHAT THEY THINK ABOUT WHAT THEY'VE READ ABOUT THE BIG BANG THEORY. (TOVANI, 2000, P. 53)	JOTTING DOWN NOTES ABOUT WHAT STUDENT THINK THEY'VE READ HELPS CLARIFY THEIR OWN UNDERSTANDING.	THE BIG BANG THEORY CAN BE COMPLICATED, ESPECIALLY SINCE THE STANDARD ASKS FOR ASTRONOMICAL EVIDENCE. BY WRITING ABOUT WHAT THEY'VE READ, STUDENTS CAN THINK ABOUT WHAT QUESTIONS THEY STILL HAVE BEFORE WE HAVE AN ASSESSMENT.

DELETE THIS PAGE BEFORE SUBMITTING.
PLEASE PUT YOUR NAME IN THE HEADER OF EACH PAGE.

CASE STUDY AND MULTIPLE ASSESSMENT MEASURES PORTFOLIO

(COMPETENCY-BASED ARTIFACT)

- I. WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY. DEVELOP A MULTIPLE ASSESSMENT MEASURES SCHOOLGY PORTFOLIO OR GOOGLE FOLDER FOR USE IN PROGRESS MONITORING AND ASSESSING STUDENTS WITH SPECIAL NEEDS AND MILD/MODERATE DISABILITIES. CREATE/IDENTIFY VARIOUS PROGRESS MONITORING ASSESSMENTS FOR BENCHMARKS AND GOALS FOR EXISTING CASELOAD. ASSESS TWO STUDENTS USING A STANDARDIZED ASSESSMENT TOOL AND ADDITIONAL INFORMAL ASSESSMENT TOOLS AS NEEDED TO CREATE EDUCATIONAL BENEFIT RECOMMENDATIONS BASED ON ASSESSMENT FINDINGS.
 - a. THE AREAS CAN BE IN READING, WRITING, MATH OR ALL THREE.
 - b. ENSURE THAT FORMAL AND INFORMAL ASSESSMENTS FOCUS ON STUDENTS IN GRADES K-12 AND TARGET AREAS OF STRENGTHS AND WEAKNESS, IN MONITORING STUDENT READING, WRITING OR MATH DEVELOPMENT, AND IN PLANNING APPROPRIATE INSTRUCTION AND DEVELOPING GOALS TO DRIVE THE INSTRUCTION. USE *ASSESSMENT OF AND FOR STUDENT LEARNING RUBRIC* FOR GUIDANCE.

- II. SHARE WITH PEERS. SUBMIT VIA DROPBOX IN SCHOOLGY.
 - a. REQUIRED RUBRICS:
 - i. PEER RUBRIC
 - ii. ARTIFACT RUBRIC

CASE STUDY AND MULTIPLE ASSESSMENT MEASURES PORTFOLIO (COMPETENCY-BASED ARTIFACT)

PEER EVALUATOR _____

CRITERIA	DETAILED	APPROPRIATE	MINIMAL	AMBIGUOUS OR MISSING
IDENTIFIED AREAS OF ASSESSMENT	4	3	2	1
BACKGROUND ON STUDENTS	4	3	2	1
RATIONALE FOR RESOURCES & ASSESSMENTS	4	3	2	1
DATA ANALYSIS	4	3	2	1
CONCLUSION & RECOMMENDATIONS	4	3	2	1
ENGAGING DELIVERY	4	3	2	1

ASSESSMENT FOR STUDENT LEARNING RUBRIC

CATEGORY	EXEMPLARY 3	PROFICIENT 2	DEVELOPING 1	DOES NOT MEET 0	LOCATION OF EVIDENCE
USES PRE-ASSESSMENT DATA TO DEVELOP EXPECTATIONS FOR STUDENTS, TO DIFFERENTIATION INSTRUCTION, AND TO DOCUMENT LEARNING AND STUDENT GROWTH	EVIDENT AND DETAILED USING PEDAGOGY AND PRACTICE	EVIDENT	IMPLIED	NOT EVIDENT	LESSON PLANNING, DATA COLLECTION
USES A VARIETY OF ASSESSMENT STRATEGIES AND INSTRUMENTS THAT ARE VALID AND APPROPRIATE FOR CONTENT AND FOR INDIVIDUAL STUDENT	CONSISTENTLY USES VARIOUS ASSESSMENTS AND VALIDATES TO SHOW STUDENT GROWTH	SHOWS A MINIMUM OF 2 ASSESSMENTS AND VALIDATES TO SHOW STUDENT GROWTH	USES 1 ASSESSMENT. UNABLE TO SHOW STUDENT GROWTH	NOT EVIDENT	ASSESSMENTS
ANALYZES DATA TO MAKE DATA DRIVEN DECISIONS	USES VISUAL GRAPHS, CHARTS, ETC., TO ANALYZE DATA ON WEEKLY (AND SOMETIMES DAILY) BASIS	USES VISUAL GRAPHS, CHARTS, ETC., TO ANALYZE DATA A BI-MONTHLY BASIS	USES ROUGH DATA FROM THE GRADEBOOK TO MAKE ANALYSIS	NOT EVIDENT	DATA COLLECTION
COLLECTS DATA RELATED TO STUDENT'S IEP GOALS AND OBJECTIVES	REVIEWS DATA WEEKLY	REVIEW DATA EVERY COUPLE OF WEEKS	REVIEWS DATA WHEN PROMPTED	NOT EVIDENT	DATA COLLECTION, IEPs
USES ACCOMMODATIONS AND MODIFICATIONS AS DETERMINED BY THE IEP WHEN ASSESSING STUDENT'S GROWTH	USES VARIOUS ACCOMMODATIONS AND MODIFICATIONS FROM A LIST AND APPLIES AS OFTEN AS NEEDED	USES VARIOUS MODIFICATIONS AND ACCOMMODATE DURING ASSESSMENTS.	INCONSISTENTLY IMPLEMENTS ACCOMMODATIONS AND MODIFICATIONS	NOT EVIDENT	IEPs, LESSON PLANNING
GIVES CONSTRUCTIVE FEEDBACK TO STUDENTS ON THEIR LEARNING	PROVIDES CONSISTENT FEEDBACK USING A VARIETY OF WAYS	PROVIDES POSITIVE FEEDBACK REGULARLY	PROVIDES FEEDBACK ON AN IRREGULAR BASIS	NOT EVIDENT	OBSERVATION, CHECKING FOR UNDERSTANDING, ASSESSMENT

TOTAL: ____ / 18

CASE STUDY AND MULTIPLE MEASURES PORTFOLIO (COMPETENCY-BASED ARTIFACT)

STUDENT _____ DATE/TIME IN _____
TEACHER _____ DATE/TIME IN _____
TEST PROCTOR _____

GRADING RUBRIC FOR TESTS

LEVEL 3: REGULAR GRADING WITH ACCOMMODATIONS

GRADING: REGULAR GRADING

RECEIVES THE GRADE THAT THEY SCORE ON THE TEST

SUGGESTED ACCOMMODATIONS

- RE-WORDING TEST QUESTIONS FOR EASIER COMPREHENSION
- EXTENDING THE LENGTH OF TIME TO COMPLETE THE TEST
- READING TEST QUESTIONS/DIRECTIONS
- QUIET TESTING ENVIRONMENT OUTSIDE OF THE ROOM

LEVEL 2: MID-LEVEL SUPPORT

GRADING: MODIFIED GRADE-RECORDED

HIGHEST SCORE POSSIBLE 80-89%

SUGGESTED MODIFICATIONS:

- USING NOTES
- RE-WORDING TEST QUESTIONS FOR EASIER COMPREHENSION
- EXTENDING THE LENGTH OF TIME TO COMPLETE THE ASSESSMENT
- READING TEST QUESTIONS/DIRECTIONS

LEVEL 1: MAXIMUM SUPPORT

GRADING: MODIFIED GRADE – RECORDED

HIGHEST TEST SCORE POSSIBLE 75-79%

SUGGESTED MODIFICATIONS:

- BRAINSTORMING – GROUP ANSWERS – SIMILAR ANSWERS
- USE OF TEXTBOOKS AND/OR NOTES
- RE-WORDING TEST QUESTIONS FOR EASIER COMPREHENSION
- EXTENDING THE LENGTH OF TIME TO COMPLETE THE ASSESSMENT
- REDUCING THE NUMBER OF TEST QUESTIONS/CHOICES
- READING TEST QUESTIONS ALOUD

ASSESSMENT AREA:

- NEEDS MORE TIME
- COMPLETE
- INCOMPLETE

STUDENT BEHAVIOR

- ACCEPTABLE (QUIET, FOCUSED)
- UNACCEPTABLE (DISTRACTING OTHER STUDENTS, TALKING)

MULTIPLE MEASURES PROJECT REQUIREMENTS

- I. COLLECT DATA (BASELINE & FREQUENCY; OBSERVATIONAL DATA) FROM CURRENT STUDENT (REAL-TIME SCENARIO)
 - a. CONTENT AREAS: *READING, WRITING, MATH* OR ALL THREE
 - b. FORMAL AND INFORMAL ASSESSMENTS (DEVELOPMENTAL & ACADEMIC)
 - c. INCLUDE:
 - i. K-12 TARGET AREAS OF STRENGTHS AND WEAKNESS
 - ii. DATA TO SHOW MONITORING OF STUDENT READING, WRITING OR MATH DEVELOPMENT
 - iii. PLANNING FOR APPROPRIATE INSTRUCTIONAL DESIGN CONSIDERING THE FOLLOWING:
 1. CHARACTERISTICS OF STUDENT
 2. INDIVIDUALIZED LEARNING GOALS
 3. BEHAVIORAL GOALS
 4. CAREER GOALS
 5. LIFE SKILLS
2. RESOURCE: [HTTP://WWW.PENT.CA.GOV/INDEX.HTM](http://www.pent.ca.gov/index.htm)
3. SUBMIT MULTIPLE MEASURES PROJECT VIA SCHOOLGY DROPBOX.

MULTIPLE MEASURES PROJECT:	REFLECTS BEST PRACTICES	MEETS	APPROACHING
<p>THE PROJECT IDENTIFIES:</p> <p>I. DATA (BASELINE & FREQUENCY; OBSERVATIONAL DATA) FROM CURRENT STUDENT (REAL-TIME SCENARIO)</p> <p>A. CONTENT AREAS: READING, WRITING, MATH OR ALL THREE</p> <p>B. FORMAL AND INFORMAL ASSESSMENTS:</p> <p>I. K-12 TARGET AREAS OF STRENGTHS AND WEAKNESS</p> <p>II. DATA TO SHOW MONITORING OF STUDENT READING, WRITING OR MATH DEVELOPMENT</p> <p>III. PLANNING FOR APPROPRIATE INSTRUCTIONAL DESIGN CONSIDERING THE FOLLOWING:</p> <p>1. CHARACTERISTICS OF STUDENT</p> <p>2. INDIVIDUALIZED LEARNING GOALS</p> <p>3. BEHAVIORAL GOALS</p> <p>4. CAREER GOALS</p> <p>5. LIFE SKILLS</p>	<p><input type="checkbox"/> <u>ALL</u> REQUIREMENTS ARE INCLUDED AND ARE WELL DEVELOPED.</p>	<p><input type="checkbox"/> ALL OR MOST REQUIREMENTS ARE INCLUDED, BUT SOME NEED DEVELOPMENT. THE DATA PROVIDED MAY NOT BE FOCUSED ON LEARNERS.</p>	<p><input type="checkbox"/> <u>FEW OR NONE</u> OF THE POINTS ARE INCLUDED.</p> <p><input type="checkbox"/> DATA AREA(S) ARE <u>VAGUE, UNCLEAR, OR AMBIGUOUS.</u></p>

FIELD SUPERVISION – SPECIAL EDUCATION

ESMM620 – YEAR 1

ESMM730 – YEAR 2

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

FIELD SUPERVISOR: _____

CLASS MEETING TIME: SEPTEMBER – JUNE OF ACADEMIC YEAR

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

COURSE DESCRIPTION:

CANDIDATES WILL ENGAGE IN RELEVANT FIELD EXPERIENCES AT THEIR OWN SCHOOL SITE AS THEY ENGAGE IN A COACHING PROCESS WITH AN ASSIGNED SUPERVISOR. CANDIDATES WILL ESTABLISH PRODUCTIVE, WORKING RELATIONSHIPS WITH THEIR SUPERVISORS TO PROMOTE STUDENT SUCCESS AND TEACHER GROWTH, AS MEASURED BY THE DISPOSITION CHECKLIST AND THE FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA). GUIDED BY THE CALTPE STANDARDS AND THEIR ACTION PLANS, SUPERVISORS AND CANDIDATES WILL COLLABORATE THROUGHOUT THE YEAR TO FOSTER THE CANDIDATE’S GROWTH AS A TEACHER.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS AND ASC CANDIDATES ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):

- RELEVANT MATERIALS FROM COURSEWORK
- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE FIELD SUPERVISOR.

DOCUMENTS AND DATA COLLECTION TOOLS:

- DISPOSITION CHECKLIST
- FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA)
- GOAL-SETTING REFLECTION (SEPTEMBER)
- VIDEO OBSERVATION AND COLLABORATION
- OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS
- SUMMATIVE REFLECTION (JUNE)

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> PROFESSIONAL DISPOSITION CHECKLIST AND FEPPA (FORMAL OBSERVATIONS) VIDEO OBSERVATION AND DEBRIEF INFORMAL COLLABORATION 	75
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> REFLECTIONS 	25
TOTAL		100

FIELD EXPERIENCE REQUIREMENTS AND GENERAL DESCRIPTION OF GRADED MATERIALS:

DISTRICT INTERNS ARE REQUIRED TO COMPLETE FIELD EXPERIENCE DURING THE PRE-SERVICE PROGRAM AND ONGOING DURING THE PROGRAM AS EVIDENCED USING LOG SHEETS, REFLECTIVE JOURNALS, AND FORMATIVE AND SUMMATIVE ASSESSMENTS. DISTRICT INTERNS ARE AFFORDED THE OPPORTUNITY TO WORK EFFECTIVELY WITH THE FULL RANGE OF CALIFORNIA'S DIVERSE K-12 STUDENTS AND TO EXPERIENCE A VARIETY OF CLASSROOM SETTINGS, STUDENT POPULATIONS, AND GRADE LEVELS. WHILE ENROLLED IN THE TEACHER PREPARATION PROGRAM, CANDIDATES TAKE PART IN A MODULE-STYLE SETTING THROUGHOUT THE FIRST YEAR. THIS STYLE OF PROGRAM FOSTERS COLLABORATION AMONG ALL SINGLE SUBJECT, MULTIPLE SUBJECT, AND EDUCATION SPECIALIST CANDIDATES. THE REFLECTIONS, OBSERVATIONS, AND COLLABORATIONS EMBEDDED WITHIN THE PROGRAM FIELD EXPERIENCE IS DESIGNED TO FOSTER REFLECTION, COLLABORATION, AND RESPECT FOR CONSTRUCTIVE CRITIQUE WITHIN A TEACHER'S PRACTICE. WITH THE IMPLEMENTATION OF SCHOOLGY, CANDIDATES ARE ABLE TO CONTINUE THEIR COLLABORATION AND COMMUNICATION WITH THEIR PEERS ONLINE.

- 1. PROFESSIONAL DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA):** *(PARTICIPATION AND COLLABORATION)*
CANDIDATES WILL HAVE FIVE FORMAL OBSERVATIONS FROM THEIR SUPERVISOR, WHO WILL THEN SCORE THEIR ABILITIES AS AN INSTRUCTION AND EDUCATION PROFESSIONAL USING THE DISPOSITION CHECKLIST AND THE FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT TOOLS. FROM THE STANCE THAT ALL TEACHERS ARE LEARNING AND GROWING THROUGHOUT THEIR CAREERS, THESE TOOLS WILL PROVIDE TARGETED, MANAGEABLE FEEDBACK FOR CANDIDATES THROUGHOUT THEIR TIME IN THIS PROGRAM AND THEIR CLASSROOMS.
- 2. VIDEO OBSERVATION AND DEBRIEF** *(PARTICIPATION AND COLLABORATION)*
CANDIDATES WILL RECORD THEIR CLASSROOM TEACHING TWICE, ONCE IN THE WINTER AND ONCE IN THE SPRING. CANDIDATES WILL REFLECT ON THE VIDEO IN COLLABORATION WITH THEIR SUPERVISOR, SELF-IDENTIFYING AREAS OF GROWTH THEY WOULD LIKE TO PURSUE.
- 3. INFORMAL COLLABORATION** *(PARTICIPATION AND COLLABORATION)*
CANDIDATE AND SUPERVISOR WILL COLLABORATE AROUND THE CANDIDATE'S TEACHING PRACTICE FIVE ADDITIONAL TIMES THROUGHOUT THE ACADEMIC YEAR. THESE COLLABORATIONS WILL TARGET THE IDENTIFIED AREAS OF GROWTH FOR THE TEACHER,

INCLUDING (BUT NOT LIMITED TO) LESSON PLANNING, CLASSROOM MANAGEMENT, SELF-REFLECTION TOOLS, ENGAGEMENT STRATEGIES, AND INSTRUCTIONAL BEST PRACTICES.

4. REFLECTIONS (MEASURABLE ARTIFACTS)

AT FOUR TIMES PRE-DETERMINED TIMES DURING THE ACADEMIC YEAR, CANDIDATES WILL WRITE SUBSTANTIVE REFLECTIONS OF THEIR TEACHING PRACTICE USING PROMPTS PROVIDED IN THE DISTRICT INTERN LOG AND JOURNAL. SUPERVISORS WILL PROVIDE ADDITIONAL THOUGHTS, SUGGESTIONS, AND DIRECTIONS FOR ACTION IN THE FORM OF COMMENTARY AND ASSESSMENT OF THE REFLECTIONS.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

SUGGESTED SUPERVISION CALENDAR:

MONTH	SUGGESTED SUPERVISORY ACTIVITIES
SEPTEMBER	<ul style="list-style-type: none"> • FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) • INFORMAL COLLABORATION
OCTOBER	<ul style="list-style-type: none"> • INFORMAL COLLABORATION • GOAL-SETTING REFLECTION AND FEEDBACK
NOVEMBER	<ul style="list-style-type: none"> • FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
DECEMBER	<ul style="list-style-type: none"> • VIDEO OBSERVATION AND DEBRIEF • INFORMAL COLLABORATION
JANUARY	<ul style="list-style-type: none"> • FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) • REFLECTION AND FEEDBACK
FEBRUARY	<ul style="list-style-type: none"> • INFORMAL COLLABORATION
MARCH	<ul style="list-style-type: none"> • FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT) • REFLECTION AND FEEDBACK
APRIL	<ul style="list-style-type: none"> • VIDEO OBSERVATION AND DEBRIEF • INFORMAL COLLABORATION
MAY	<ul style="list-style-type: none"> • FORMAL OBSERVATION (DISPOSITION CHECKLIST AND FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT)
JUNE	<ul style="list-style-type: none"> • SUMMATIVE REFLECTION AND FEEDBACK

PRACTICUM SYLLABI – GENERAL EDUCATION PROGRAM

- **PRACTICUM B: FOUNDATIONS OF TEACHING**
- **PRACTICUM C: PLANNING FOR DATA-DRIVEN INSTRUCTION**
- **PRACTICUM D: SUPPORTING DIVERSE LEARNING**
- **PRACTICUM E: EFFECTIVE INSTRUCTIONAL DELIVERY**
- **ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING**
- **ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT IN SPECIAL EDUCATION**
- **ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES**

PROGRAM TRACK: EDUCATION SPECIALIST – MILD/MODERATE

INSTRUCTOR: INSTRUCTOR WILL BE IN CONNECTION WITH THE APPLICABLE MODULE

DATES OF COURSE: DATES OF THE COURSE WILL BE IN CONNECTION WITH THE APPLICABLE MODULE

PRACTICUM MEETING TIME: VIA SCHOOLGY

CONTACT: VIA SCHOOLGY MESSENGER

FSE VISION STATEMENT:

TO PREPARE TEACHERS FOR SERVICE IN PUBLIC SCHOOLS WITH COMPETENCE AND SENSITIVITY THAT WILL ENABLE THEM TO DEVELOP STUDENTS TO THEIR FULLEST POTENTIAL.

FSE MISSION STATEMENT:

TO PREPARE ELIGIBLE INDIVIDUALS AN AFFORDABLE AND CONVENIENT WAY TO EARN A CALIFORNIA TEACHING CREDENTIAL WHILE MEETING CALIFORNIA’S DEMAND FOR NEW TEACHERS.

CONCEPTUAL FRAMEWORK:

1. HIGH EXPECTATIONS
2. CHOICE AND COMMITMENT
3. MORE TIME
4. FOCUS ON RESULTS
5. CITIZENSHIP

PRACTICUM DESCRIPTION:

THE PRACTICUM EMBEDDED WITHIN THE PROGRAM SUPPORTS DISTRICT INTERNS IN THE APPLICATION OF THEIR GROWING UNDERSTANDINGS AND PRACTICE FROM THEIR MODULE COURSEWORK TO THEIR CLINICAL PRACTICE EXPERIENCES WITH THEIR K-12 STUDENTS IN CALIFORNIA PUBLIC SCHOOL CLASSROOMS. THE READINGS AND EXPERIENCES OF THE PRACTICUM SEEK EXTEND THE DISTRICT INTERN’S LEARNING BY CONNECTING THEORY AND PRACTICE, GROUNDED IN RESEARCH-BASED, PRACTICE-FOCUSED LITERATURE. THESE READINGS, VIDEO LECTURES, AND EXPERIENCES ARE ALL AIMED AT SUPPORTING BEGINNING TEACHERS’ PRACTICE, AS ALIGNED WITH THE CALTPE STANDARDS AND CONNECTED WITH DISTRICT INTERN’S WORK WITH THEIR FIELD SUPERVISORS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

STUDENT LEARNING OUTCOMES:

STUDENT LEARNING OUTCOMES (SLO'S) FOUNDATIONALLY DESCRIBE WHAT OUR DISTRICT INTERNS AND ASC CANDIDATES ARE ABLE TO DEMONSTRATE IN TERMS OF KNOWLEDGE, SKILLS, AND VALUES UPON COMPLETION OF A PROGRAM. OUR SLO'S INCLUDE:

- (1) THE ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY TO DRIVE THE DISSEMINATION OF IDEAS AND CIVIC DISCOURSE;
- (2) THE ABILITY TO ANALYZE, ASSESS, AND USE INFORMATION TO DRIVE DECISION MAKING;
- (3) THE ABILITY TO WORK COLLABORATIVELY TO DRIVE RESULTS;
- (4) THE ABILITY TO UNDERSTAND AND APPRECIATE MULTIPLE PERSPECTIVES TO DRIVE SOCIAL JUSTICE AND PROMOTE GOOD CITIZENSHIP.

THESE OUTCOMES ARE ROUTINELY ASSESSED BY PROGRAM FACULTY AS A WAY OF INFORMING PROGRAMMATIC IMPROVEMENT EFFORTS.

REQUIRED TEXT(S)/RESOURCE(S):

- RELEVANT MATERIALS FROM COURSEWORK
- CURRENT AND CONFIRMED RESEARCH-BASED ARTICLES AS DETERMINED BY THE INSTRUCTOR.

GRADING SYSTEM AND GRADE POINTS:

A	100	(4.0)	C+	79-77	(2.3)
A-	92-90	(3.7)	C	76-74	(2.0)
B+	89-87	(3.3)	C-	73-70	(1.7)
B	86-84	(3.0)	D+	69-67	(1.3)
B-	83-80	(2.7)	D	66-60	(1.0)
			F	59 AND BELOW	(0.0)

GRADING CRITERIA:

GRADED ASSIGNMENTS		%
I.	PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • PROFESSIONAL DISPOSITION CHECKLIST • DISCUSSION THREADS VIA SCHOOLGY 	30
II.	MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • CURRENT TREND REFLECTIONS • SITE-BASED LEARNING EXPERIENCES 	70
TOTAL		100

PRACTICUM REQUIREMENTS AND GENERAL DESCRIPTION OF GRADED MATERIALS:

DISTRICT INTERNS ARE REQUIRED TO COMPLETE FIELD EXPERIENCES DURING THE PRE-SERVICE PROGRAM AND ONGOING DURING THE PROGRAM AND ARE AFFORDED THE OPPORTUNITY TO WORK EFFECTIVELY WITH THE FULL RANGE OF CALIFORNIA'S DIVERSE K-12 STUDENTS AND TO EXPERIENCE A VARIETY OF CLASSROOM SETTINGS, STUDENT POPULATIONS, AND GRADE LEVELS. PRACTICUM HOURS ARE EMBEDDED WITHIN COURSES AND CONNECTED TO THEIR FIELD SUPERVISION, DESIGNED TO HELP DISTRICT INTERNS DIRECTLY CONNECT THEIR PRACTICE WITH THE FOUNDATIONAL AND CONTEMPORARY RESEARCH. WHILE ENROLLED IN THE PROGRAM, DISTRICT INTERNS PARTICIPATE IN MODULE-STYLE COURSEWORK THROUGHOUT THE FIRST YEAR. THIS STYLE OF PROGRAM FOSTERS COLLABORATION AMONG ALL SINGLE SUBJECT, MULTIPLE SUBJECT, AND EDUCATION SPECIALIST CANDIDATES. THE EXPERIENCES AND ARTIFACTS EMBEDDED WITHIN THE PROGRAM COURSEWORK, PRACTICUM, AND FIELD EXPERIENCES ARE DESIGNED TO FOSTER REFLECTION, COLLABORATION, AND RESPECT FOR CONSTRUCTIVE CRITIQUE WITHIN A TEACHER'S PRACTICE. WITH THE IMPLEMENTATION OF SCHOOLGY, CANDIDATES ARE ABLE TO CONTINUE THEIR COLLABORATION, COMMUNICATION, AND APPLICATION WITH THEIR PEERS TO EXTEND THEORY TO PRACTICE.

I. **CURRENT TRENDS REFLECTIONS** (*MEASURABLE ARTIFACT*)

CANDIDATES WILL READ SCHOLARLY ARTICLES OR VIEW RECORDED LECTURES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING MULTIPLE AVENUES FOR INTERACTING WITH THE TEXTS. FOR EACH ASSIGNMENT, INTERNS MUST POST RESPONSES ONLINE VIA SCHOOLGY, ENGAGE IN ROBUST DISCUSSION WITH THEIR COLLEAGUES, AND BE PREPARED FOR FURTHER INTEGRATION WITH COURSEWORK.

2. **ON-SITE LEARNING EXPERIENCES** (*MEASURABLE ARTIFACT*)

FOR EACH MODULE OF THE COURSEWORK AND ALIGNED WITH THE RECOMMENDATIONS OF THEIR FIELD SUPERVISORS, DISTRICT INTERNS WILL BE TASKED WITH VARIOUS ON-SITE LEARNING EXPERIENCES DESIGNED TO SUPPORT THEIR GROWING CLASSROOM PRACTICE, THEIR COLLABORATION WITH COLLEAGUES, AND THEIR CONNECTIONS AND RELATIONSHIPS WITH STUDENTS, FAMILIES, AND COMMUNITY MEMBERS. GUIDED BY REFLECTION QUESTIONS, DISTRICT INTERNS WILL REFLECT ON THEIR EXPERIENCES ON-SITE AND BE ASKED TO MAKE DIRECT CONNECTIONS BETWEEN THEIR EXPERIENCES, THE LITERATURE OF THE COURSEWORK AND PRACTICUM, AND THE COMMENTS AND FEEDBACK OF THEIR FIELD SUPERVISOR AND/OR ON-SITE MENTOR.

3. ACTIVE CLASS PARTICIPATION ELEMENTS (*PARTICIPATION AND COLLABORATION*)

PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION

SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF

ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION

4. PROFESSIONAL DISPOSITION CHECKLIST: (*PARTICIPATION AND COLLABORATION*)

DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

PRACTICUM SESSIONS – SPECIAL EDUCATION PROGRAM:

MODULE/COURSE	PRACTICUM MEASUREABLE ARTIFACTS THEORY TO PRACTICE	TPE; STUDENT LEARNING OUTCOMES
MODULE B PRACTICUM B	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> • READ AND RESPOND TO THE REFLECTION PROMPTS FOR CAMPANO’S (2007) “CARMEN’S UNWRITTEN STORY” (POSTED ON SCHOOLGY). • VIEW AND RESPOND TO THE REFLECTION PROMPTS FOR KEN ROBINSON’S TED TALK “DO SCHOOLS KILL CREATIVITY?” (2006) (POSTED ON SCHOOLGY). <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> • SEEK OUT A TEACHER WITH STRONG CLASSROOM MANAGEMENT AND CULTURE AND CONDUCT A 15 MINUTE OBSERVATION. WHAT, IF ANY, OF LEMOV’S (2010; <i>TEACH LIKE A CHAMPION</i>) STRATEGIES DOES THAT TEACHER USE? WHAT RESULT DID YOU SEE IN THE CLASSROOM? WHAT TAKE AWAYS AND CONNECTIONS CAN YOU MAKE TO YOUR OWN PRACTICE? POST YOUR RESPONSE ON SCHOOLGY. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> • RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS’ REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	<p>TPE: 1, 2, 3</p> <p>SLO: 2, 4</p>
MODULE C PRACTICUM C	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> • READ CHAPTER 1 FROM WILLIS’ (2007) <i>READING COMPREHENSION RESEARCH AND TESTING IN THE U.S.: UNDERCURRENTS OF RACE, CLASS, AND POWER IN THE STRUGGLE FOR MEANING</i>. RESPOND TO THE PROMPTS FOUND ON SCHOOLGY. 	<p>TPE: 1, 3, 4, 5, 6</p> <p>SLO: 2, 3, 4</p>

	<ul style="list-style-type: none"> VIEW AND RESPOND TO THE REFLECTION PROMPTS FOR SAL KHAN’S TED TALK (2015) “LET’S TEACH FOR MASTERY — NOT TEST SCORES.” POST YOUR RESPONSES AND REFLECTIONS ON SCHOOLGY. <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> IN COLLABORATION WITH YOUR FIELD SUPERVISOR, IDENTIFY ONE AREA OF YOUR PEDAGOGY (I.E. SPECIFIC COMPONENT OF THE LESSON PLAN; ASSESSMENT). THEN, MAKE TIME TO TALK TO ANOTHER TEACHER AT YOUR SCHOOL IN A DIFFERENT DISCIPLINE (SS/ES) OR DIFFERENT GRADE LEVEL (MS). ASK HOW THEY HANDLE THAT ASPECT OF THEIR TEACHING PRACTICE, PULLING EXAMPLES IF APPROPRIATE. USING THE FRAMEWORKS AND STANDARDS FOR YOUR GRADE-LEVEL/CONTENT, FIND A WAY TO INCORPORATE THE STRATEGY INTO YOUR OWN PRACTICE. POST YOUR RESPONSE ON SCHOOLGY. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS’ REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	
<p>MODULE D PRACTICUM D</p>	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> FIND YOUR APPROPRIATE GRADE-LEVEL OR CONTENT AREA DIFFERENTIATION STRATEGIES ARTICLE POSTED ON SCHOOLGY. REVIEW AND RESPOND TO THE PROMPTS LOCATED THERE. READ AND RESPOND TO THE PROMPTS PROVIDED FOR BLANCHETT ET AL.’S (2009) “THE INTERSECTION OF RACE, CULTURE, LANGUAGE, AND DISABILITY: IMPLICATIONS FOR URBAN EDUCATION” (POSTED ON SCHOOLGY). <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> CONDUCT AN OBSERVATION OF YOUR STUDENTS AT RECESS OR LUNCH USING THE OBSERVATION TEMPLATE AND QUESTIONS AROUND SOCIAL AND EMOTIONAL HEALTH (POSTED ON SCHOOLGY). COMPILE YOUR OBSERVATIONS AND HOW YOU WILL APPLY THIS NEW PERSPECTIVE TO YOUR TEACHING PRACTICE. POST YOUR RESPONSE ON SCHOOLGY, CITING AT LEAST ONE READING THAT HELPS YOU BETTER UNDERSTAND YOUR STUDENTS’ INTERACTIONS. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS’ REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	<p>TPE: 1, 2, 3, 4, 5, 6</p> <p>SLO: 2, 4</p>
<p>MODULE E PRACTICUM E</p>	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> APPLY ONE OF TOVANI’S (2000; <i>I READ IT BUT I DON’T GET IT</i>) STRATEGIES TO A LESSON (CAN BE COMPONENT OR WHOLE LESSON, BUT IT SHOULD BE FOR THE WHOLE CLASS). UPLOAD THE RESOURCE/DIRECTIONS TO SCHOOLGY AND REFLECT ON THE PROMPTS POSTED THERE. READ “KIPP: FLIPPED CLASSROOM” AND CONSIDER THE ESSENTIAL COMPONENTS PRESENTED IN THE PIECE. THEN, 	<p>TPE: 1, 3, 4, 6</p> <p>SLO: 1, 2, 4</p>

	<p>REFLECT ON THE WRITING PROMPTS POSTED ON SCHOOLGY.</p> <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> HAVE STUDENTS COMPLETE A SHORT SURVEY ABOUT THEIR PREFERRED LEARNING STYLES AND MODES (SOME EXAMPLES ARE POSTED ON SCHOOLGY). IN COLLABORATION WITH YOUR FIELD SUPERVISOR AND/OR ON-SITE MENTOR, CONSIDER WAYS TO INCORPORATE SOME OF YOUR STUDENTS' INSIGHTS INTO YOUR CLASSROOM PRACTICE (MAY TIE INTO THE COMPETENCY-BASED ARTIFACT FOR THIS MODULE). POST YOUR REFLECTION IN RESPONSE TO THE PROMPTS ON SCHOOLGY. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	
ESMM 201	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> FIND YOUR APPROPRIATE GRADE-LEVEL OR CONTENT AREA RESOURCE POSTED ON SCHOOLGY. REVIEW AND RESPOND TO THE PROMPTS LOCATED THERE. READ AND RESPOND TO THE PROMPTS FOR COLLINS'S (2011) "MY MOM SAYS I'M REALLY CREATIVE!": DIS/ABILITY, POSITIONING, AND RESISTANCE IN MULTIMODAL INSTRUCTIONAL CONTEXTS" (POSTED ON SCHOOLGY) <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> REFLECT ON THE LEARNING ENVIRONMENT OF YOUR SCHOOL, YOUR CLASSROOM, AND THE OTHER CLASSROOMS IN WHICH YOUR STUDENTS SPEND THEIR DAY. DOCUMENT THESE SPACES (DRAWINGS, PHOTOGRAPHS, NARRATIVE DESCRIPTIONS, ETC.) AND THE IMPRESSIONS THEY LEFT ON YOU. ENGAGE YOUR STUDENTS IN THE ACTIVITY, ASKING THEM TO CONTRIBUTE THEIR OWN PERCEPTIONS. RESPOND TO THE REFLECTION PROMPTS POSTED ON SCHOOLGY, AND SITUATE YOUR ANSWERS WITHIN RELEVANT BODIES OF LITERATURE. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	<p>TPE: 1, 2, 5, 6</p> <p>SLO: 2, 3, 4</p>
ESMM 205	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> READ AND RESPOND USING THE PROMPTS POSTED ON SCHOOLGY FOR ONE OF THE ARTICLES ABOUT FAMILIES' EXPERIENCES IN IEP MEETINGS (POSTED ON SCHOOLGY). EXPLORE THE RESOURCES ON SCHOOLGY ADDRESSING STRATEGIES FOR ENGAGING IN DIFFICULT CONVERSATIONS WITH COLLEAGUES, STUDENTS, AND FAMILIES. THIS MAY INCLUDE A CHALLENGING CONVERSATION AT AN IEP, IN A PLANNING SESSION, COLLABORATION REGARDING STUDENT ACCOMMODATIONS/MODIFICATIONS, ADDRESSING PARENT CONCERNS, OR PROFESSIONAL LEARNING COMMUNITY 	<p>TPE: 1, 4, 6</p> <p>SLO: 1, 2, 4</p>

	<p>DISCUSSIONS: SELECT ONE STRATEGY YOU HAVE ALREADY TRIED AND REFLECT ON YOUR EXPERIENCE USING IT; SELECT TWO ADDITIONAL STRATEGIES YOU INTENT TO IMPLEMENT AND EXPLAIN WHY YOU THINK THEY MAY BE EFFECTIVE IN SUPPORTING YOUR PRACTICE. CONSIDER ANY ETHICAL OBLIGATIONS YOU OR OTHER STAKEHOLDERS MAY BE STEADFASTLY HOLDING TO IN THIS INTERACTION THAT MUST BE ADDRESSED BEFORE MOVING FORWARD.</p> <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> REFLECT BACK ON A DIFFICULT OR UNPRODUCTIVE COLLABORATION OR DISCUSSION WITH A COLLEAGUE. WRITE OUT THE INTERACTION IN NARRATIVE FORM, TRYING TO INCORPORATE AS MANY DETAILS AS YOU CAN (SEE INSTRUCTIONS FOR VIGNETTE WRITING ON SCHOOLGY). POST YOUR VIGNETTE, AND RESPOND TO TWO COLLEAGUES' VIGNETTES, GROUNDING YOUR RESPONSE IN CONCRETE OBSERVATIONS AND IN THE LITERATURE. BASED ON YOUR COLLEAGUES' FEEDBACK, WHAT LESSONS ARE YOU LEARNING FROM THIS EXPERIENCE? SEE SCHOOLGY FOR SPECIFIC PROMPTS. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	
<p>ESMM 206</p>	<p>CURRENT TRENDS REFLECTION</p> <ul style="list-style-type: none"> EXPLORE THE NATIONAL WRITING PROJECT'S <i>EDUCATION INNOVATOR</i> SITE (LINKED ON SCHOOLGY). IDENTIFY AN ARTICLE OR SECTION OF THE SITE THAT SPEAKS TO YOUR CURRENT PEDAGOGY. LINK THE RESOURCE IN YOUR POSTED REFLECTION, TYING AT LEAST TWO ADDITIONAL ARTICLES/RESOURCES IN YOUR REFLECTION AND ANALYSIS. REVIEW WILLEM AND LEAHY'S <i>EMBEDDING FORMATIVE ASSESSMENT</i>. SELECT A PASSAGE OR TECHNIQUE, AND REFLECT ON THE PROMPTS POSTED ON SCHOOLGY. <p>SITE-BASED LEARNING EXPERIENCE</p> <ul style="list-style-type: none"> IDENTIFY A STUDENT WHO HAS UNEVEN ACADEMIC PERFORMANCE, AND PULL DATA AND CLASSROOM ARTIFACTS FOR THAT STUDENT IN AN AREA/CONTENT OF STRENGTH AND ONE OF GROWTH. IN COLLABORATION WITH YOUR FIELD SUPERVISOR AND/OR ON-SITE MENTOR, AS WELL AS ANY OTHER COLLABORATING TEACHERS, DECIDE POSSIBLE PLANS OF ACTION TO LEVERAGE THE STRENGTHS OF THE STUDENT TO SUPPLEMENT THE AREA OF GROWTH. SHARE OPTIONS WITH THE STUDENT FOR INPUT. POST THE DATA REFLECTION, ACTION PLANS, AND REFLECTION FROM THE CONVERSATION WITH THE STUDENT ON SCHOOLGY. <p>DISCUSSION/PARTICIPATION</p> <ul style="list-style-type: none"> RESPOND PRODUCTIVELY AND CONSTRUCTIVELY TO PEERS' REFLECTIONS, CONNECTING TO COURSEWORK AND READINGS WHEN APPROPRIATE 	<p>TPE: 3, 5, 6</p> <p>SLO: 1, 2, 4</p>

NON-DISCRIMINATION STATEMENT

FORTUNE SCHOOL ADMITS STUDENTS OF ANY RACE, COLOR, GENDER, NATIONAL AND ETHNIC ORIGIN, SEXUAL ORIENTATION, POLITICAL AFFILIATION, AND RELIGIOUS BELIEFS TO ALL THE RIGHTS, PRIVILEGES, PROGRAMS, AND ACTIVITIES GENERALLY ACCORDED OR MADE AVAILABLE TO STUDENTS AT THE SCHOOL. FORTUNE SCHOOL DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, GENDER, NATIONAL AND ETHNIC ORIGIN, SEXUAL ORIENTATION, POLITICAL AFFILIATION, AND/OR RELIGIOUS BELIEFS IN ADMINISTRATION OF ITS EDUCATIONAL POLICIES, ADMISSIONS POLICIES, AND ALL OTHER SCHOOL-ADMINISTERED PROGRAMS. FORTUNE SCHOOLS COMMITTED TO PROVIDING ACCESS AND REASONABLE ACCOMMODATIONS TO PERSONS WITH DISABILITIES.

ADMISSIONS REQUIREMENTS

PRE-SERVICE PROGRAM

BEFORE STUDENTS OFFICIALLY BEGIN THEIR TEACHING INTERNSHIP, IT'S MANDATED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING THAT THEY SUCCESSFULLY COMPLETE 160 HOURS OF PRE-SERVICE INSTRUCTION. PRE-SERVICE IS A RIGOROUS "BOOT CAMP" FOR PROSPECTIVE TEACHERS, DESIGNED TO ENSURE THEY ARE FULLY PREPARED FOR THE CLASSROOM. SUCCESSFUL COMPLETION OF PRE-SERVICE IS ALSO A PREREQUISITE FOR ADMISSION TO FORTUNE SCHOOL'S TEACHER CREDENTIAL PROGRAMS.

OFFERED IN THE SUMMER, FORTUNE SCHOOL PRE-SERVICE PROGRAM PROVIDES STUDENTS AN INTRODUCTION TO CLASSROOM MANAGEMENT, LESSON PLANNING, AND INSTRUCTIONAL STRATEGIES WITH A FOCUS ON READING AND SECOND-LANGUAGE LEARNERS.

ADMISSIONS – PRE-SERVICE PROGRAM

ELIGIBILITY CRITERIA

1. [ADMISSION APPLICATION](#)
2. OFFICIAL TRANSCRIPTS WITH BACHELOR'S DEGREE POSTED
3. PASS CALIFORNIA BASIC EDUCATION SKILLS TEST (CBEST) OR OTHER CTC-APPROVED BASIC SKILLS REQUIREMENT ROUTE
4. ONE PAGE RESUME
5. ONE PAGE PERSONAL STATEMENT REGARDING YOUR MOTIVATION FOR ENTERING THE TEACHING PROFESSION, AND YOUR GOALS FOR PROMOTING STUDENT ACADEMIC ACHIEVEMENT
6. THREE PROFESSIONAL RECOMMENDATIONS
MUST BE SUBMITTED USING [FSE'S RECOMMENDATION FORM](#), INCLUDING AN ORIGINAL SIGNATURE FROM THE RECOMMENDER
7. APPLICATION FEE (NON-REFUNDABLE): EARLY BIRD DEADLINE = \$60
REGULAR DEADLINE = \$75
LATE DEADLINE = \$100
8. PROOF OF PASSING A COLLEGIATE LEVEL COURSE OR EXAMINATION IN THE U.S. CONSTITUTION WWW.USCONSTITUTIONEXAM.COM
9. CERTIFICATE OF CLEARANCE ISSUED BY CALIFORNIA COMMISSION ON TEACHER CREDENTIALING WITH NO CONVICTIONS WWW.CTC.CA.GOV
10. SUCCESSFUL INTERVIEW WITH FSE ADMISSION PANEL

ONCE APPLICANTS ARE ACCEPTED INTO THE PRE-SERVICE PROGRAM, THEY MUST SUCCESSFULLY COMPLETE THE PRE-SERVICE PROGRAM WITH AT LEAST A B AVERAGE AND EARN POSITIVE RECOMMENDATIONS FROM FACULTY AND STAFF. SUCCESSFUL COMPLETION OF THE PRE-SERVICE PROGRAM WILL LEAD TO ELIGIBILITY TO ENTER THE DISTRICT INTERN PROGRAM.

COURSE MATRIX

EDUCATION SPECIALIST MILD/MODERATE DISABILITIES PROGRAM STANDARDS

IN THE MATRIX BELOW DENOTE THE CANDIDATES' OPPORTUNITY TO LEARN AND MASTER THE COMPETENCIES LISTED. THE REQUIRED COURSE NAMES AND NUMBERS SHOULD GO ACROSS THE TOP OF THE MATRIX, REPLACING THE "COURSE TITLE AND NUMBER" TEXT BELOW. FOR EACH COMPETENCY, NOTE WHEN THE PROGRAM/CANDIDATE INTRODUCES (I), PRACTICES (P), AND ASSESSES (A) THE COMPETENCY. NOTATIONS MAY OCCUR UNDER MORE THAN ONE COURSE HEADING. EACH NOTATION SHOULD LINK TO A SPECIFIC PLACE IN THE SYLLABUS WITHIN THAT COURSE THAT DEMONSTRATES THAT THIS IS OCCURRING.

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
PROGRAM DESIGN STANDARDS																
2	CANDIDATES KNOW THE PHILOSOPHY, HISTORY AND LEGAL REQUIREMENTS, AND ETHICAL PRACTICES OF SPECIAL EDUCATION. THIS CURRICULUM INCLUDES STATE AND FEDERAL MANDATES, LEGAL REQUIREMENTS FOR ASSESSMENT, INDIVIDUALIZED FAMILY SERVICE PROGRAM (IFSP), INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT AND MONITORING, SERVICES, AND INSTRUCTION OF STUDENTS WITH DISABILITIES.		I, A	I, P, A	I, A				I, P, A		I, P, A	I, P, A		I, P, A	I, A	P, A

STANDARD	COURSE TITLE AND NUMBER	CANDIDATE COMPETENCY	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
		CANDIDATES DEMONSTRATE ETHICAL STANDARDS, TEACHING, AND EVIDENCE BASED EDUCATIONAL PRACTICES IN RELATION TO THEORIES, RESEARCH AND REGULATIONS NECESSARY TO THE PROVISION OF SERVICES TO INDIVIDUALS WITH DISABILITIES AND THEIR FAMILIES.			I, A				I, P, A		I, P, A	I, P, A		I, P, A	I, A	P, A
3		CANDIDATES UNDERSTAND AND ACCEPT DIFFERENCES IN CULTURE, CULTURAL HERITAGE, ETHNICITY, LANGUAGE, AGE, RELIGION, SOCIAL ECONOMIC STATUS, GENDER IDENTITY/EXPRESSION, SEXUAL ORIENTATION, AND ABILITIES AND DISABILITIES OF INDIVIDUALS SERVED.			I, A							I, P, A		I, P, A	I, A	P, A
		CANDIDATES ARE KNOWLEDGEABLE OF AND ABLE TO APPLY PEDAGOGICAL THEORIES, DEVELOPMENT OF ACADEMIC LANGUAGE AND PRINCIPLES/PRACTICES FOR ENGLISH LANGUAGE USAGE LEADING TO COMPREHENSIVE LITERACY IN ENGLISH.			I, A							I, P, A		I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES DEMONSTRATE KNOWLEDGE, SKILLS AND ABILITIES TO BECOME PROFICIENT IN IMPLEMENTING EVIDENCE BASED AND MULTIFACETED METHODOLOGIES AND STRATEGIES NECESSARY IN TEACHING AND ENGAGING STUDENTS WITH DISABILITIES FROM DIVERSE POPULATIONS.				L, A							L, P, A		L, P, A	L, A	P, A
4	CANDIDATES COMMUNICATE, COLLABORATE AND CONSULT EFFECTIVELY WITH (1) INDIVIDUALS WITH DISABILITIES AND THEIR PARENTS, AND PRIMARY CAREGIVERS, (2) GENERAL/SPECIAL EDUCATION TEACHERS, AND CO-TEACHERS, RELATED SERVICE PERSONNEL, AND ADMINISTRATORS, (3) TRANS-DISCIPLINARY TEAMS INCLUDING BUT NOT LIMITED TO MULTI-TIERED INTERVENTION STRATEGIES, SECTION 504, IEP/IFSP/ITP.								L, P, A		L, P, A	L, P, A	L, A	L, P, A	L, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES ARE ABLE TO ESTABLISH AND WORK IN PARTNERSHIPS TO DESIGN, IMPLEMENT, AND EVALUATE APPROPRIATE, INTEGRATED SERVICES BASED ON INDIVIDUAL STUDENT NEEDS.								L, P, A		L, P, A	L, P, A	L, A	L, P, A	L, A	P, A
	CANDIDATES COMMUNICATE EFFECTIVELY WITH THE BUSINESS COMMUNITY, PUBLIC AND NON-PUBLIC AGENCIES, TO PROVIDE THE COHESIVE DELIVERY OF SERVICES, AND BRIDGE TRANSITIONAL STAGES ACROSS THE LIFE SPAN FOR ALL LEARNERS.									L, P, A		L, P, A	L, A	L, P, A	L, A	P, A
5	CANDIDATES UNDERSTAND AND USE MULTIPLE SOURCES OF INFORMATION IN ORDER TO PARTICIPATE IN PROGRESS MONITORING AND IN DECISION MAKING REGARDING ELIGIBILITY AND SERVICES.		L, A	L, P, A		L, P, A	L, A	L, P, A	L, P, A	L, P, A		L, P, A		L, P, A	L, A	P, A
	CANDIDATES DEMONSTRATE KNOWLEDGE AND SKILL NEEDED TO ASSESS STUDENTS FROM DIVERSE BACKGROUNDS AND VARYING LANGUAGE, COMMUNICATION, AND COGNITIVE ABILITIES.		L, A	L, P, A		L, P, A	L, A	L, P, A	L, P, A	L, P, A		L, P, A		L, P, A	L, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES USE BOTH FORMAL AND INFORMAL ASSESSMENTS TO EVALUATE STUDENTS' NEEDS AND STRENGTHS FOR THE PURPOSE OF MAKING ACCOMMODATIONS, MODIFICATIONS, INSTRUCTIONAL DECISIONS AND ONGOING PROGRAM IMPROVEMENTS.		I, A	I, P, A		I, P, A	I, A	I, P, A	I, P, A	I, P, A		I, P, A		I, P, A	I, A	P, A
	CANDIDATES DEMONSTRATE THE KNOWLEDGE OF REQUIRED STATEWIDE ASSESSMENTS AND LOCAL, STATE AND FEDERAL ACCOUNTABILITY SYSTEMS.		I, A	I, P, A		I, P, A	I, A	I, P, A	I, P, A	I, P, A		I, P, A		I, P, A	I, A	P, A
6	CANDIDATES ACQUIRE THE ABILITY TO USE COMPUTER-BASED TECHNOLOGY TO FACILITATE THE TEACHING AND LEARNING PROCESS.					I, P, A		I, P, A				I, P, A		I, P, A	I, A	P, A
	CANDIDATES DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE APPROPRIATE USE OF COMPUTER-BASED TECHNOLOGY FOR INFORMATION COLLECTION, ANALYSIS AND MANAGEMENT IN THE INSTRUCTIONAL SETTING.					I, P, A		I, P, A				I, P, A		I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES DEMONSTRATE KNOWLEDGE OF ASSISTIVE TECHNOLOGY INCLUDING LOW AND HIGH EQUIPMENT AND MATERIALS TO FACILITATE COMMUNICATION, CURRICULUM ACCESS, AND SKILL DEVELOPMENT OF STUDENTS WITH DISABILITIES.					I, P, A		I, P, A				I, P, A		I, P, A	I, A	P, A
7	CANDIDATES ARE ABLE TO PLAN, IMPLEMENT, AND EVALUATE TRANSITIONAL LIFE EXPERIENCES FOR STUDENTS WITH DISABILITIES ACROSS THE LIFESPAN.											I, P, A	I, A	I, P, A	I, A	P, A
	CANDIDATES COLLABORATE WITH PERSONNEL FROM OTHER EDUCATIONAL AND COMMUNITY AGENCIES TO PLAN FOR SUCCESSFUL TRANSITIONS BY STUDENTS.											I, P, A	I, A	I, P, A	I, A	P, A
	CANDIDATES DEMONSTRATE THE KNOWLEDGE AND ABILITY TO TEACH STUDENTS APPROPRIATE SELF-DETERMINATION AND EXPRESSION SKILLS.											I, P, A	I, A	I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
8	CANDIDATES DEMONSTRATE THE ABILITY TO PARTICIPATE EFFECTIVELY AS A TEAM MEMBER AND/OR CASE MANAGER FOR THE IFSP/IEP/TRANSITION PLANNING PROCESS, FROM PRE-REFERRAL INTERVENTIONS AND REQUISITE ASSESSMENT PROCESSES, THROUGH PLANNING SPECIALLY-DESIGNED INSTRUCTION TO SUPPORT ACCESS TO THE CORE CURRICULUM, DEVELOPING APPROPRIATE IFSP/IEP/TRANSITION PLANNING GOALS BASED ON STANDARDS AND FOLLOWING ALL LEGAL REQUIREMENTS OF THE IFSP/IEP/TRANSITION PLANNING PROCESS.										L, P, A	L, P, A		L, P, A	L, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES	
PRELIMINARY TEACHING STANDARDS																	
9	CANDIDATES ARE ABLE TO DELIVER A COMPREHENSIVE PROGRAM OF SYSTEMATIC INSTRUCTION IN READING, WRITING, LISTENING, AND SPEAKING ALIGNED TO THE STATE ADOPTED ENGLISH LANGUAGE ARTS CONTENT STANDARDS AND THE READING/LANGUAGE ARTS FRAMEWORK.						I, A								I, P, A	I, A	P, A
	CANDIDATES ARE ABLE TO MEET THE FULL RANGE OF LEARNERS INCLUDING STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, TYPOLOGIES OF ENGLISH LANGUAGE LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, STUDENTS WHO HAVE NO COMMUNICATION/LANGUAGE SYSTEM, AND ADVANCED LEARNERS WHO HAVE VARIED READING LEVELS AND LANGUAGE BACKGROUNDS.						I, A								I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
10	CANDIDATES HAVE KNOWLEDGE OF LINGUISTIC DEVELOPMENT, FIRST AND SECOND LANGUAGE ACQUISITION, POSITIVE AND NEGATIVE LANGUAGE TRANSFERS, AND HOW HOME LANGUAGE LITERACY CONNECTS TO SECOND LANGUAGE DEVELOPMENT.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
	CANDIDATES LEARN FROM CURRENT RESEARCH AND PRACTICE HOW COGNITIVE, PEDAGOGICAL, AND INDIVIDUAL FACTORS AFFECT STUDENTS' LANGUAGE ACQUISITION.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
	CANDIDATES POSSESS SKILLS FOR MANAGING AND ORGANIZING A CLASSROOM WITH FIRST- AND SECOND-LANGUAGE LEARNERS.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
	CANDIDATES POSSESS SKILLS TO COLLABORATE WITH SPECIALISTS AND PARAPROFESSIONALS.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY
<p>CANDIDATES UNDERSTAND THE IMPORTANCE OF STUDENTS’ FAMILY AND CULTURAL BACKGROUNDS, AND EXPERIENCES IN PLANNING INSTRUCTION AND SUPPORTING STUDENT LEARNING. CANDIDATES COMMUNICATE EFFECTIVELY WITH PARENTS AND FAMILIES.</p> <p>CANDIDATES ARE KNOWLEDGEABLE OF STATE AND FEDERAL LEGAL REQUIREMENTS FOR THE PLACEMENT AND INSTRUCTION OF ENGLISH LEARNERS, AND ETHICAL OBLIGATIONS FOR TEACHING ENGLISH LEARNERS.</p>	<p>COURSE TITLE AND NUMBER</p>
	<p>MODULE B: FOUNDATIONS OF TEACHING</p>
<p>I, P, A</p>	<p>I, A</p>
<p>I, P, A</p>	<p>I, A</p>

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES ARE ABLE TO IMPLEMENT AN INSTRUCTIONAL PROGRAM THAT FACILITATES THE TWO GOALS MANDATED BY CALIFORNIA TO ACQUIRE ACADEMIC ENGLISH AND ACCELERATE GRADE-LEVEL ACADEMIC ACHIEVEMENT, BY EFFECTIVELY USING MATERIALS, METHODS, AND STRATEGIES SO THAT STUDENTS ACQUIRE LISTENING, SPEAKING, READING AND WRITING SKILLS IN ACADEMIC ENGLISH.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
	CANDIDATES KNOW THE PURPOSES, GOALS, AND CONTENT OF THE LOCALLY ADOPTED INSTRUCTIONAL PROGRAM FOR THE EFFECTIVE TEACHING AND SUPPORT OF ENGLISH LEARNERS TO MEET THE TWO GOALS OF ACQUIRING ENGLISH AND ACCELERATING ACADEMIC ACHIEVEMENT.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES UNDERSTAND THE LOCAL AND SCHOOL ORGANIZATIONAL STRUCTURES AND RESOURCES DESIGNED TO MEET THE DIVERSE NEEDS OF ENGLISH LEARNERS (E.G. TYPOLOGIES, HOME LANGUAGE LITERACY, LEVEL OF ENGLISH PROFICIENCY, CULTURAL BACKGROUNDS).			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
	CANDIDATES KNOW HOW TO DIFFERENTIATE INSTRUCTION BASED UPON THEIR STUDENTS' PRIMARY LANGUAGE AND PROFICIENCY LEVELS IN ENGLISH, AND CONSIDERING THE STUDENTS' CULTURE, LEVEL OF ACCULTURATION, AND PRIOR SCHOOLING.			I, P, A	I, A							I, P, A		I, P, A	I, A	P, A
	CANDIDATES DEMONSTRATE HOW TO WRITE IEP GOALS AND OBJECTIVES THAT ARE LINGUISTICALLY APPROPRIATE FOR ENGLISH LEARNERS.			I, P, A	I, A							I, P, A		I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY		COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES UNDERSTAND AND DEMONSTRATE THE IMPORTANCE OF STRUCTURED ORAL INTERACTION IN BUILDING ACADEMIC ENGLISH PROFICIENCY AND FLUENCY.				I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
	CANDIDATES ARE ABLE TO ANALYZE AND ARTICULATE THE LANGUAGE AND LITERACY DEMANDS INHERENT IN CONTENT AREA INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (E.G., LINGUISTIC DEMANDS, LANGUAGE FUNCTION AND FORM, AUDIENCE AND PURPOSE, ACADEMIC VOCABULARY, COMPREHENSION OF MULTIPLE ORAL AND WRITTEN GENRES).				I, P, A	I, A						I, P, A			I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES ARE ABLE TO USE A WIDE VARIETY OF STRATEGIES FOR INCLUDING ELS IN MAINSTREAM CURRICULUM, PROVIDING SCAFFOLDING, MODELING, AND SUPPORT WHILE MAINTAINING ACCESS TO CENTRAL ACADEMIC CONTENT AND PROVIDING OPPORTUNITIES FOR LANGUAGE DEVELOPMENT.			I, P, A	I, A						I, P, A			I, P, A	I, A	P, A
II	CANDIDATES DEMONSTRATE COMPREHENSIVE KNOWLEDGE OF TYPICAL AND ATYPICAL HUMAN DEVELOPMENT FROM THE PRENATAL STAGE THROUGH ADULTHOOD INCLUDING KNOWLEDGE OF DEVELOPMENTAL STAGES AND THEIR IMPLICATIONS FOR LEARNING.	I, A												I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES DEMONSTRATE COMPREHENSIVE KNOWLEDGE OF ATYPICAL DEVELOPMENT ASSOCIATED WITH VARIOUS DISABILITIES AND RISK CONDITIONS (E.G. VISUAL IMPAIRMENT, AUTISM SPECTRUM DISORDERS, CEREBRAL PALSY), RESILIENCE AND PROTECTIVE FACTORS (E.G. ATTACHMENT, TEMPERAMENT), AND THEIR IMPLICATIONS FOR LEARNING.		I, A											I, P, A	I, A	P, A
	CANDIDATES DEMONSTRATE SKILLS REQUIRED TO PROVIDE INFORMATION TO FAMILY MEMBERS REGARDING TYPICAL DEVELOPMENTAL EXPECTATIONS AS WELL AS THE IMPACT OF THE DISABILITY ON DEVELOPMENTAL PROGRESS.		I, A											I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES DEMONSTRATE SKILLS REQUIRED TO ENSURE THAT THE INTERVENTION AND/OR INSTRUCTIONAL ENVIRONMENT ARE APPROPRIATE TO THE STUDENT'S CHRONOLOGICAL AGE, DEVELOPMENTAL DIFFERENCES, AND DISABILITY-SPECIFIC NEEDS.		I, A											I, P, A	I, A	P, A
12	CANDIDATES DEMONSTRATE KNOWLEDGE AND THE ABILITY TO IMPLEMENT SYSTEMS THAT ASSESS, PLAN, AND PROVIDE ACADEMIC AND SOCIAL SKILL INSTRUCTION TO SUPPORT POSITIVE BEHAVIOR IN ALL STUDENTS, INCLUDING STUDENTS WHO PRESENT COMPLEX SOCIAL COMMUNICATION, BEHAVIORAL AND EMOTIONAL NEEDS.								I, P, A					I, P, A	I, A	P, A
	CANDIDATES UNDERSTAND LAWS AND REGULATIONS AS THEY PERTAIN TO PROMOTING BEHAVIOR THAT IS POSITIVE AND SELF-REGULATORY AS WELL AS PROMOTING SAFE SCHOOLS.								I, P, A					I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES	
13	CANDIDATES DEMONSTRATE THE ABILITY TO DEVELOP, IMPLEMENT, ADAPT, MODIFY, AND EVALUATE A VARIETY OF PEDAGOGICAL APPROACHES TO INSTRUCTION, INCLUDING INSTRUCTIONAL SEQUENCES, UNIT AND LESSON PLANS.					I, P, A							I, A	I, P, A	I, A	P, A	
	CANDIDATES DEMONSTRATE UNDERSTANDING AND APPLICATION OF STRATEGIES AND BEST PRACTICES TO DEVELOP DIFFERENTIATED LESSONS AND INSTRUCTIONAL SEQUENCES THAT ARE APPROPRIATE FOR INDIVIDUALS WITH DIVERSE STRENGTHS AND NEEDS IN A VARIETY OF EDUCATIONAL ENVIRONMENTS.						I, P, A							I, A	I, P, A	I, A	P, A
	CANDIDATES DEMONSTRATE ABILITY TO CO-TEACH, COLLABORATE, CONSULT AND WORK IN INSTRUCTIONAL TEAMS TO ENHANCE CURRICULUM AND INSTRUCTION OF STUDENTS WITH DISABILITIES.						I, P, A							I, A	I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES	
14	CANDIDATES KNOW HOW PERSONAL, FAMILY, SCHOOL, COMMUNITY AND ENVIRONMENTAL FACTORS ARE RELATED TO STUDENTS' ACADEMIC, PHYSICAL, EMOTIONAL, CULTURAL AND SOCIAL WELL-BEING.										I, P, A	I, P, A	I, A	I, P, A	I, A	P, A	
	CANDIDATES UNDERSTAND THE EFFECTS OF STUDENT HEALTH AND SAFETY ON LEARNING AND STUDY THE LEGAL RESPONSIBILITIES OF TEACHERS RELATED TO STUDENT HEALTH AND SAFETY.											I, P, A	I, P, A	I, A	I, P, A	I, A	P, A
	CANDIDATES UNDERSTAND AND UTILIZE UNIVERSAL PRECAUTIONS DESIGNED TO PROTECT THE HEALTH AND SAFETY OF THE CANDIDATES THEMSELVES.											I, P, A	I, P, A	I, A	I, P, A	I, A	P, A
	CANDIDATES ACQUIRE KNOWLEDGE OF DIVERSE FAMILY STRUCTURES, COMMUNITY CULTURES, AND CHILD REARING PRACTICES IN ORDER TO DEVELOP RESPECTFUL AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES.											I, P, A	I, P, A	I, A	I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES	
	CANDIDATES UNDERSTAND THE EFFECTS OF FAMILY INVOLVEMENT ON TEACHING, LEARNING, AND ACADEMIC ACHIEVEMENT, INCLUDING AN UNDERSTANDING OF CULTURAL DIFFERENCES IN HOME-SCHOOL RELATIONSHIPS.										I, P, A	I, P, A	I, A	I, P, A	I, A	P, A	
	CANDIDATES UNDERSTAND WHEN AND HOW TO ACCESS SITE-BASED AND COMMUNITY RESOURCES AND AGENCIES IN ORDER TO PROVIDE INTEGRATED SUPPORT TO MEET THE INDIVIDUAL NEEDS OF EACH STUDENT, INCLUDING SOCIAL, HEALTH, EDUCATIONAL, LANGUAGE AND OTHER SERVICES.											I, P, A	I, P, A	I, A	I, P, A	I, A	P, A
	CANDIDATES UNDERSTAND HOW DECISIONS AND COMMON BEHAVIORS OF CHILDREN AND ADOLESCENTS CAN ENHANCE OR COMPROMISE THEIR HEALTH AND SAFETY.											I, P, A	I, P, A	I, A	I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES	
	CANDIDATES KNOW COMMON, CHRONIC AND COMMUNICABLE DISEASES OF CHILDREN AND ADOLESCENTS, AND HOW TO MAKE REFERRALS WHEN THESE DISEASES ARE RECOGNIZABLE AT SCHOOL.										L, P, A	L, P, A	L, A	L, P, A	L, A	P, A	
	CANDIDATES KNOW EFFECTIVE STRATEGIES FOR ENCOURAGING THE HEALTHY NUTRITION OF CHILDREN AND YOUTH.											L, P, A	L, P, A	L, A	L, P, A	L, A	P, A
	CANDIDATES HAVE KNOWLEDGE AND UNDERSTANDING OF THE PHYSIOLOGICAL AND SOCIOLOGICAL EFFECTS OF ALCOHOL, NARCOTICS, DRUGS AND TOBACCO AND WAYS TO IDENTIFY, REFER AND SUPPORT STUDENTS AND THEIR FAMILIES WHO MAY BE AT RISK OF PHYSICAL, PSYCHOLOGICAL, EMOTIONAL OR SOCIAL HEALTH PROBLEMS.											L, P, A	L, P, A	L, A	L, P, A	L, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
MILD/MODERATE DISABILITIES (M/M) STANDARDS																
1	CANDIDATES 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.						I, A		I, P, A					I, P, A	I, A	P, A
2	CANDIDATES UNDERSTAND AND ACCEPT DIFFERENCES IN CULTURE, CULTURAL HERITAGE, ETHNICITY, LANGUAGE, AGE, RELIGION, SOCIAL ECONOMIC STATUS, GENDER IDENTITY/EXPRESSION, SEXUAL ORIENTATION, AND ABILITIES AND DISABILITIES OF INDIVIDUALS SERVED.								I, P, A			I, P, A		I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES ARE ABLE 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.								I, P, A			I, P, A		I, P, A	I, A	P, A
	CANDIDATES UTILIZE 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 TO ASSESS THE DEVELOPMENTAL, ACADEMIC, BEHAVIORAL, SOCIAL, COMMUNICATION, CAREER AND COMMUNITY LIFE SKILL NEEDS OF STUDENTS, AND MONITOR STUDENTS' PROGRESS.								I, P, A			I, P, A		I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES DEMONSTRATE THE ABILITY TO PLAN FOR AND PARTICIPATE IN STATE-MANDATED ACCOUNTABILITY MEASURES.								I, P, A			I, P, A		I, P, A	I, A	P, A
3	CANDIDATES SELECT CURRICULA AND USE EVIDENCE-BASED INSTRUCTIONAL STRATEGIES THAT MEET THE DIVERSE LEARNING CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES ACROSS AN ARRAY OF ENVIRONMENTS AND ACTIVITIES.					I, A			I, P, A		I, P, A			I, P, A	I, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER
CANDIDATES UTILIZE STANDARDS-BASED ASSESSMENT DATA TO COLLABORATIVELY DEVELOP IEP GOALS, ADAPTATIONS AND INSTRUCTIONAL PLANS THAT ARE RESPONSIVE TO THE UNIQUE NEEDS OF THE STUDENT AND THE REQUIREMENTS OF THE CORE CURRICULUM, INCLUDING SPECIALLY-DESIGNED CURRICULA AND METHODS FOR READING/LANGUAGE ARTS INSTRUCTION FOR STUDENTS WITH MILD/MODERATE READING DISORDERS.		MODULE B: FOUNDATIONS OF TEACHING
		MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION
		MODULE D: SUPPORTING DIVERSE LEARNERS
		MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY
I, A		ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)
		ED309: TECHNOLOGY IN THE CLASSROOM
I, P, A		ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING
		ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING
I, P, A		ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION
		ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION
		ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT
I, P, A		ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES
I, A		ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES
P, A		ESMM 620 & 730: FIELD EXPERIENCES

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES HAVE KNOWLEDGE OF EVIDENCE-BASED CURRICULA AND INSTRUCTIONAL METHODS THAT ARE EFFECTIVE WITH STUDENTS WITH MILD/MODERATE DISABILITIES, INCLUDING SPECIALLY-DESIGNED CURRICULA AND METHODS FOR READING/LANGUAGE ARTS INSTRUCTION FOR STUDENTS WITH MILD/MODERATE READING DISORDERS.						L, A		L, P, A		L, P, A			L, P, A	L, A	P, A
	CANDIDATES HAVE A KNOWLEDGE BASE OF STRATEGIES AND INTERVENTIONS FOR STUDENTS WHO ARE NOT RESPONDING TO THE CURRENT INSTRUCTIONAL ENVIRONMENT.						L, A		L, P, A		L, P, A			L, P, A	L, A	P, A
	CANDIDATES ARE ABLE TO CREATE INSTRUCTIONAL AND BEHAVIOR SUPPORT PARTNERSHIPS WITH PARENTS/FAMILIES						L, A		L, P, A		L, P, A			L, P, A	L, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
4	CANDIDATES DEMONSTRATE I , A 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.								I , P , A		I , P , A			I , P , A	I , A	P , A
	CANDIDATES DEMONSTRATE THE ABILITY TO DESIGN AND IMPLEMENT POSITIVE BEHAVIORAL SUPPORT PLANS AND INTERVENTIONS BASED ON FUNCTIONAL BEHAVIOR ASSESSMENTS, AND PARTICIPATE IN MANIFESTATION DETERMINATION HEARINGS.									I , P , A		I , P , A		I , P , A	I , A	P , A
	CANDIDATES ARE ABLE TO PARTICIPATE EFFECTIVELY IN SCHOOL WIDE BEHAVIOR SUPPORT PROCESSES.									I , P , A		I , P , A		I , P , A	I , A	P , A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
5	CANDIDATES DEMONSTRATE A DEPTH OF KNOWLEDGE AND SKILLS IN THE TEACHING OF READING, SPEAKING, LISTENING, WRITTEN LANGUAGE, AND MATHEMATICS TO ENSURE ACCESS TO GENERAL EDUCATION CURRICULUM ACROSS SETTINGS.						L, A		L, P, A				L, A	L, P, A	L, A	P, A
	CANDIDATES DEMONSTRATE KNOWLEDGE OF HOW MILD/MODERATE DISABILITIES IMPACT STUDENT LEARNING IN THESE AREAS AND KNOW HOW TO ENSURE EVIDENCE-BASED METHODS FOR TEACHING DEVELOPMENTAL READING AND SUBJECT-SPECIFIC READING SKILLS TO STUDENTS WITH MILD/MODERATE DISABILITIES.						L, A		L, P, A				L, A	L, P, A	L, A	P, A

STANDARD	CANDIDATE COMPETENCY	COURSE TITLE AND NUMBER	MODULE B: FOUNDATIONS OF TEACHING	MODULE C: PLANNING FOR DATA DRIVEN INSTRUCTION	MODULE D: SUPPORTING DIVERSE LEARNERS	MODULE E: EFFECTIVE INSTRUCTIONAL DELIVERY	ED200: METHODOLOGY OF TEACHING READING & WRITING (RICA)	ED309: TECHNOLOGY IN THE CLASSROOM	ESMM 201: BEHAVIORAL, SOCIAL, AND ENVIRONMENTAL SUPPORTS FOR LEARNING	ESMM 202: HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	ESMM 203: APPLICATION OF LEGAL ISSUES IN SPECIAL EDUCATION	ESMM 204: TRANSITION PLANNING IN SPECIAL EDUCATION	ESMM 205: COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	ESMM 206: STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	ESMM 207: ASSESSING AND EVALUATION OF STUDENTS WITH MILD/MOD DISABILITIES	ESMM 620 & 730: FIELD EXPERIENCES
	CANDIDATES 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.						I, A		I, P, A				I, A	I, P, A	I, A	P, A
6	CANDIDATES DEMONSTRATE KNOWLEDGE OF CASE MANAGEMENT PRACTICES AND STRATEGIES FOR STUDENTS WITH MILD/MODERATE DISABILITIES AND FOR THOSE REFERRED FOR SPECIAL EDUCATION SERVICES.								I, P, A		I, P, A	I, P, A	I, A	I, P, A	I, A	P, A

PROFICIENCY ALIGNMENT MATRIX

COURSE	TPE 1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING AND GENERAL GOOD CITIZENSHIP	TPA 2 CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	TPE 3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	TPE 4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	TPE 5 ASSESSING STUDENT LEARNING	TPA 6 DEVELOPING AS A PROFESSIONAL EDUCATOR
MODULE B FOUNDATION OF TEACHING	X	X				X
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	X		X	X	X	X
MODULE D SUPPORTING DIVERSE LEARNERS	X	X	X	X	X	X
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	X	X	X	X	X	X
ED 200 METHODOLOGIES OF TEACHING READING AND WRITING	X	X		X	X	X
ED 309 TECHNOLOGY IN THE CLASSROOM	X	X	X	X	X	X
ESMM 620 FIELD EXPERIENCE – YEAR 1	X	X	X	X	X	X
ESMM 201 BEHAVIORAL, SOCIAL, & ENVIRONMENTAL SUPPORTS	X	X				X
ESMM 202 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	X	X				X
ESMM 203 APPLICATION OF LEGAL ISSUES	X	X			X	X
ESMM 204 TRANSITION PLANNING	X			X	X	X
ESMM 205 COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	X	X	X	X	X	X
ESMM 206 STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	X	X	X	X	X	
ESMM 207 ASSESSING AND EVALUATION OF STUDENTS WITH M/M DISABILITIES	X	X	X	X	X	X
ESMM 730 FIELD EXPERIENCE – YEAR 2	X	X	X	X	X	X

COURSE	COMPETENCY – BASED ARTIFACTS
MODULE B FOUNDATION OF TEACHING	PHILOSOPHY OF EDUCATION: ARTICULATE DEVELOPING UNDERSTANDING OF PHILOSOPHY BASED ON EXPERIENCES WITH THE K-12 EDUCATIONAL SYSTEM AND GROUNDED IN THE RESEARCH.
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	LONG-TERM PLANNING WITH ALIGNED ASSESSMENTS: USING THE STANDARDS AND CURRICULUM, DEVELOP A 4-6 WEEK LONG-TERM PLAN.
MODULE D SUPPORTING DIVERSE LEARNERS	CASE STUDY WITH MODIFIED LESSON PLANNING: PREPARE A CASE STUDY AND LESSON PLAN MODIFIED WITH THAT STUDENT’S NEEDS IN MIND.
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	ANNOTATED AND MODIFIED FSE LESSON PLAN WITH SUPPORTING DOCUMENTS: DEMONSTRATE INSTRUCTION PLANNING TO SUPPORT DIVERSE STUDENTS WITHIN THE TK-12 CLASSROOM SETTING.
ED 200 METHODOLOGIES OF TEACHING READING AND WRITING	INFORMAL READING INVENTORY: WRITE AN ACADEMIC REPORT BASED ON INFORMAL READING ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD.
ED 309 TECHNOLOGY IN THE CLASSROOM	APPLIED LEARNING PROJECT – TECHNOLOGY IN ACTION: DEVELOP AND SHARE LESSON PLANNING AND ASSESSMENTS UTILIZING TECHNOLOGY AND DELIVERED USING A MULTIMODAL PLATFORM.
ESMM 620 FIELD EXPERIENCE – YEAR 1	<ul style="list-style-type: none"> • DISPOSITION CHECKLIST • FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) • GOAL-SETTING • REFLECTIONS • VIDEO OBSERVATION AND COLLABORATION • OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS • SUMMATIVE REFLECTION
ESMM 201 BEHAVIORAL, SOCIAL, & ENVIRONMENTAL SUPPORTS	MOCK MANIFESTATION DETERMINATION: PARTICIPATE EFFECTIVELY IN MANIFESTATION DETERMINATION HEARINGS; PREPARE SCHOOL-WIDE BEHAVIOR SUPPORT PROCESSES PRESENTATION; IDENTIFY RESOURCES WITHIN THE SELPA OF SERVICE
ESMM 202 HEALTHY ENVIRONMENTS FOR STUDENT LEARNING	SAFE ENVIRONMENT AND CLIMATE PLAN: TEACHER CANDIDATES CREATE A CLASSROOM CLIMATE PLAN TO SUPPORT DIVERSE, SAFE ENVIRONMENTS FOR STUDENTS WITHIN THE K-12 CLASSROOM SETTING.
ESMM 203 APPLICATION OF LEGAL ISSUES	LEGALLY DEFENSIBLE IEP: WRITE AND SCORE A LEGALLY DEFENSIBLE IEP.
ESMM 204 TRANSITION PLANNING	INTERVIEW AND PRESENTATION: INTERVIEW WITH TRANSITIONAL RESOURCES IN SELPA OF SERVICE
ESMM 205 COLLABORATION, CONSULTATION, AND CASE MANAGEMENT	CO-PLANNING & CO-TEACHING SUCCESS: CREATE/IDENTIFY OPPORTUNITIES FOR CO-TEACHING PARTNERS WHO WISH TO IMPROVE THEIR PLANNING PRACTICES.
ESMM 206 STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES	EDUCATIONAL BENEFIT ANALYSIS: COMPLETE AN AUDIT OF 3 IEP’S FOR A CURRENT CASELOAD STUDENT USING TEMPLATE
ESMM 207 ASSESSING AND EVALUATION OF STUDENTS WITH M/M DISABILITIES	CASE STUDY AND MULTIPLE MEASURES: WRITE AN ACADEMIC REPORT BASED ON TRIENNIAL ASSESSMENTS FOR A STUDENT ON CURRENT CASELOAD OR BASED ON A CASE STUDY.
ESMM 730 FIELD EXPERIENCE – YEAR 2	<ul style="list-style-type: none"> • DISPOSITION CHECKLIST • FIELD EXPERIENCE PERFORMANCE AND PARTICIPATION ASSESSMENT (FEPPA) • GOAL-SETTING • REFLECTIONS • VIDEO OBSERVATION AND COLLABORATION • OBSERVATION TEMPLATE AND ACTION PLANNING TOOLS • SUMMATIVE REFLECTION

CONTACT INFORMATION

PHYSICAL ADDRESS – HOME OFFICE:

FORTUNE SCHOOL
2890 GATEWAY OAKS DR. SUITE 100
SACRAMENTO, CA 95833

PHONE NUMBER:

(916) 924-8633

FAX NUMBER:

(916) 924-8664

WEBSITE:

[HTTP://WWW.FORTUNESCHOOLOFED.ORG](http://www.fortuneschoolofed.org)

HIGHER EDUCATION DEPARTMENT CONTACTS:

DIRECTOR OF TEACHER EDUCATION
DR. KRISTY PRUITT
(916) 924-8663 EXT. 120
KPRUITT@FORTUNESCHOOL.US

COORDINATOR OF TEACHER EDUCATION & CREDENTIAL ANALYST
CARMY PRESTON
(916) 924-8663 x104
CPRESTON@FORTUNESCHOOL.US

COORDINATOR OF FIELD EXPERIENCES & FACULTY MEMBER
DR. HELEN ANDERSON-CLARK
(916) 924-8633 x126
HANDERSONCLARK@FORTUNESCHOOL.US