

SANFORD COLLEGE OF EDUCATION



SPECIAL EDUCATION STUDENT TEACHING HANDBOOK

Revised August 2017



NATIONAL
UNIVERSITY

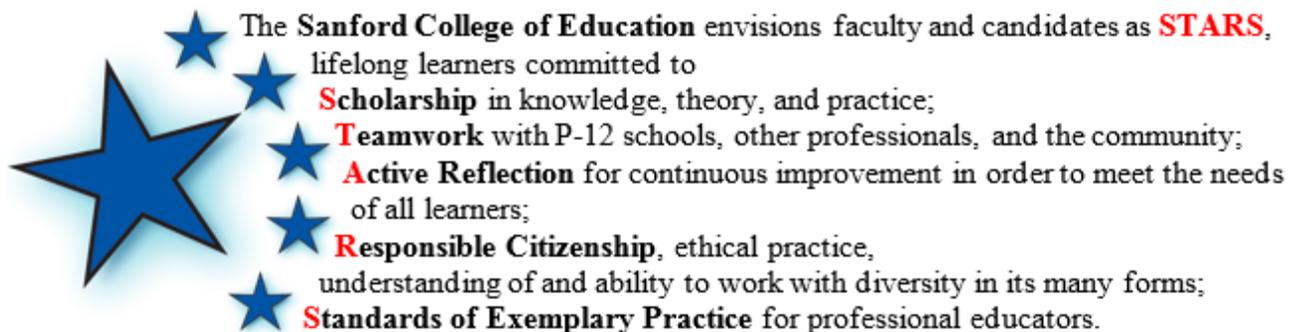
An affiliate of the National University System

THE MISSION OF THE SANFORD COLLEGE OF EDUCATION

is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. The National University Sanford College of Education envisions our faculty and candidates as STARS.

Conceptual Framework

The values and beliefs of the National University Sanford College of Education are captured in the following brief summary of our conceptual framework. The conceptual framework aligns with course and program learning outcomes, and professional dispositions. You are developing the qualities described as you complete assignments and master learning outcomes.



Purpose of the Special Education Clinical Practice program for Student Teachers

The National University Education Specialist Credential programs designed to prepare candidates with the knowledge, skills, and dispositions to implement a variety of research-validated methods and strategies focused on instructional programs for a diverse population of Preschool through Transition students with disabilities. All National University programs are accredited by the Western Association of Schools and Colleges (WASC).

Welcome Message

Congratulations on entering Clinical Practice as a Special Education Student Teacher with National University. Student teaching is a final step in the route to obtaining a Preliminary Education Specialist Credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Deaf and Hard of Hearing Specialist, or Language Academic Development

The special education student teaching program requires all candidates to student teach for a minimum of 60 instructional days, which is approximately 12 weeks. During this time each student teacher will receive onsite support from a local Site Support Provider and from a National University Support Provider.

How to Use this Handbook

The purpose of this Handbook is to provide information for candidates, site support providers and National University Support Providers concerning Clinical Practice for the National University Special Education Student Teaching program, its requirements, processes and procedures.

The Handbook is divided into four sections:

Section 1: provides information about the program procedures, along with a description of the roles and responsibilities of everyone involved.

Section 2: describes the program design, processes and expectations.

Section 3: describes how to exit the credential program and apply for the Preliminary Education Specialist Credential.

Appendices: found in the fourth section serve as a reference and contain copies of commonly used documents for the Student Teaching Program.

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SECTION 1: Special Education

Student Teaching Program Overview, Roles and Responsibilities

SPECIAL EDUCATION STUDENT TEACHING PROGRAM OVERVIEW

Student teaching consists of two 4.5-quarter unit student teaching courses and two 2.25-quarter seminar courses. The student teaching courses are completed in a clinical practice environment that is assigned by the University. Student teachers do not receive payment from the University for clinical practice experiences. Student teachers who are contracted by the district or school where they are assigned to student teach, and who are the teachers of record for the classes where they are assigned to student teach may receive payment from the district or school.

The student teaching program offered through National University extends over 60 instructional days, which is approximately 12 weeks. National University Support Providers/Supervisors complete a clinical practice support and assessment cycle over the entire 60-day time frame. During the same 60-day clinical practice period, Site Support Providers provide ongoing support to assist the student teacher.

ROLES AND RESPONSIBILITIES OF KEY PROGRAM PERSONNEL

STUDENT TEACHER CANDIDATE

The Student Teacher Candidate will:

- Successfully complete the required 60 instructional days (12 weeks) of student teaching in the University assigned placement.
- Attend a Student Teaching Orientation meeting scheduled by the Special Education Department the month prior to starting a student teaching assignment.
- Participate in an interview with the Regional Clinical Practice Coordinator (RCPC). The interview happens before the Student Teaching Orientation.
- Successfully complete both SPD688A and SPD688B the Clinical Practice Seminar courses.
- Review this Handbook with the NUSP and become familiar with requirements for lesson plans, classroom observations, assessments, professional dispositions and portfolios.
- Schedule and prepare for observations/consultations with the Site Support Provider (SSP) and the National University Support Provider (NUSP).
- Prepare detailed lesson plans for the formal observation by the NUSP using the National University Lesson Plan form. They must be submitted in the drop-box of the candidate's Blackboard e-companion class at least 24 hours in advance of the formal observation. The Lesson Planning and Observation requirements are outlined in a separate section of this Handbook and in the candidate's Blackboard e-companion class for student teaching.
- During orientation complete a self-evaluation using the **National University Professional Dispositions Form** at the beginning of clinical practice. Receive a **National University Professional Dispositions Form** from the NUSP during the first 30 days of student teaching. (Appendix C)
- Receive two **Clinical Practice Assessments** (Appendix A) from the National University Support Provider (NUSP), one at end of the first 30 days, or the completion of SPD682A, SPD684A, LAD682A, or DHH682A and one at the end of the final 30 days, or the completion of SPD682B, SPD684B, LAD682B, or DHH682B.
- Review the Observation and Assessment results using the SOAR Portal to access the digital forms completed by the NUSP (Appendix G).

SITE SUPPORT PROVIDER (SSP)

Site Support Providers (SSP) are local educators identified by the school district or non-public school and approved by the Principal/Site Administrator. The SSP must hold a clear credential (authorization) in the area they will be supporting the student teacher candidate. The SSP acts as mentor for student teachers as they develop their teaching and/or skills. In this capacity the SSP may help a student teacher prepare for meetings, structure curriculum, develop instructional approaches for students with disabilities. The SSP will meet a minimum of four times, during the 12-weeks, with the NUSP. Step-by-step instructions for SSP's are located in Appendix G.

The SSP will:

- Develop a confidential mentoring relationship with the student teacher.
- Establish regular meetings with the student teacher to reflect on teaching practices and to support professional growth. Meetings are arranged to meet the needs of both the SSP and the student teacher and may be held at the school site, over the telephone, or via email.
- Conduct ongoing communication, which may include observations during each of the 30-day periods. Informal discussions and consultations should be ongoing and frequent.
- Complete Competency Log with Student Teacher (Appendix D) and provide a copy for the clinical practice seminar instructor (SPD688B). A copy of the Competency Log will be placed in the Candidate's professional portfolio and uploaded in the (SPD688B) seminar course.
- Maintain collaboration with the National University Support Provider (NUSP). Meet a minimum of four times, during the 12-weeks, with the NUSP.

NATIONAL UNIVERSITY SUPPORT PROVIDER (NUSP)

The National University Support Provider (NUSP) is a faculty member assigned to support, observe, and evaluate the student teacher's performance during the sixty-day clinical practice experience in accordance with the California Standards for the Teaching Profession (CSTP's) and Teaching Performance Expectations (TPE's) (Appendix B). The NUSP must hold a clear credential (authorization) in the area they will be supporting the student teacher candidate.

The NUSP will:

- Upon receipt of the assignment, contact the student teacher to introduce yourself and tell them that you will meet them at the required Student Teacher Orientation.
- Attend the Student Teacher Orientation where you will meet your student teacher and discuss placement, schedules, and the procedures in the handbook.
- Contact the site administration at the school where the student teacher is placed. Discuss the National University program, selection of a Site Support Provider, and site procedures and routines.
- Arrange observations and conferences with the student teacher. The formal observation is

based on a detailed lesson plan submitted by the candidate 24 hours in advance of the observation. The Lesson Planning and Observation requirements are outlined in a separate section of this Handbook. Show candidate where to submit the lesson plan in the online class.

- Reflect and give feedback to the Candidate at the conclusion of each formal classroom observation.
- Complete **two** formal observations for course A and **two** formal observations for course B. The formal observation is conducted in the classroom based on National University's lesson plan. The Candidate is required to provide a completed NU lesson plan 24 hours in advance. The formal observation requires documentation using calibration language for all six domains and entered into SOAR. The NUSP completes the observation form and reviews with the candidate.
- Provides two guided observations/support for course A and two guided observations for course B. Guided observations are used to advise and support the candidate. The onsite orientation with the candidate, SSP and site administrator counts as one guided observation (course A). At the beginning of course B the USP reviews the formative (initial) assessment with the candidate and this counts as one guided observation. Guided observations/support may consist of: a phone conversation, email, and other forms of communication. Suggestion: Guided observations/support are to be documented in a journal kept by the NUSP and not entered into SOAR.
- Review the **National University Professional Dispositions Form** (Appendix C). Complete a **National University Professional Dispositions Form** during the first 30 days of student teaching. Review the disposition survey with candidate and provide a copy.
- Coordinate monthly meetings the Site Support Provider (SSP) to monitor candidate performance.
- Complete a formal assessment after the completion of **SPD682A, SPD684A, LAD682A, or DHH682A**, using **Clinical Practice Assessment Form** (Appendix A). The initial assessment #1 (formative) and completed at the end of course A. The final assessment #2 (summative) is completed at the end of course B.
- Complete a formal assessment after the completion of SPD682A, SPD684A, LAD682A, or DHH682A, using **Clinical Practice Assessment Form** (Appendix A).
- Complete the online digital Clinical Practice Assessment form prior to meeting with the candidate so you may review it at the meeting and make it available to the candidate for review at a later time.
- Assist the candidate in completion of assignments for **SPD 688 A/B**, Clinical Practice Seminar, such as Portfolio artifacts, Evidence Based Strategy and Individual Induction Bridging Document.
- Monitor candidate progress. If a candidate is not making satisfactory progress in one or more of

the six Domains / TPEs (Appendix B), is deficient in Professional Dispositions (Appendix C), or not making satisfactory progress, a meeting will be held which may include the Site Support Provider, the Site Administrator and the NUSP/, to discuss and document issues needed for correction and additional support to be provided.

- Determine the need for and coordinate the implementation of a **Progress Alert or Candidate Assistance Plan** (Appendix E). When this plan is required, notify the assigned Regional Clinical Practice Coordinator (RCPC). The RCPC will notify lead faculty for the NU Regional Center to coordinate the CAP process. When necessary the lead faculty will contact either Diana Dobrenen, Statewide Clinical Practice Coordinator for Student Teaching or Dr. Penny Keough, Statewide Clinical Practice Coordinator for Interns, for National University Programs.

SITE ADMINISTRATOR

The Site Administrator will:

- Support the mentoring relationship between the Student Teacher and the Site Support Provider.
- Provide feedback to the National University Support provider, the Site Support Provider, and the Student Teacher as needed.

CREDENTIAL PROGRAM SPECIALISTS FOR CLINICAL PRACTICE

Credential Program Specialists provide information to candidates regarding National University and California Commission on Teacher Credentialing (CCTC) requirements in order to obtain a California Teaching Credential. They are experts concerning regulations and guidelines of National University and the CCTC for candidates, faculty and staff. Additional duties may include supporting clinical practice placement.

The Credential Program Specialist Student Teaching placement duties are:

The Credential Program Specialist Student Teaching placement duties are:

- Review student files and collect candidate requirements in order to determine eligibility for student teaching and fieldwork.
- Verify Memorandum of Understanding is valid and on-file for each placement.
- Set up orientation meetings for newly enrolled student teachers with faculty and send emails to all eligible student teachers. Work with the Regional Clinical Practice Coordinators (RCPC) to invite the NUSP to attend the orientation.
- Prepare Support Provider packets for the SSP and the NUSP. Distribute packets at Orientation. Enter the Student Teaching Clinical Practice information in SOAR.
- Add SPD **682A/B** (Mild/Moderate or **LAD682A/B**) or SPD **684A/B** (Moderate/Severe) or **DHH 682A/B** (Deaf and Hard of Hearing) to the student teacher's schedule.

- Provide the course information (class number, term, and ending date) to the assigned NUSP who is the course instructor for the student teacher.
- Process the NUSP log sheets, W-9 and Site Support Provider Requirement Form.
- Add SPD **688A/B** (Mild/Moderate or Moderate/Severe) or **DHH 688A/B**, Clinical Practice Seminar, to the student teacher's schedule.

STATEWIDE CLINICAL PRACTICE COORDINATOR FOR SPECIAL EDUCATION

The Statewide Clinical Practice Coordinator for Special Education is a full-time National University faculty member that has been designated to support the Special Education credential candidates throughout the State of California. The Coordinator is responsible for facilitating communication between all parties involved in the special education program for student teachers.

The Statewide Clinical Practice Coordinator for Special Education Student Teacher will:

- Provide academic support and programmatic leadership for the National University Special Education credential program for student teachers throughout the State of California by conferencing and disseminating information with the credential personnel in the regions.
- Assist with resolutions of issues at the regional and state level.
- Support professional development activities for NUSP in the regions.
- Contact information for Statewide Clinical Practice Coordinators for Special Education:
 - Statewide Clinical Practice Coordinator: Diana Dobrenen, ddobrenen@nu.edu or (310) 662-2133

SECTION 2: Program Design, Requirements and Expectations

Student Teaching Orientation

The candidate will be invited to an orientation meeting held at their regional center, led by faculty and a Credential Program Specialist. The candidate will receive information about the assignment and will meet the National University Support Provider (NUSP). Student teachers will be provided with instructions for accessing the online Special Education Student Teaching Clinical Practice Handbook, outlining the requirements for successfully completing the Credential Program. Candidates will be provided with information about accessing digital observation and assessment forms at the Orientation.

Program Design and Coursework Requirements

Student teaching candidates in the Mild/Moderate, Moderate/Severe and Deaf and Hard-of-Hearing credential programs must complete all course work, fieldwork and clinical practice. See the **Support and Assessment Cycle Chart** for a graphic illustration of the program.

Student teaching candidates will complete the following specific courses:

SPD 688 A/B or DHH 688 A/B Clinical Practice Seminar (taken concurrently with student teaching):

These courses provide student teachers with an overview of the requirements for the clinical practice portion of the credential program. The courses are hybrid with a minimum of **six total meetings on campus**. Content: reviewing the IEP process; classroom management strategies; lesson planning strategies; professional dispositions; portfolio requirements; and the CCTC's best practices (Domains and TPEs). The required evidence-based project and individual induction-bridging document will be assigned, discussed and presented during the seminar. Candidates must attend class sessions and complete required assignments in order to receive a grade of "Satisfactory" for the class.

SPD 682 A/B (Mild/Moderate); LAD 682A/B; SPD 684 A/B (Moderate/Severe); DHH 682 A/B (Deaf and Hard of Hearing):

Student Teachers will be registered for the appropriate Supervised Student Teaching/Clinical Practice course for a minimum of 60 instructional days or approximately 12 weeks during which they will receive support and supervision from the assigned NUSP, who is also the Course Instructor. Observations and assessments of the student teacher's teaching skills and professional dispositions will take place during this course. After successful completion of the clinical practice, a grade of "Satisfactory" is assigned.

STUDENT TEACHING OBSERVATION AND ASSESSMENT SUMMARY

Support and Assessment Cycle Chart

A. FIRST 30 INSTRUCTIONAL DAYS OF STUDENT TEACHING

COURSE REQUIREMENTS	OBSERVATION ASSESMENT SCHEDULE	SUPPORT
<ul style="list-style-type: none"> • <u>SPD 682A, 684A, or DHH 682A: STUDENT TEACHING</u> *30 days of successful classroom instruction as a student teacher • SPD 688A: Clinical Practice Seminar *Student teachers must be concurrently enrolled in SPD 688A 	<ul style="list-style-type: none"> • NUSP formally observes a minimum of two times during SPD 682A, SPD 684A, LAD682A, and DHH 682A. • NUSP meets two times per month with SSP. • Candidate submits NU lesson plans in online course a minimum of 24 hours prior to observation. Two times in Course A. • SSP observes and provides ongoing mentoring throughout SPD 682A, LAD 682 A, SPD 684A and DHH 682A. • Candidate completes one self-assessment of Professional Dispositions using NU forms. • NUSP completes one Professional Dispositions assessment of Candidate using NU form. • NUSP completes and presents with SSP one assessment following the first 30 days. 	<ul style="list-style-type: none"> • NUSP: Provides one initial onsite consultation with SSP and Candidate (this counts as one guided observation). • NUSP meets with Site Administrator. • NUSP provides a minimum of one guided observation to support and advise the Candidate. This guided observation may consist of: face-to-face, a phone conversation, email, and other forms of communication. • SSP: Meets a minimum of two times to collaborate with NUSP. SSP observes and provides ongoing mentoring for the Candidate throughout the course. • SPD 688A Instructor: Meets with Candidate a minimum of three times onsite for the seminar course.

B. FINAL 30 INSTRUCTIONAL DAYS OF STUDENTS TEACHING

COURSE REQUIREMENTS	OBSERVATION ASSESMENT SCHEDULE	SUPPORT
<ul style="list-style-type: none"> • <u>SPD 682B, 684B, LAD 682B, or DHH 682B: STUDENT TEACHING</u> *30 days of successful classroom instruction as a student teacher • <u>SPD 688B: Clinical Practice Seminar</u> *Student teachers must be concurrently enrolled in SPD 688B 	<ul style="list-style-type: none"> • NUSP formally observes a minimum of two times during SPD 682B, 684B, LAD682B, and DHH 682B. • NUSP meets two times per month with SSP. • Candidates submit NU lesson plans to the online course a minimum of 24 hours prior to observation. Two times in Course B. • SSP observes and provides ongoing mentoring throughout SPD 682B, 684B, LAD 682B, and DHH 682B. • SSP completes and initials Competency Log during SPD 682A/B, SPD 684A/B, LAD 682A/B, DHH682A/B and provides copy to Candidate and Seminar Instructor (SPD688B). • NUSP and SSP complete one assessment following the first 30 days 	<ul style="list-style-type: none"> • NUSP: Provides one onsite consultation with SSP and Candidate to review the initial assessment (this counts as one guided observation). • NUSP provides a minimum of one guided observation to support and advise the Candidate. This guided observation may consist of: face-to-face, a phone conversation, email, and other forms of communication. • SSP: Meets a minimum of two times to collaborate with NUSP. SSP observes and provides ongoing mentoring for the Candidate throughout the course. • SPD 688B Instructor: Meets with Candidate a minimum of three times onsite for the seminar course.

SUPPORT AND ASSESSMENT FOR SPECIAL EDUCATION STUDENT TEACHERS DURING CLINICAL PRACTICE

A minimum of 60 instructional days or approximately 12 weeks of classroom-based support is required to complete the National University Special Education student teaching program. During the 60 days the student teacher will be formally observed by the NUSP a minimum of **two** times during the first 30 days while enrolled in SPD682A, SPD684A, DHH682A, or LAD682A and a minimum of **two** times during the last 30 days while enrolled in SPD682B, 684B, DHH682B, or LAD682B. This formal observation, conducted by the NUSP, requires the candidate to submit a NU Lesson Plan 24 hours in advance to the assigned online course. In addition, the NUSP will also submit a formal observation, using calibration language and upload the formal observation into SOAR. The NUSP will also provide guided observations/support for the student teacher (minimum of two times in course A and two times in course B). [The consultation counts as a guided observation for both course A and course B.] Guided observations/support are used to advise the candidate and may consist of: face-to-face contact, a phone conversation, email, and other communication. Site Support Providers will also conduct ongoing informal observations, mentoring, and will meet twice a month with NUSP.

- Copies of the **Observation Forms** will be completed by the NUSP using calibration language on the digital online SOAR Portal and available for review by candidates. [A minimum of two formal observations for course A and two formal observations for course B.]
- Each month the candidate will complete lesson plans, which will be formally evaluated by the NUSP. The next section of this Handbook contains detailed information about the Lesson Planning and Observation Requirements. [Course A: A minimum of two lesson plans uploaded 24 hours in advance within Blackboard e-course. Course B: A minimum of two lesson plans uploaded 24 hours in advance within Blackboard e-course.]
- The NUSP will review the results of the candidate's self-assessment using the **National University Professional Dispositions Survey** during SPD682A, 684A, DHH682A, or LAD682A. The NUSP will also complete one assessment using the **National University Professional Dispositions Survey** during SPD682A, 684A, DHH682A, or LAD682A. The NUSP will review the results of both assessments with the candidate.
- When a student teacher is not making sufficient progress in clinical practice, the NUSP will immediately inform the candidate. The procedures for supporting the candidate will be provided by the NUSP.

ASSESSMENT OF THE STUDENT TEACHER CLINICAL PRACTICE

* Student teachers are assessed two times during the 60 days of student teaching.

- **Assessment #1 (initial formative assessment) is conducted when SPD682A, 684A, DHH 682A, or LAD682A is completed.** The NUSP will complete a **Clinical Practice Assessment** (Appendix A). At the beginning of course B a meeting will be held with the student teacher, the NUSP and the SSP to review the candidate's progress. The results of the assessment will be entered into the SOAR Portal. The candidate, NUSP and SSP may review the document at any time. Student teachers must obtain an average score of "3", (Applying) in all areas to successfully complete SPD682A,

684A, DHH682A and LAD682A.

- **Assessment #2 (final summative assessment) is conducted when SPD682B, 684B, DHH682B, or LAD682B is completed. The NUSP will complete the final assessment column on the Clinical Practice Assessment form on which the first assessment column was completed after the completion of SPD682A, 684A, DHH682A, or LAD682B.** A meeting will be held to review the candidate's progress and determine if the student teacher is prepared to exit the program. The results of the final assessment will be entered into the SOAR Portal. The candidate, NUSP, and SSP may review the document at any time. Candidates must achieve a score of "3" (Applying) on all Domain areas to successfully complete SPD 682B, 684B, or DHH682B.
- If the NUSP and SSP determine that the candidate is not making satisfactory progress toward accomplishing requirements, additional classroom support may be required. A Candidate Assistance Plan (CAP), refer to Appendix E, may be required by the NUSP who will guide the candidate through the process.

LESSON PLANNING AND OBSERVATION REQUIREMENTS

During clinical practice, student teachers will have many opportunities to develop their instructional planning skills. A very important part of the experience is the development of effective lesson plans. The NUSP will provide the student teacher with a copy of the **Lesson Plan Format: Special Education** (Appendix B.1); **Lesson Plan Design Template** (Appendix B.2); and **Sample Lesson Plans** (Appendix B.3 for Mild/Moderate, Appendix B.4 for Moderate/Severe). Lesson plans must follow these guidelines.

Using National University's lesson plan, the student teacher will prepare an instructional lesson and submit it in the online course for clinical practice class a minimum of 24 hours prior to a scheduled observation. The NUSP will not conduct an observation if a lesson plan has not been provided as required. The NUSP will access the lesson plan in the online course. NUSP may require that Lesson Plans be revised and resubmitted if student teacher has significant issues with planning.

All lesson plans must be original and/or adapted for the specific group of students. Plans should not be taken directly from a published source or from a website.

If student teaching placement is solely co-teaching Statewide Coordinator must approve it.

Candidates placed in a co-teaching or collaborative model of delivery must plan with the general education teacher and submit lesson plans that indicate both roles in presenting the lesson.

Candidates who are required by their district or school to follow a direct instruction program must insert the appropriate sections of the direct instruction lesson plan into the National University format. Remember, even with scripted lessons, students are unique and will require accommodations and modifications to learn successfully.

All lessons presented for a classroom observation must be part of the on-going curriculum and should not be a stand-alone lesson. The NUSP will use the **Classroom Observation Form** (Appendix A.1) and the **Domains** (Appendix A.2, Mild/Moderate; Appendix A.3, Moderate/Severe) to provide written feedback on the candidate's teaching. The NUSP may ask to see the lesson plan for the lesson taught prior to the observation and the lesson that will follow the observation.

NUSP's and SSP's will provide a follow-up session with the candidate after the observation to review strengths and provide recommendations.

The NUSP will complete observation forms after each observation and enter them digitally using the SOAR Portal. The forms will be made available to candidates in the online SOAR Portal approximately 24 hours after the observation.

The NUSP will meet a minimum of two times, during the 12-weeks, with the SSP.

CLINICAL SEMINAR ASSIGNMENT

A documentation of artifacts is required of all preliminary credential candidates. The purpose of the Clinical Seminar Assignment is to document the competency of the credential candidate as a professional educator. The clinical seminar assignment will be completed as part of SPD 688 A/B, Clinical Practice Seminar. Materials deposited in the online courses will compose the clinical seminar assignment.

NUSP's may provide assistance for selecting and submitting appropriate artifacts, provide insight / advice for the evidenced-based teaching strategy, and other assignments.

NUSP and SSP will review the Candidate's Individual Induction Bridging Document and provide assistance. The Candidate receives the Individual Induction Bridging Document during SPD688A/B seminar courses.

SSP will complete the Competency Log, share outcome with Candidate, and provide a copy to the Seminar Instructor (SPD688B). Refer to Appendix D for copy of the Competency Log.

STUDENT TEACHERS IN NON-PUBLIC SCHOOLS

Student teachers, who are currently contracted in a non-public school that has been approved for educating students with disabilities by the California State Department of Education, may complete their student teaching in their own classrooms. An appropriately credentialed special education teacher must be made available by the Site Administrator to serve as the student teacher's Site Support Provider. This person must possess the same Professional Clear Credential as the student teacher is seeking.

National University is required to provide the opportunity for candidates to demonstrate achievement of all the competencies included on the Clinical Practice Assessment. The Education Specialist Credential authorizes the candidate to provide services for students in grades K-12 in all comprehensive California public schools and non-public schools approved to serve students who qualify for special education services.

SECTION 3: Exiting the Preliminary Education Specialist Credential Program

The following must be completed prior to posting a “Satisfactory” grade in SPD 682A/B, SPD 684 A/B, DHH 682A/B or LAD682A/B:

- A minimum of 4 Formal Observation forms from the NUSP in the SOAR Portal.
- NUSP documents comments from 4 Guided Observations with Candidate.
- NUSP documents comments from monthly SSP contacts.
- A minimum of 2 Supervised Teaching Assessment forms in the SOAR Portal.
- Professional Disposition Form.
- Competency Log completed by SSP, shared with Candidate and copy provided to Seminar Instructor (SPD688B).

The following must be completed prior to posting a “Satisfactory” grade for SPD 688 A/B or DHH 688A/B:

- Evidence-Based Project Assignment
- Individual Induction Bridging Document

In addition to meeting the admissions, specialization and student teaching requirements; candidates must also complete and return the following prior to credential recommendation:

- U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor ’s degree
- *Proof of passing the Reading Instruction Competence Assessment (RICA)
- CPR certification for Infant, Child, and Adult
- Pass the Exit Exam
- All credential program coursework (3.0 GPA Grades of “D”, “F” and “U” are not accepted) Possess a zero account balance
- FOR DUAL CANDIDATES ONLY: Pass all four Teaching Performance Assessment (TPA) Tasks

*The RICA exam may be waived based upon pre-lingual deafness. Pre-lingual deaf candidates who opt to waive the RICA will be issued a two-year preliminary credential instead of a five-year.

*National University cannot recommend Dual candidates for a Preliminary Single Subject Credential prior to passage of the RICA.

All test results must remain valid in order to apply for credential, except for negative TB test results.

Applying for the Preliminary Education Specialist Credential

Once the student teacher has met all of the above requirements, he or she must meet with a Credential Program Specialist for Credential Advisement in order to complete the Credential Application. The Program Specialist for Credential Advisement will review the application checklist and verify that the student teacher has completed all the requirements for a Preliminary Education Specialist Credential. The application will be processed and filed with the CTC. Student teachers will receive notification via email that the application has been received and an application fee will be requested. Once the application fee has been received by CTC, the student teacher will be sent an email notification within 7-10 business days indicating that the credential has been granted. Candidates may access the credential online and print a copy to provide verification for their districts.

SECTION 4: Appendices: Documents and Forms

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Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation and Use of Assessments

Evidence/Feedback:

Score: _____

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

Evidence/Feedback:

Score: _____

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

TPE 9: Instructional Planning

Evidence/Feedback:

Score: _____

Domain E: Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Time

TPE 11: Social Environment

Evidence/Feedback:

Score: _____

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

TPE 13: Professional Growth

Evidence/Feedback:

Score: _____ **Average Score:** _____

Commendations and Recommendations

Candidate: _____ Date: _____

Evaluator: _____ Title: _____ Date: _____

Domain Competencies

MILD/MODERATE and LANGUAGE & ACADEMIC DEVELOPMENT (LAD)



SPECIAL EDUCATION

Domain Competencies for Clinical Practice Observation *Education Specialist – Mild/Moderate and LAD*

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.
2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas.
3. Organizes curriculum to support student understanding of subject matter, interrelates ideas and information within and across subject matter areas.
4. Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, including students with autism spectrum disorder.
5. Develops student understanding through instructional strategies that are appropriate to the subject matter.

Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

6. Establishes and communicates learning goals for all students.
7. Demonstrates knowledge of confidentiality provisions and requirements.
8. Demonstrates working knowledge of basic tests and measurements principle.
9. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities and students with autism spectrum disorder.
10. Collects and uses multiple sources of information to monitor student learning.
11. Involves and guides all students in assessing their own learning.
12. Uses the results from a variety of data collection strategies and assessments to guide instruction.

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

13. Connects students' prior knowledge, life experiences, and interests with learning goals.
14. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students' diverse needs.
15. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
16. Facilitates learning experiences that promote autonomy, interaction and choice.
17. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.

Domain D: Planning Instruction and Designing Learning Experiences for Students*TPE 8: Learning about Students**TPE 9: Instructional Planning*

18. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.
19. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.
20. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, and students with autism spectrum disorder.
21. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
22. Designs instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.
23. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.
24. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.
25. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.
26. Designs short-term and long-term plans to foster student learning.
27. Develops effective English Language development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.
28. Effectively utilizes space, time, equipment and technology.
29. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

Domain E: Creating and Maintaining an Effective Environment for Students' Learning*TPE 10: Instructional Time**TPE 11: Social Environment*

30. Creates a physical environment that engages all students.
31. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations.
32. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders.
33. Demonstrates ability to diffuse situations that may lead to conflict or violence.
34. Designs behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-

- management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.
35. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
 36. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.
 37. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.
 38. Promotes social development and responsibility by establishing a climate that promotes honesty, fairness, respect for privacy and student work, and openness to the discussion of ideas.
 39. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families.
 40. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.
 41. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.
 42. Establishes and maintains positive standards for student behavior.
 43. Manages learning environments efficiently and in a manner that is safe.

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities and students with autism spectrum disorder.
47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice.
48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities.
49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.
50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

Domain Competencies (MODERATE/SEVERE)



SPECIAL EDUCATION

Domain Competencies for Clinical Practice Observation

Education Specialist – Moderate/Severe

Domain A: Making Subject Matter Comprehensible to Students

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.
2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.
3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities.
4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.
5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.
6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.

Domain B: Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

7. Demonstrates knowledge of confidentiality provisions and requirements.
8. Demonstrates working knowledge of basic tests and measurement principles.
9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities, collecting and using multiple sources of information to assess student learning.
10. Involves and guides all students in assessing their own learning.
11. Uses the results from a variety of data collection strategies and assessments to guide instruction.
12. Assesses a variety of environments for opportunities to facilitate students' social interactions.
13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students' in collaboration with a trans-disciplinary team.

Domain C: Engaging and Supporting Students in Learning

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

14. Connects students' prior knowledge, life experiences, and interests with learning goals.

15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.
16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.
18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.
22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
23. Establishes and articulates short and long term goals to foster student learning.
24. Demonstrates the knowledge and skills to assess students' communication abilities, and develops with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.
25. Develops and sequences instructional activities and materials for student learning.
26. Develops effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.
27. Effectively utilizes space, time, equipment and technology.
28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

29. Creates a physical environment that engages all students.
30. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations.
31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence.
32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.
33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.

34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities.
36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs.
37. Promotes social development and responsibility.
38. Manages learning environments efficiently and in a manner that is safe.
39. Emphasizes teaching and facilitating the development of communication that promotes choice-making, independence, and self-advocacy.
40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment.
41. Demonstrates the skills to facilitate individual students' initiation of and generalized use of mobility and other functional motor movements to promote participation and involvement in activities.

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.
44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities.
45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice
46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.
47. Continually establishes professional goals and pursues opportunities to grow professionally.
48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.
49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.
50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.

SPD CLINICAL PRACTICE ASESMENT FORM (MILD/MODERATE)



SPECIAL EDUCATION CLINICAL PRACTICE ASSESSMENT

Education Specialist – Mild/Moderate and LAD (Language & Academic Development)

SPD 692A and SPD 692B Internship

SPD 682A and SPD 682B Student Teaching

LAD 692A and LAD 692B Internship

LAD 682A and LAD 682B Student Teaching

Candidate: _____ ID #: _____

Student Teacher Intern Initial Assessment Date: _____ Final Assessment Date: _____

Site Support Provider: _____

District: _____ School: _____ Setting: _____

University Support Provider: _____

Academic Center: _____ Phone: _____ Email: _____

Directions: Consult the Clinical Practice Observations you have completed on this candidate for the specific period of time covered by this assessment. Compile relevant evidence from those observations in the Evidence sections below. Score each Descriptor by evaluating the Evidence you have written against the Rubric below, then record the associated score from the Score Level (1-4) below on the appropriate “Initial” or “Final” Descriptor line. Record the sub total after each Domain. On the last page, record the total of the domain scores and compute that score to a 4–1 Score Level. You may then assign a Point Range. Lastly, sign the appropriate assessment and obtain the signatures of the Candidate and Site Support Provider.

A score of “0” may be given on the Initial Assessment only when an item has not been observed during that period. The “0” serves as an alert to you and to the candidate that the item(s) must be observed before the Final Assessment.

ASSESSMENT RUBRIC and SCORE LEVELS

Integrating (4) - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE Domain. **(Point Range: 160–200)**

Applying (3) - The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate evidence. Evidence is connected across this TPE Domain. **(Point Range: 159–120)**

Emerging (2) - The candidate provides partial evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across this TPE Domain and may be inconsistent. **(Point Range: 119–80)**

Beginning (1) - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate's practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate or missing evidence. Evidence is unconnected across the TPE Domain. **(Point Range: 79-40)**

Domain A: Making Subject Matter Comprehensible to Students*TPE 1: Specific Pedagogical Skills for Subject Matter Instruction***Rubric Score**

Initial	Final	
_____	_____	1. Demonstrates knowledge of subject matter content and student development.
_____	_____	2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas.
_____	_____	4. Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, students with autism spectrum disorders, and English Language learners.
_____	_____	5. Develops student understanding through instructional strategies that are appropriate to the subject matter.
_____	_____	Sub-Total Score (Total Possible Points: 20)

Evidence:

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Domain B: Assessing Student Learning*TPE 2: Monitoring Student Learning During Instruction**TPE 3: Interpretations and Use of Assessments***Rubric Score**

Initial	Final	
_____	_____	6. Establishes and communicates learning goals for all students.
_____	_____	7. Demonstrates knowledge of confidentiality provisions and requirements.
_____	_____	8. Demonstrates working knowledge of basic tests and measurements principle.
_____	_____	9. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities, students with autism spectrum disorder and English Language learners.
_____	_____	10. Collects and uses multiple sources of information to monitor student learning.
_____	_____	11. Involves and guides all students in assessing their own learning.
_____	_____	12. Uses the results from a variety of data collection strategies and assessments to guide instruction for all learners.
_____	_____	Sub-Total Score (Total Possible Points: 28)

Evidence:

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Domain C: Engaging and Supporting Students in Learning*TPE 4: Making Content Accessible**TPE 5: Student Engagement**TPE 6: Developmentally Appropriate Teaching Practices**TPE 7: Teaching English Learners***Rubric Score**

Initial	Final	
___	___	13. Connects students' prior knowledge, life experiences, and interests with learning goals.
___	___	14. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students' diverse needs.
___	___	15. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
___	___	16. Facilitates learning experiences that promote autonomy, interaction and choice.
___	___	17. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.
___	___	Sub-Total Score (Total Possible Points: 20)

Evidence:

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Domain D: Planning Instruction and Designing Learning Experiences for Students*TPE 8: Learning about Students**TPE 9: Instructional Planning***Rubric Score**

Initial	Final	
___	___	18. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.
___	___	19. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.
___	___	20. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, students with autism spectrum disorder and English Language learners.
___	___	21. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
___	___	22. Designs and implements instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.
___	___	23. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.
___	___	24. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.
___	___	25. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.

- _____ 26. Designs and implements short-term and long-term plans to foster student learning.
- _____ 27. Develops and uses effective English Language Development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.
- _____ 28. Effectively utilizes space, time, equipment and technology.
- _____ 29. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.
- _____ **Sub-Total Score (Total Possible Points: 48)**

Evidence:

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Domain E: Creating and Maintaining an Effective Environment for Students’ Learning

TPE 10: Instructional Time

TPE 11: Social Environment

Rubric Score

Initial Final

- _____ 30. Creates a physical environment that engages all students.
- _____ 31. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations.
- _____ 32. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders,.
- _____ 33. Demonstrates ability to diffuse situations that may lead to conflict or violence.
- _____ 34. Designs and implements behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.
- _____ 35. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.
- _____ 36. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.
- _____ 37. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.
- _____ 38. Promotes social development and responsibility by establishing a climate that supports honesty, fairness, respect for privacy of student work, and openness to the discussion of ideas.
- _____ 39. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families.
- _____ 40. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.
- _____ 41. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.
- _____ 42. Establishes and maintains positive standards for student behavior.

- _____ 43. Manages learning environments efficiently and in a manner that is safe.
 _____ **Sub-Total Score (Total Possible Points: 56)**

Evidence:

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Rubric Score

Initial Final

- | | | |
|-------|-------|---|
| _____ | _____ | 44. Demonstrates the ability to guide and facilitate the work of paraprofessionals. |
| _____ | _____ | 45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities. |
| _____ | _____ | 46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities, students with autism spectrum disorder and English Language learners. |
| _____ | _____ | 47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice. |
| _____ | _____ | 48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities. |
| _____ | _____ | 49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities. |
| _____ | _____ | 50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community. |
| _____ | _____ | Sub-Total Score (Total Possible Points: 28) |

Evidence:

Initial Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____
Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

Final Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____
Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Recommended Grade (S/U) _____

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

SPD CLINICAL PRACTICE ASSESSMENT FORM (MODERATE/SEVERE)



SPECIAL EDUCATION CLINICAL PRACTICE ASSESSMENT *Education Specialist– Moderate/Severe*

SPD 694A and SPD 694B Internship SPD 684A and SPD 684B Student Teaching

Candidate: _____ ID #: _____

Student Teacher Intern Initial Assessment Date: _____ Final Assessment Date: _____

Site Support Provider: _____

District: _____ School: _____ Setting: _____

University Support Provider: _____

Academic Center: _____ Phone: _____ Email: _____

Directions: Consult the Clinical Practice Observations you have completed on this candidate for the specific period of time covered by this assessment. Compile relevant evidence from those observations in the Evidence sections below. Score each Descriptor by evaluating the Evidence you have written against the Rubric below, then record the associated score from the Score Level (1-4) below on the appropriate “Initial” or “Final” Descriptor line. Record the sub total after each Domain. On the last page, record the total of the domain scores and compute that score to a 4–1 Score Level. You may then assign a Point Range. Lastly, sign the appropriate assessment and obtain the signatures of the Candidate and Site Support Provider.

A score of “0” may be given on the Initial Assessment only when an item has not been observed during that period. The “0” serves as an alert to you and to the candidate that the item(s) must be observed before the Final Assessment.

ASSESSMENT RUBRIC and SCORE LEVELS

Integrating (4) - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE Domain. **(Point Range: 160–200)**

Applying (3) - The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate evidence. Evidence is connected across this TPE Domain. **(Point Range: 120–159)**

Emerging (2) - The candidate provides partial evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across this TPE Domain and may be inconsistent. **(Point Range: 80–99)**

Beginning (1) - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate or missing evidence. Evidence is unconnected across the TPE Domain. **(Point Range: 40–79)**

Domain A: Making Subject Matter Comprehensible to Students*TPE 1: Specific Pedagogical Skills for Subject Matter Instruction***Rubric Score**

Initial	Final	
_____	_____	1. Demonstrates knowledge of subject matter content and student development.
_____	_____	2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.
_____	_____	3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities, and students who are also English Language learners.
_____	_____	4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.
_____	_____	5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.
_____	_____	6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.
_____	_____	Sub-Total Score (Total Possible Points: 24)

Evidence:

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Domain B: Assessing Student Learning*TPE 2: Monitoring Student Learning During Instruction**TPE 3: Interpretations and Use of Assessments***Rubric Score**

Initial	Final	
_____	_____	7. Demonstrates knowledge of confidentiality provisions and requirements.
_____	_____	8. Demonstrates working knowledge of basic tests and measurement principles.
_____	_____	9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities including students who are also English language learners, collecting and using multiple sources of information to assess student learning.
_____	_____	10. Involves and guides all students in assessing their own learning.
_____	_____	11. Uses the results from a variety of data collection strategies and assessments to guide instruction.
_____	_____	12. Assesses a variety of environments for opportunities to facilitate students' social interactions.
_____	_____	13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students' in collaboration with a trans-disciplinary team.
_____	_____	Sub-Total Score (Total Possible Points: 28)

Evidence:

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Domain C: Engaging and Supporting Students in Learning*TPE 4: Making Content Accessible**TPE 5: Student Engagement**TPE 6: Developmentally Appropriate Teaching Practices**TPE 7: Teaching English Learners***Rubric Score**

Initial	Final	
___	___	14. Connects students' prior knowledge, life experiences, and interests with learning goals.
___	___	15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.
___	___	16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
___	___	17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.
___	___	18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.
___	___	Sub-Total Score (Total Possible Points: 20)

Evidence:

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Domain D: Planning Instruction and Designing Learning Experiences for Students*TPE 8: Learning about Students**TPE 9: Instructional Planning***Rubric Score**

Initial	Final	
___	___	19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.
___	___	20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.
___	___	21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.
___	___	22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.
___	___	23. Establishes and articulates short and long term goals to foster student learning.
___	___	24. Demonstrates the knowledge and skills to assess students' communication abilities, and develops with IEP team members, including family, needed augmentative and alternative

systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.

- ___ 25. Develops and sequences instructional activities and materials for student learning.
- ___ 26. Develops and uses effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.
- ___ 27. Effectively utilizes space, time, equipment and technology.
- ___ 28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.
- ___ **Sub-Total Score (Total Possible Points: 40)**

Evidence:

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Domain E: Creating and Maintaining an Effective Environment for Students' Learning

TPE 10: Instructional Time

TPE 11: Social Environment

Rubric Score

- | Initial | Final | |
|----------------|--------------|--|
| ___ | ___ | 29. Creates a physical environment that engages all students. |
| ___ | ___ | 30. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations. |
| ___ | ___ | 31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence. |
| ___ | ___ | 32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability. |
| ___ | ___ | 33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities. |
| ___ | ___ | 34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences. |
| ___ | ___ | 35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities. |
| ___ | ___ | 36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs. |
| ___ | ___ | 37. Promotes social development and responsibility. |
| ___ | ___ | 38. Manages learning environments efficiently and in a manner that is safe. |
| ___ | ___ | 39. Emphasizes teaching and facilitating the development of communication that promotes choice-making, independence, and self-advocacy. |
| ___ | ___ | 40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment. |

- _____ 41. Demonstrates the skills to facilitate individual students' initiation of and generalized use of mobility and other functional motor movements to promote participation and involvement in activities.

_____ **Sub-Total Score (Total Possible Points: 52)**

Evidence:

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Rubric Score

Initial Final

- _____ 42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
- _____ 43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.
- _____ 44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities and those who are also English language learners.
- _____ 45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice
- _____ 46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.
- _____ 47. Continually establishes professional goals and pursues opportunities to grow professionally.
- _____ 48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.
- _____ 49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.
- _____ 50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.

_____ **Sub-Total Score (Total Possible Points: 36)**

Evidence:

Initial Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

Final Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Recommended Grade (S/U) _____

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

SPD CLINICAL PRACTICE ASSESSMENT FORM (DHH)



SPECIAL EDUCATION CLINICAL PRACTICE ASSESSMENT *Education Specialist– Deaf and Hard-of-Hearing*

 DHH 692A/B Internship

 DHH 682A/B Student Teaching

Candidate: _____ **ID #:** _____

Student Teacher Intern Initial Assessment Date: _____ Final Assessment Date: _____

Site Support Provider: _____

District: _____ School: _____ Setting: _____

University Support Provider: _____

Academic Center: _____ Phone: _____ Email: _____

Directions: Consult the Clinical Practice Observations you have completed on this candidate for the specific period of time covered by this assessment. Compile relevant evidence from those observations in the Evidence sections below. Score each Descriptor by evaluating the Evidence you have written against the Rubric below, then record the associated score from the Score Level (1-4) below on the appropriate “Initial” or “Final” Descriptor line. Record the sub total after each Domain. On the last page, record the total of the domain scores and compute that score to a 4–1 Score Level. You may then assign a Point Range. Lastly, sign the appropriate assessment and obtain the signatures of the Candidate and Site Support Provider.

ASSESSMENT RUBRIC and SCORE LEVELS

Integrating (4) - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE Domain. **(Point Range: 160–200)**

Applying (3) - The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate evidence. Evidence is connected across this TPE Domain. **(Point Range: 120–159)**

Emerging (2) - The candidate provides partial evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is weakly connected across this TPE Domain and may be inconsistent. **(Point Range: 80–99)**

Beginning (1) - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate or missing evidence. Evidence is unconnected across the TPE Domain. **(Point Range: 40–79)**

Domain A: Making Subject Matter Comprehensible to Students*TPE 1: Specific Pedagogical Skills for Subject Matter Instruction***Rubric Score****Initial Final**

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Demonstrates knowledge of subject matter content and student development. |
| _____ | _____ | 2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas. |
| _____ | _____ | 3. Demonstrates knowledge and skills needed to teach English to students with no or limited English skills. |
| _____ | _____ | 4. Demonstrates knowledge and skills in teaching, reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students, including students with autism spectrum disorder |
| _____ | _____ | 5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning. |

_____	_____	Sub-Total Score (Total Possible Points: 20)
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Evidence:**Domain B: Assessing Student Learning***TPE 2: Monitoring Student Learning During Instruction**TPE 3: Interpretations and Use of Assessments***Rubric Score****Initial Final**

- | | | |
|-------|-------|--|
| _____ | _____ | 6. Establishes and communicates learning goals for all students. |
| _____ | _____ | 7. Demonstrates knowledge of confidentiality provisions and requirements. |
| _____ | _____ | 8. Demonstrates working knowledge of basic tests and measurement principles |
| _____ | _____ | 9. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions and guide instructions for students. |
| _____ | _____ | 10. Collects and uses multiple sources of information to monitor student learning. |
| _____ | _____ | 11. Involves and guides all students in assessing their own learning. |
| _____ | _____ | 12. Demonstrates the ability to assess verbal and non-verbal and visual language communication strategies as well as social interaction, interests, physical and sensory abilities and needs of students' in collaboration with a trans-disciplinary team. |

_____	_____	Sub-Total Score (Total Possible Points: 28)
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Evidence:**Domain C: Engaging and Supporting Students in Learning**

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

Rubric Score

Initial	Final	
_____	_____	13. Connects students' prior knowledge, life experiences, and interests with learning goals.
_____	_____	14. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students' diverse needs.
_____	_____	15. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.
_____	_____	16. Facilitates learning experiences that promote autonomy, interaction and choice.
_____	_____	17. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.
_____	_____	18. Demonstrates knowledge and skills using Visual language (SIGH) and Visual Language practices for making content accessible for teaching specific communication and social skills.
_____	_____	19. Demonstrates effective Visual Language and Visual Language practices through the use of code-switching practices to meet students' needs at their comprehension level.
_____	_____	20. Demonstrates the skill to effectively communicate expressively in order to receive appropriate responses from students.
_____	_____	21. Demonstrates the use of a Total Communication approach to receive and understand information across the communication spectrum from students.
_____	_____	Sub-Total Score (Total Possible Points: 36)

Evidence:

--

Domain D: Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning about Students

TPE 9: Instructional Planning

Rubric Score

Initial	Final	
_____	_____	22. Demonstrates a variety of research-based and effective teaching practices (Effective Language Development ELD and Specially Designed Academic Instruction SDAID) and that address the specific learning needs of all students.
_____	_____	23. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.
_____	_____	24. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students
_____	_____	25. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.

- _____ 26. Designs and implements instructional plans that maximize access to the general education curriculum considering the California Frameworks, the Common Core and state adopted curriculum.
- _____ 27. Demonstrates knowledge of typical and atypical development and characteristics of students.
- _____ 28. Establishes and articulates goals (short and long term) for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.
- _____ 29. Effectively utilizes space, time, equipment and technology..
- _____ **Sub-Total Score (Total Possible Points: 32)**

Evidence:

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Domain E: Creating and Maintaining an Effective Environment for Students' Learning*TPE 10: Instructional Time**TPE 11: Social Environment***Rubric Score**

- | Initial | Final | |
|----------------|--------------|--|
| _____ | _____ | 30. Creates a physical environment that engages all students. |
| _____ | _____ | 31. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations. |
| _____ | _____ | 32. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders. |
| _____ | _____ | 33. Demonstrates ability to diffuse situations that may lead to conflict or violence. |
| _____ | _____ | 34. Designs and implements behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies. |
| _____ | _____ | 35. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences. |
| _____ | _____ | 36. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities. |
| _____ | _____ | 37. Plans and implements classroom procedures and routines that support student learning, including transitions between activities. |
| _____ | _____ | 38. Promotes social development and responsibility by establishing a climate that promotes honesty, fairness, respect for privacy and student work, and openness to the discussion of ideas. |
| _____ | _____ | 39. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families. |
| _____ | _____ | 40. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs. |
| _____ | _____ | 41. Demonstrates the knowledge and skills needed to participate effectively in a school wide healthy learning environments for the safety and learning of students. |

- ___ 42. Establishes and maintains positive standards for student behavior.
- ___ 43. Manages learning environments efficiently and in a manner that is safe.

___ **Sub-Total Score (Total Possible Points: 56)**

Evidence:

Domain F: Developing as a Professional Educator

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

Rubric Score

Initial Final

- ___ 44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.
- ___ 45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.
- ___ 46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stake holders, in order to facilitate access to the core curriculum for students.
- ___ 47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice
- ___ 48. Demonstrates understanding of legal and ethical practices for instructing students.
- ___ 49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.
- ___ 50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

___ **Sub-Total Score (Total Possible Points: 28)**

Evidence:

Initial Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

Final Assessment

Candidate's Total Score _____ Rubric Level Score _____ Score Range _____

Rubric Level/Score Ranges: (4) 160-200; (3) 120-159; (2) 119-80; (1) 79-40

Recommended Grade (S/U) _____

Signatures:

Candidate: _____ Date: _____

University Support Provider: _____ Date: _____

Site Support Provider: _____ Date: _____

Feedback:

APPENDIX B: Lesson Plan Forms and Supporting Documents	44-76
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B.2 Lesson Plan Design Template	48
B.3 Lesson Plan Design Sample (Mild/Moderate)	51
B.4 Lesson Plan Design Sample (Moderate/Severe).....	58
B.5 Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTP’S).....	66

LESSON PLAN FORMAT: SPECIAL EDUCATION

Name: _____ Date: _____

Subject: _____ Grade Level: _____

Elements with Descriptors and Suggestions

1. Introduction:

- State Standards
- Rationale
- Past, Present and Future Learning Connections
- Class/Group Description

Setting of the standards at the beginning of a lesson clearly defines learning expectations for the teacher and students. Teacher must be able to clearly communicate what materials they are going to use and how their students are to behave in class.

Appropriate Content – Content selected should be based on student IEP's and should address the K12 California State Standards.

Establish Purpose/Rationale. Students should know why they are participating in a selected learning activity. Motivation is increased and learner outcomes are reached more frequently when students understand the requirements and purpose of an activity.

Establish Transfer to Prior Learning. Students should know how past learning relates to present learning so there can be continuity. Teacher describes or demonstrates how the new learning is similar to or different from previous learning.

Create Bridges from the Students' Past Learning by using information they already know to form a foundation for introducing new concepts. Teachers should use a variety of instructional strategies to determine students' prior knowledge.

Class/Group Description: The description should be a short concise paragraph that gives the observer information regarding the students in the class. Example: The lesson is designed for 8 M/S students who have goals that require instruction in reading/recognizing public signs related to daily life and safety. One student has a personal assistant who helps that student comply with the classroom management plan. One parent volunteer will assist by directing one group activity after the total group instruction.

2. Learner Outcome(s): State Standards & Learning Objectives

- What is your learner outcome (objective)?
- What will students learn from this lesson?

Learner Outcome(s) are aligned with State Standards, student IEP's, Learning Activities and Student Assessment. It is important that students understand what they will know and be able to do at the end of the lesson. Each Learner Outcome contains three elements: conditions, learning behavior and success indicators (State how is it measured).

Conditions – describes the conditions under which the Learning Behavior will take place.

Learning Behavior – describes the 'observable' learning demonstrated by the student. The Learning Behavior identifies the specific Bloom's Taxonomy level contained with Bloom's Learning Domains (Psychomotor, Cognitive or Affective).

Success Indicators – describes the assessment indicators of successful learning. How is it measured?

3. Pre-assessment Activity

- What information do you need to know about a student to help them learn?

Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

4. Differentiating Strategies:

- How do you modify or adapt the learning activities to accommodate accelerated and/or struggling learners? How will diversity be addressed? How will different exceptionalities be addressed?

Modify Learning Activities (Instruction and Practice) by:

- Using Bloom's Taxonomies according to student levels
 - Increasing or decreasing conceptual complexity
 - Providing various student grouping schemes
 - same or different interests
 - same or different learning level
 - same or different language development
 - same or different literacy development
 - same or different cultural background
 - same or different attitudes/opinions
 - Providing developmentally appropriate reading level materials
 - Changing instructional pacing
 - Providing a study-buddy
 - Providing language/literacy instructional scaffolds
 - Using advance organizers and other visual literacy supports
 - Providing varying question types (e.g. Bloom's Taxonomies)
-

5. Resources:

- What teacher and student materials need to be prepared in advance and readily available during instruction? The purpose for each item should be stated.

Such as:

- Whiteboards will be available for each student to use during guided practice to write vocabulary words.
 - Student journals will be used to record the learning goals
 - Markers will be used to write the vocabulary words on the board
 - Computers will be available for internet based student research
 - Graph paper will be used for guided practice to help students with placement of numbers in columns
 - The Promethean Board will be used to demonstrate the process for adding two digit numbers
-

6. Learning Activities: Explicit Instruction

Instructional Strategies for Engaging Students and Providing Curricular Access depends upon such items as:

- Evidence-Based Teaching Strategy procedures
- Learner outcome(s)
- Gardner's Multiple Intelligences
 - Level of English Language Proficiency
 - Level of Literacy Development
- Student interests, learning styles
- Available materials (e.g. reading materials)
- Technology (e.g. PowerPoint, computers, Internet)
- Resources (e.g. guest speakers)

7. Learning Activities: Guided Practice

Learning Activities Focused on Practice. Students should demonstrate their understanding by responding to selected learning activities that are aligned with student IEP's and State Standards.

Provide Ongoing Assessment and Feedback for Students. Teachers provide ongoing feedback to students during the guided practice to let them know how they are progressing in meeting the learner outcomes and adjusting instruction accordingly.

Assign Independent Practice after the teacher believes students understand and can demonstrate attainment of the Learning Outcomes. Students cannot practice a concept they do not understand.

Explain and Model Independent Practice Activity. Teacher should demonstrate expectations and procedures for the activity and continually check for understanding to determine which students need further assistance. For students who are having difficulty comprehending the lesson, the teacher can provide other activities that support the lesson's learning outcomes.

8. Learning Activities: Independent/ Extended Practice

Assign Independent Practice after the teacher believes students understand and can demonstrate attainment of the Learning Outcomes. Students cannot practice a concept they do not understand.

Explain and Model Independent Practice Activity. Teacher should demonstrate expectations and procedures for the activity and continually check for understanding to determine which students need further assistance. For students who are having difficulty comprehending the lesson, the teacher can provide other activities that support the lesson's learning outcomes.

9. Assessment

Describe how you will assess students' learning.

Formative Assessment – uses the 'Learning Activities' as 'assessment activities'. How students respond provides student-learning data. Use this data to prescribe further instruction targeted in helping the student(s) achieve the Learner Outcome.

Summative Assessment – measures the Learner Outcome achievement and determine the level of achievement.

10. Closure

- "What did you do today that made you a better reader... better writer... better listener... better learner?"

Reflection: Provide opportunities for students to share what they have learned through a class discussion and questions. It is critical the students reflect on what they have learned to enable them to practice independently and in extended practice.

11. Teacher Reflection

Teacher Reflects on Lesson by gathering several types of student learning data (i.e., pre-post assessment, formative assessment). The teacher can also gather other teaching related information (i.e., student motivation, classroom management) in order to focus on two essential questions:

- 1) What went well in the lesson? And;
- 2) What could have been done differently based on the students' response to the lesson?

LESSON PLAN DESIGN TEMPLATE



11255 North Torrey Pines Road, La Jolla, CA 92037-1011 • Phone (858) 642-8320 • Fax (858) 642-8724 www.nu.edu

Lesson Plan Design

Subject: _____ Grade: _____

Lesson Topic: _____

Candidate's Name: _____ ID #: _____

Site Supervisor: _____ NU Supervisor: _____ Date: _____

1. Introduction: (Identify relevant IEP goals and Content Standard(s), CSTP, focus learner, create bridges from past learning, behavior expectations, provide rationale.)

<p>Learning Expectations:</p> <p>CA Content Standards and CSTP:</p> <p>Focus Learners, EL Level, & Relevant IEP Goals:</p> <p>Create Bridges from Past Learning:</p> <p>Behavior Expectations:</p>	<p>Rationale:</p>
---	--------------------------

2. Learner Outcome(s)/Objective(s): (What will students learn from this lesson? How will you measure mastery of the outcome? Include objective and subjective data to show outcomes.)

	<p>Rationale:</p>
--	--------------------------

3. Pre-assessment Activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

	<p>Rationale:</p>
--	--------------------------

4. Differentiation, Adaptation & Accommodation Strategies: (Based on the IEP goals, pre-assessments, modify

Learning Activities based on learner characteristics to meet the needs of all students including ELL, special needs students, highly achieving students and low achieving students)

	<u>Rationale:</u>
--	-------------------

5. Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

	<u>Rationale:</u>
--	-------------------

6. Learning Activities: Explicit Teacher Instruction - (Explain, Model, Demonstrate, Check for Understanding)

	<u>Rationale:</u>
--	-------------------

7. Learning Activities: Guided Practice/ Collaborative Practice (Check for understanding and provide feedback and re-teaching)

	<u>Rationale:</u>
--	-------------------

8. Independent Practice: (Provide practice that supports the learning outcome. *Note: Independent activities are assigned assuming that students understand the concept well enough to work on their own.*)

	<u>Rationale:</u>
--	-------------------

9. Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students. Link the assessment to the stated Student Outcomes.)

	<u>Rationale:</u>
--	-------------------

10. Closure: (Describe how students will reflect on what they have learned.)

	<u>Rationale:</u>
--	-------------------

11. Lesson Reflection/Assessment: (Collect student learning data to determine: What went well? What needs to be changed? Were learning outcomes met? What activities will you add, change, modify in the future? What can be done to follow up on the learning from this lesson? Who needs additional help? Who needs enrichment or higher level work?)

[\(Will complete after lesson is given in e-companion for course.\)](#)

LESSON PLAN SAMPLE (MILD/MODERATE)

MILD/MODERATE SPECIAL EDUCATION CREDENTIAL CANDIDATES

SUBJECT: English/Language Arts GRADE: 7 LESSON TOPIC: Documenting Reference Sources
 CANDIDATE'S NAME: Ima Starr ID# 123456789
 SITE SUPERVISOR: _____ NU SUPERVISOR: _____

ONE: Introduction: (Identify relevant IEP goals and Content Standards, focus learner, identify bridges from past learning, behavior expectations, provide rationale.)

Relevant IEP Goals	Rationale
1. <i>The students will demonstrate the ability to research using information sources Internet, magazines, newspapers, encyclopedias.</i>	1. <i>Students need to be able to complete complete research projects as part of the Content Standards for Grade 7 and to complete books, a bibliography indicating sources used.</i>
2. <i>Students will demonstrate the ability to list items in a bibliography.</i>	2. <i>Students need to be able to identify a variety of resources and be able to correctly place these resources on a list for a bibliography.</i>

Content Standards	Rationale
1.2.1 Writing Applications: a. <i>Include evidence compiled through the formal research process.</i>	<i>Standards for Grade 7 English/Language Arts.</i>
b. <i>Document reference sources using a bibliography.</i>	<i>This also focuses on the end of unit assessment that includes a research paper with a bibliography.</i>

Focus Learners

The students in this class are a mixed group of 12 general education and 10 special education students. Some students have auditory processing disabilities and require additional the use of visual prompts, some students have visual processing disabilities and require additional reading support. The students are a very social group and have very strong interpersonal skills. For this reason, this performs well with small group activities. The class contains 50% ELL students, which requires the teacher to use SDAIE strategies such as visual prompts, frequent checks for understanding and interactive strategies. The behavior expectations for this group are clearly identified and consistently followed. This is necessary because they are a very talkative group requiring rules, routines and procedure clearly identified for all students. There are some students with ADHD who require frequent breaks, so transitions between activities allow for physical movement.

Identify Bridges From Past Learning

In two prior lessons, we reviewed different types of resources to be used in research reports such as Internet, magazines, newspapers, books, encyclopedias. RATIONALE: It is important to introduce this lesson now because it helps students understand how to document the research they are conducting for their final paper. By introducing the bibliography now, the students can see how to focus on the important facts and relate it to their thesis statements.

TWO: Learner Outcomes/Objectives: (What will students learn from this lesson? How will you measure mastery of the outcome? Include objective and subjective data to show outcomes.)

Learner Outcomes	Rationale
1. Students will work in groups or pairs to Identify at least three reference sources from a teacher provided section of a student research paper.	1. The students appear to produce better products when they work in pairs. Presenting a sample of a well-done research paper helps model the ultimate instructional unit goal.
2. Students will identify, in writing, the type of source and the date written.	2. Students need to be able to identify the details of sources used in research.
3. From a teacher made model, the students will place research source listings in a rough draft of a bibliography.	3. Students need to be able to place their sources in alphabetical order and in proper bibliography format.

THREE: Pre-assessment activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.)

This lesson has been planned according to appropriate developmental levels of the students in the class. The linguistic abilities include 50% ELL students for which accommodations have been included in all instruction. The students' academic language abilities vary, from students who have proficient skills in English language development to those who have emerging English language skills. These factors were taken into consideration when developing student groupings for this lesson so that all students have an opportunity to achieve the learning goals. A simple questionnaire was presented to the students containing information about their interests, aspirations, hobbies, special abilities. The results of this questionnaire have helped me learn about student attitudes and the influence of their cultural attitudes toward school. By doing this I am better prepared to help them with the most common issues represented by students of various cultures, to present lessons on topics of interest, using their past experiences to become more involved in the lesson. Through reviewing student data from prior achievement testing, cum folders and developmental history, I have learned about the students' physical, social and emotional development. Having this information has helped me keep their interests and aspirations in mind. I have a better chance of reaching them and peaking their interest. Writing exercises, class discussions have also provided input about students' content knowledge and skills. The IEP's were reviewed to ensure that the specific learning needs and IEP goals of each student were taken into consideration when preparing this lesson.

FOUR: Differentiation, Adaptation & Accommodation Strategies: (Based on IEP goals, pre-assessments, modify learning activities based on learner characteristics to meet the needs of all students including ELL, special needs students, highly achieving students and low achieving students.)

Strategy	Rationale
1. Pair students who are proficient in English with emerging ELL students.	1. This strategy will assist students in developing English vocabulary to achieve the learning objectives.
2. Provide instruction using auditory and Visual modalities, using illustrations and a wide variety of examples using magazines, books, newspapers, Internet.	2. All students will be provided with opportunities to process information and practice the skill using more than one processing modality.
3. Allow for movement during transitions.	3. This will help students with ADHD have an opportunity to move around.
4. Use computer technology for guided Practice.	4. Students who are proficient in the use of computer skills will be able to assist students who may need additional practice.
5. Provide an opportunity for students who Have advanced research skills to use more resources, additional documentation.	5. This will help all students by helping them see additional possibilities in using research to support a thesis statement.
6. Provide additional time to complete the task for some students.	6. Some students have writing challenges, requiring them to need additional time to model their bibliography after the samples provided.

FIVE: Resources: (Identify materials needed for this lesson accounting for varying degrees of skill level)

All students will be provided with the resources needed to achieve the learning goals. Technology will be used to present the lesson in the form of a Smart Board; a Docu-cam to project examples of research citations and bibliographies, and a computer to demonstrate research samples. Models and samples of completed bibliographies will be used to show students a finished product. Each student group will be provided with step by step instructions on the assignment paper to complete the sample bibliography.

SIX: Learning Activities: Explicit Teacher Instruction (Explain, Model, Demonstrate, Check for Understanding)

ACTIVITY	RATIONALE
1. On the overhead, I will display an image of a Boy Scout Manual that describes the steps for treating lacerations.	1. This is designed to get their attention with something simple, universal, and to demonstrate the importance of using reliable sources.
2. Show how a reference from the manual would look on a bibliography citation. identify other reference sources from books, newspapers, magazines, Internet.	2. This sets the immediate tone for the purpose and learning goals of the lesson.
3. Describe the learning goals to the class. Review the reference sources again. Using the overhead, show a variety of bibliography citations from the references.	3. This helps students know exactly what the teacher and students will do and the expected outcome.
4. Arrange the student groupings. Allow time for movement around room when going to groups.	4. The students are familiar with these groups and have demonstrated an ability to complete tasks when working in these groups.
5. Provide groups with and describe: reference source examples from a student research paper, worksheet for recording reference sources.	5. All students will be able to identify reference sources and bibliography examples.
6. The teacher will circulate the room around the groups while asking questions such as, "What type of reference source is this?"	6. Provide support, make sure all students have materials, know their purpose, and can answer simple questions about them.
7. The teacher will provide an example of a bibliography citation using the student research paper. This will also be projected using the Docu-cam.	7. This modeling helps students see the method for writing bibliography citations.
8. The students will work in groups to complete two more bibliography citations from the student research paper provided.	8. This helps students problem solve to provide a solution to the task, using group dialogue for individual task completion.
9. The teacher circulates among the groups.	9. Provide checks for understanding and re-teaching as necessary.
10. Throughout the instruction, provide additional support to students with Specific Learning Disabilities and ELL students.	10. Students with language issues and processing challenges require additional presentations and may require one-on-one assistance for comprehension and task completion.
11. Allow for movement when returning to their original seating arrangements.	11. This allows all students an opportunity for movement and signals a transition between group to individual activities.

SEVEN: Learning Activities: Guided Practice/Collaborative Practice (Check for understanding and provide feedback and re-teaching.)

Activity	Rationale
1. The students will review their individual worksheets containing the bibliography citations.	1. Students will have an opportunity to review their work on their own.
2. The teacher will circulate around the room quickly looking at individual student work.	2. This will help the teacher see which students were able to complete the task easily and which students had difficulty.
3. The teacher will provide the instructions for the final portion of the lesson in which students will add one bibliography to their list using the same student research paper used by the groups.	3. Students need to be able to identify their individual ability to complete a bibliography reference independently.
4. Based on the quick review, the teacher will provide additional instruction and one-on-one assistance to students who are experiencing difficulty.	4. All students need to be able to be able to complete the task at their own pace, and using their own processing modalities.
5. Students who complete the task quickly may assist others who are experiencing difficulty.	5. This will help to reinforce the skill and help to develop group collegiality.

EIGHT: Independent Practice: (Provide practice that supports the learning outcome.

This is the first presentation of bibliography citations. For this reason, the Independent Practice will be kept very simple, so that the students do not feel overwhelmed and unsupported. The homework assignment will be for students to bring in an example of a reference source such as a magazine, newspaper, a book.

NINE: Assessment and Evaluation: (Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for ELL, special needs students, highly achieving students and low achieving students. Link the assessment to the stated Student Outcomes.)

I will describe assessment and evaluation in terms of learner outcomes.

Outcome	Assessment
1. Students will work in groups or pairs to identify at least three reference sources from a teacher provided section of a student research paper.	1. Student worksheets will provide the the basis for informal assessment of the degree to which each student achieved the learning goal.
2. Students will identify, in writing, the type of source and the date written.	2. Due to the frequent checks for understanding during instruction and guided practice I will be able to identify students who have accomplished this task.
3. From a teacher made model, the students will place research source listings in a rough draft of a bibliography.	3. Students will record their source listings on the worksheet provided. Their worksheet will provide the basis of informal assessment.

For ELL students and students with specific disabilities, I will identify the degree to which they achieved the learning goals. Due to frequent checks for understanding and continual one-on-one assistance throughout the activity, these students will probably be successful in completing the task. For some students, the vocabulary and the actual writing may be difficult. For these students, I will allow them more time to complete the tasks. If I have difficulty understanding their answers, I will ask for verbal clarification of their response. High achieving students will be given the option using the Internet and completing their worksheets using Microsoft Word.

It is important to note here that this is the first presentation of this lesson. I will use the results of this lesson to guide future instruction. It is anticipated that the mastery of bibliography citations will require at least three lessons.

TEN: Closure: (Describe how students will reflect on what they have learned.)

At the end of the lesson, I will review the learner outcomes and ask questions to the students about the degree to which they feel we have achieved the goals of the lesson. I will ask questions such as, "What did we do today?" "What is a reference?" "What is a bibliography"? I will also use this question/answer time to help build the self-esteem of students who may have struggled with the assignment, asking them questions I know they can answer such as, "What is a magazine?" The rationale for this is to help students understand the basis for the lesson and how to use citations in developing their research papers.

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MILD/MODERATE SPECIAL EDUCATION LESSON PLAN SAMPLE
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ELEVEN: Lesson Reflection/Assessment: (Collect student learning data to determine: What went well? What needs to be changed? Were learning outcomes met? What activities will you add, change, modify in the future? What can be done to follow up on the learning from this lesson? Who needs additional help? Who needs enrichment or higher level work?)

After the lesson I will review the student worksheets. I will prepare the lesson for the next day based on the results of today's lesson. I will note the students who required re-teaching, extra time and the students who completed the task easily. The next lesson will build on the results from this lesson and will focus on additional bibliography citations, using Internet sources. I will also meet with another English/Language Arts teacher who is presenting the same type of lesson with her class and compare student results. We will provide suggestions to each other for subsequent lessons. One thing I would do differently next time is.....

LESSON PLAN SAMPLE (MODERATE/SEVERE)

MODERATE/SEVERE SPECIAL EDUCATION CREDENTIAL CANDIDATES

SUBJECT: *High School Health Education*

GRADE: 9-12

LESSON TOPIC: Nutrition

CANDIDATE'S NAME: Ima Starr

ID# 123456

SITE SUPERVISOR: _____

NU SUPERVISOR: _____

ONE: INTRODUCTION: (Identify relevant IEP goals and Content Standards, focus learners, Identify bridges from past learning, behavior expectations, provide rationale.)

Relevant IEP Goals

1. The students will be able to identify three components of healthy eating habits: food groups, nutrition guidelines, a balanced diet.
2. The students will select healthy foods and beverages in a variety of settings.

Rationale

1. Students need to demonstrate how to select healthy foods, develop lifestyle habits which foster good health and prevent disease.
2. Students need to know how to apply nutrition guidelines in their daily lives.

Content Standards

- 1.4N: Nutrition and Physical Activity:
Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
- 3.3N: Nutrition and Physical Activity:
Describe how to use nutrition information on food labels to compare products.
- 7.1N: Nutrition and Physical Activity:
Select healthy foods and beverages in variety of settings.

Rationale

The purpose of this lesson is to meet the state requirements for health education.

Healthy eating is associated with reduced risk for many diseases. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent problems such as obesity, tooth decay, and disease.

Focus Learners

The students in this class are developmentally disabled with intellectual disabilities. This lesson was designed for five students in Grades 10-12. Three of the students have a Broad Reading Score (decoding and comprehension) of 3.0. Two of the students' Broad Reading Scores are at 3.5 grade level. There are two ELL students in the group who also receive support for development of English reading and writing skills. One student has an individual paraprofessional due to behavior issues involving frequent outbursts when experiencing frustration. We are using a direct behavior modification system with this student and his outbursts have decreased significantly. The students have been at the same school and with the same teacher for two years. The behavior expectations for this group are clearly identified and consistently followed. The teacher needs to apply specialized techniques for these students such as slow rate of speech, clear enunciation, controlled vocabulary, gestures and facial expressions, color-coded materials, visual materials and experiential activities. **RATIONALE:** Using these techniques provides special education students increased access to the standards based curriculum.

Identify Bridges from Past Learning

Based on assessment results of prior lessons, 80% of students have demonstrated understanding of the food pyramid, the different food groups, and eating a balanced diet. The students have also been learning about the human body and the purpose of various body parts including the digestive system. All students have scored at the 80% level on assessment of key vocabulary such as nutrition, calories, health, digestion, disease, sodium.

TWO: Learner Outcomes/Objectives: (What will students learn from this lesson? How will you measure mastery of the outcome? Include objective and subjective data to show outcomes.)

Learner Outcomes	Rationale
1. Students will indicate correct food choices when given prompts requiring choices.	1. Students need to be able to make healthy food choices to develop healthy lifestyle habits.
2. Students will identify specific information from nutrition labels.	2. Students need to be able to identify nutrition labels so that they can make a connection between product components and healthy eating.
3. Students will be able to describe how to use nutrition information on food labels to compare products.	3. Students need to compare products so they can apply the principles of healthy eating to the purchase of nutritional foods.

THREE: Pre-assessment activity: (Determine students' abilities to achieve the Learner Outcome and prescribe instruction accordingly. Consider: linguistic background, academic language abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.

This lesson has been planned according to appropriate developmental levels of the students in the class. All students have IEP's. The students have moderate/severe disabilities. Their special needs and goals have been incorporated into the lesson planning. Through reviewing student data from prior assessment, IEP's, including developmental history, I have learned about the students' physical, social and emotional development. Having this information has helped me plan lessons and develop anticipated learning outcomes based on the learning styles and needs of each individual student. Students are expected to achieve the learning goals for this lesson based on previously successful lesson outcomes on nutrition and health concepts. The lesson has been geared to a 3rd grade reading level, the appropriate level based on student reading scores. All students have achieved at least 80% mastery on performance assessments from the prior lessons on the human body, the food pyramid, food groups, eating a balanced diet. Three of the five students speak English at school and home; the other two students speak English at school and Spanish at home. Attendance is sporadic for the ELL students based on different medical conditions. Two of the students take medication for asthma. All students participate in Adaptive Physical Education (APE). Two students participate in a transition program at the student store. Most of the students are collegial and participate regularly in social conversation, but some students prefer to isolate during breaks and lunch. All the students enjoy participating with the interactive nutritional program designed for our Promethean Board.

FOUR: Differentiation, Adaptation and Accommodation Strategies: (Based on IEP goals, Pre-assessments, modify learning activities based on learner characteristics to meet the needs Of all students including ELL, special needs students highly achieving students and low achieving students.

Strategy

Rationale

NOTE: ALL STUDENTS IN THE CLASS HAVE IEP'S. ALL OF THEIR INSTRUCTION INCORPORATES A MODIFIED, STANDARDS BASED CURRICULM. THERE ARE NO GENERAL EDUCATION STUDENTS IN THIS CLASS.

- | | |
|--|---|
| 1. Provide instruction using auditory and visual modalities. | 1. All students will be provided with opportunities to process information and practice the skill using more than one processing modality. |
| 2. The teacher will use adaptive techniques such as slower speech rate, clear enunciation, controlled vocabulary, gestures and facial expressions, meaning acted out, color-coded materials, visual materials and experiential activities. | 2. This will help meet the needs of all students with special needs receive and process the information in the lesson and achieve the learning goals. |
| 3. Use the technology provided by the Promethean Board in a game format. | 3. Students will be able to provide Interactive responses using visual, graphic information. This is especially helpful for the ELL students and students with limited vocabulary/reading skills. |
| 4. Provide additional time for students to respond. | 4. Some students require additional time to process the information and provide a response. |
| 5. Allow students to take breaks during the activity. | 5. Some students who become easily frustrated or who tire quickly, may need rest breaks so they can relax before completing the activity. |
| 6. Provide frequent progress monitoring for ELL students especially for nutrition vocabulary. | 6. ELL learners may require additional explanation and visuals for understanding of nutritional terminology. |
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FIVE: Resources: (Identify materials needed for this lesson, accounting for varying degrees of skill level.)

All students will be provided with the resources needed to achieve the learning goals. Technology will be used to present the lesson in the form of an interactive game using the Promethean Board, with the “Build-a-Meal” graphic organizer, to help arrange their ideas. The food pyramid chart will provide a visual reminder of the food groups and the different foods in each group. Students will read from their text, Science A-Z, written at a grade level of 3.0, to improve reading fluency, learn new vocabulary and develop reading comprehension. The packaged foods such as a soup can, granola bar, Gold Fish Cracker package, will provide realia (objects from real life used during instruction to improve students’ understanding of real life situations). These will be used to illustrate the nutritional labeling.

SIX: Learning Activities: Explicit Teacher Instruction (Explain, Model, Demonstrate, Check for Understanding)

ACTIVITY	RATIONALE
1. “We have been learning about the food pyramid and the different food groups. What are the different food groups?” Point to the different groups as they are mentioned.	1. This establishes a connection to prior learning.
2. “Can you name some foods in each group?” Allow each student a chance to answer.	2. This helps students recall foods and reinforce the categorization of foods.
3. “We are now going to create a balanced meal Using the “Build-a-Meal” graphic organizer and the food pictures” Demonstrate an example of a balanced meal. Allow all students to create a meal with their own food choices, Use questioning to help students evaluate whether their meal is balanced or not. Help students correct the meal if it is not balanced.	3. Students will have an opportunity to identify the various components of a balanced meal. This is the second presentation of the “Build-a-Meal”. These students require frequent repetition and multiple presentations for mastery of concepts and skills.
4. “Good job! We all know that we need a balanced diet to get all the nutrients that our body needs and now we are going to learn how to make healthier choices by learning to read nutrition labels.” Show examples of commonly used products with the nutrition labels clearly visible. Have students identify the products and describe a time and place when they might eat that product.	4. This activity helps to introduce students to a new component of the nutrition unit. This also helps them connect the learning activity with products they use in daily life.
5. Provide each student with the “Reading Nutrition Labels” Quick Read from <u>Science A-Z</u> to read and review the information. Allow students who can read independently to complete the task on their own. Work individually with the ELL students and other struggling readers to read and comprehend the text.	5. This reinforces prior instruction and helps students develop basic skills in reading vocabulary, fluency and comprehension. The students are familiar with and have demonstrated an ability to read and comprehend material from the <u>Science A-Z</u> textbook.
6. Show/describe/model the various food packages. “Can you find the nutrition facts on this package?” “Okay, now find the serving size. What does it say?” Continue through the facts until finished.	6. Students need multiple opportunities to practice newly acquired skills and concepts. Repeated presentations serve to reinforce the desired learning outcomes.

SEVEN: Learning Activities: Guided Practice/Collaborative Practice (Check for understanding And provide feedback and re-teaching.)

Activity	Rationale
1. Provide each student with a food package. and ask individual questions about each one such as, "Can you find the calories on the soup can label?"	1. This helps students learn to read nutrition labels and practice the skill. This also helps students practice finding information to be used in daily life.
2. Repeat the activity until each student has had an opportunity to correctly answer five nutritional label questions.	2. Students require multiple opportunities to practice newly learned skills and concepts.
3. Provide additional instruction and re-teaching as necessary.	3. Each student needs to be given an opportunity to achieve the learning goals.
4. Students who complete the task quickly may answer additional questions or ask questions of other students. The teacher might ask, "Now can you tell me which food is lower in calories?" "Which can of soup is better for you?" "Compare these granola bars. Which one is the better choice?"	4. Higher functioning students need to be provided with additional supplemental activities and opportunities to demonstrate understanding of the learning objectives. This also helps students stay focused on the lesson.

EIGHT: Independent Practice: Provide practice that supports the learning outcome. Note: Independent activities are assigned as appropriate assuming the students understand the concepts and have the ability to work on their own.

Since this is our first presentation of nutritional food labels, the students will be given the simple task of bringing a food product package from home for our next lesson on nutritional labels. When students bring their food products, we will review concepts and skills presented in the nutrition label lesson.

NINE: Assessment: Describe how you will assess and/or evaluate the students' learning. Describe differentiating assessment strategies you will use for various exceptionalities, ELL, higher achieving students and lower achieving students.

Activity	Rationale
1. The teacher will take notes during the practice, noting the degree of accuracy for each student.	1. Assessment should be ongoing and help determine future lessons.
2. The lesson was designed to allow all students to achieve the learning goals at an 80% level of accuracy.	2. Students with special needs require frequent repetition and multiple opportunities to practice the skill.
3. The ELL students may only be able to answer three nutritional label questions.	3. Progress monitoring for ELL students sometimes needs to be modified.

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TEN: Closure: (Describe how students will reflect on what they learned.)

_____ At the end of the lesson, I will review the learner outcomes and ask questions to the students such as, "What is nutrition?" "What is a nutrition label?" "What types of information are on the nutrition label?" "Why is it important to make healthy food choices?" Hopefully, a connection will be made between the new instruction on nutrition labels and prior instruction on healthy food choices.

"Today we learned how to read nutrition labels on the side or the back of a food container and how to choose foods based on those facts. What kinds of information can we find on a nutrition label?" Allow each student a chance to answer. "That's right, we can find the serving size, amount per serving, total fat, cholesterol, sodium, carbohydrates, protein, and how many vitamins and minerals are in one serving (point to each section as it is called out and give prompts as necessary). "Why is this information important?" Allow each student time to answer. "By understanding the nutrition label, we can make healthier choices when we eat."

"Tomorrow we are going to look at some more labels. We are going to compare some food products to see which ones might be healthier or better for us. What do you need to bring to school tomorrow? That's right! A food package. Very good, students!"

ELEVEN: Lesson Reflection/Assessment: (Collect student learning data to determine: What went well? What needs to be changed? Were learning outcomes met? What activities will you change, modify in the future? What can be done to follow up on the learning from this lesson? Who needs additional help? Who needs enrichment or higher level work?)

After the lesson, I will review the student responses. I will prepare the lesson for the next day based on the student responses from this lesson. I will note the students who required re-teaching, extra time and the students who completed the task easily. The next lesson will build on the results from this lesson and will focus on comparing nutritional labels. Because these students require frequent repetition and multiple presentations, we will review some of the concepts presented throughout the unit on nutrition based on the California State Standards for Health Education. One thing I would do differently next time I teach this is.....

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Teacher Performance Expectations (TPEs)
California Standards for the Teaching Profession (CSTPs)
Education Specialist Teaching Credentials

The California Commission on Teacher Credentialing engaged in a consultative process with educators to identify standards for the teaching profession. The standards have been designed in a progressive, developmental sequence. The National University Education Specialist Teacher Credential Program uses the Teaching Performance Expectations (TPEs) to guide what teacher candidates should learn and practice. Once the Preliminary Authorization is received from National University, the California Standards for the Teaching Profession (CSTPs) are used as benchmarks for induction programs for beginning teachers. The National University Teaching Preparation Program only focuses on the Teaching Performance Expectations (TPEs).

The thirteen (13) Teaching Performance Expectations (TPEs) define what candidates should be able to demonstrate by the end of student teaching. All the TPEs must be learned and practiced by Education Specialist candidates. The TPEs are written at an appropriate level for beginning candidates. There is an expectation that candidates advance as they progress through the program with National University. The TPEs are based on the California Standards for the Teaching Profession (CSTPs). The TPEs are organized into the following six domains. A summary of the TPEs follows this chart. For the full text of the TPEs please review Appendix B of Adoption of Teaching Performance Expectations for Preliminary Education Specialist Teaching Credentials and of Preconditions for Selected Special Education Credential Programs.

Domain A	Making Subject Matter Comprehensible to Students TPE 1 Specific Pedagogical Skills for Subject Matter Instruction
Domain B	Assessing Student Learning TPE 2 Monitoring Student Learning During Instruction TPE 3 Interpretation and Use of Assessments
Domain C	Engaging and Supporting Students in Learning TPE 4 Making Content Accessible TPE 5 Student Engagement TPE 6 Developmentally Appropriate Teaching Practices TPE 7 Teaching English Language Learners
Domain D	Planning Instruction and Designing Learning Experiences for Students TPE 8 Learning about Students TPE 9 Instructional Planning

Domain E	Creating and Maintaining an Effective Environment for Students' Learning TPE 10 Instructional Time TPE 11 Social Environment
Domain F	Developing as a Professional Educator TPE 12 Professional, Legal, and Ethical Obligations TPE 13 Professional Growth



TEACHING PERFORMANCE EXPECTATIONS SUMMARY

A: MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Candidates demonstrate the ability to teach the state-adopted academic content standards and instruct in ways within a learning environment that develop skills in:

- **Reading and English Language Arts.** Deliver a comprehensive program that promotes learning to read and write, comprehension and composition, appreciation and analysis, as well as performance and enjoyment of the language arts.
- **Mathematics.** Teach basic computations, concepts, and symbols, problem solving through mathematical reasoning using concrete, verbal, symbolic, and graphic representation.
- **Science.** Explain and demonstrate scientific concepts, principles, investigation, and experimentation. Emphasize accuracy, precision, and estimation.
- **History and Social Science.** Teach basic analytical thinking skills through a variety of media. Develop insights into historical periods and cultures using social science concepts and themes. Provide multiple perspectives by using simulation, case studies, cultural artifacts, works of arts and literature, cooperative projects and student research.
- Education Specialist teachers instruct students in the core academic curriculum at the grade levels and in the service delivery modes of there

legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP).

B: ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

- Monitor student work at key points during instruction to check for adequate progress based on each student's Individualized Educational Program
- Pace instruction and re-teach content using assessment strategies such as questioning students and examining their work
- Anticipate, check for, and address common student misconceptions and misunderstandings

TPE 3: Interpretation and Use of Assessments

- Know how to familiarize students with, and administer assessment instruments
- Collect multiple sources of information to assess student learning
- Interpret assessment results

- Determine student progress and use results to plan instruction
- Teach students how to use self-assessment strategies. Provide time for practice
- Give students specific and timely feedback. Maintain accurate records of student achievement
- Work with families to help students achieve. Explain curriculum content and students' strengths and areas for growth
- Education Specialist candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.

C: ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

- Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.
- Adjust lesson design to accommodate students' current level of achievement
- Vary strategies. Explain and reinforce content in multiple ways (presentation, manipulative, models, the arts, diagrams, non-verbal communication, and technology)
- Develop students' academic language. Encourage their creativity and imagination

TPE 5: Student Engagement

- Clearly communicate learning objectives
- Use various instructional strategies and create relevant activities. Use community resources and student experiences
- Create stimulating discussions and challenge students by asking different types of questions using Bloom's taxonomy
- Monitor student progress. Encourage active/equitable participation. Re-engage off-task students using various instructional strategies
- Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

TPE 6: Developmentally Appropriate Teaching Practices

Establish expectations that are appropriate at distinct stages and adolescent development, such as:

- **In grades K-3:** Structure daily activities that allow for movement and attention span of young learners. Connect with their world. Use manipulative and hands-on learning experiences. Teach and model norms of social interactions.
- **In grades 4-8:** Support students who lack basic skills. Teach from grade level texts. Extend concrete thinking; foster abstract reasoning and problem-solving skills. Help students develop effective learning strategies and assist them in time-management skills. Support new roles and responsibilities; facilitate group efforts and responsible behavior.
- **In grades 9-12:** Establish challenging academic expectations and clearly communicate these to students and families. Understand adolescence and its challenges. Foster advanced abstract thinking and problem-solving skills. Connect curriculum to adult life. Encourage responsibility and individuality while acknowledging peer pressure.
- Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

TPE 7: Teaching English Learners

- Know and use effective ELD strategies leading to English literacy
- Differentiate instruction and select appropriate instructional materials and strategies based on individual language assessment data
- Collaborate with specialists and para-educators
- Develop students' academic knowledge and language in core subjects
- Use effective questioning strategies and model English constructions

D: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
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TPE 8: Learning about Students

- Use knowledge of patterns of child and adolescent development to understand students
- Assess students' language abilities, content knowledge and skill, using both formal methods and interpersonal interactions
- Encourage, support and facilitate parent participation
- Understand how factors such as gender and health influence behavior and learning potential
- Use multiple means of assessment to identify students with special needs

TPE 9: Instructional Planning

- Plan comprehensive instruction based on state-adopted academic content standards
- Establish short and long term learning goals based on state and local standards as well as student current achievement levels
- Use a variety of explicit teaching methods

- Use experience and reflection to improve implementation of instructional strategies
- Sequence instruction appropriately, using effective strategies and instructional material
- Connect academic content with students' backgrounds, interests, and needs
- Differentiate instruction to accommodate students' needs
- Use support personnel to help students reach goals

E: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

- Allocate instructional time to maximize student achievement
- Establish procedures for routine tasks and manage transitions efficiently
- Use reflection and consultation to adjust instructional time to optimize learning opportunities and outcomes
- Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

TPE 11: Social Environment

- Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
- Develop and maintain clear academic and behavioral expectations, effectively implementing a discipline plan
- Create a positive climate for learning by promoting student effort and engagement
- Establish rapport with students and their families through caring, respect, fairness and sensitivity
- Foster responsibility and independence in students
- Make necessary changes in the social environment to maximize academic achievement

F: DEVELOPING AS A PROFESSIONAL EDUCATOR
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TPE 12: Professional, Legal and Ethical Obligations

- Take responsibility for student academic learning outcomes, ensuring that they are met
- Resist racism and acts of intolerance and maintain a non-hostile classroom environment
- Understand and implement state and federal law and school and district policies
- Understand and honor professional and legal obligations and model ethical behaviors

TPE 13: Professional Growth

- Evaluate their own teaching practices and subject matter knowledge and solicit feedback
- Improve their teaching practices by using reflection and feedback to formulate and prioritize goals

CSTPs –Essential Standards Evidence Ideas**1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, interests.**

- Teacher uses terms/questions such as “How do we know...?”
- KWL chart
- Students sharing backgrounds
- Journals
- Thinking Maps
- Teacher sharing experience
- Questioning strategies
- Realia
- Invite a guest speaker – could be a student from an advanced grade
- Let students “share-time” have time to share “content” in native language at times to access prior/personal knowledge
- Solicit students’ background knowledge (schema) and list on butcher paper of upcoming unit (i.e.) butterflies. Save and bring back out at end of unit to check our accuracy.
- Creative hooks
- Use of “teachable” moments
- Affect inventory
- ELL identify/set strategies/goals
- Interdisciplinary teaching
- 50 Strategies for Active Teaching (Yopps, Guillaume)
 - Mystery box
- Questions the teacher asks (as well as student questions)
- Real word connections
- Teacher shares info regarding other cultures
- Evaluate prior knowledge to guide instructions

1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning need

- Books on tape
- Utilize a variety of sensory strategies that help with students that might have challenging or difficult behaviors (i.e. carry item to office, way to ask for help, etc.)
- Discovery lessons
- Groups: differentiated instruction
- ELD strategies
- Thinking Maps
- Student-driven activities
- Nook/Kindle/iPad under document camera
- Group work
- Teach-show model
- Differentiate self-evaluation
- Give one, get one
- Visuals/audios/hands-on
- PowerPoint/video recording
- Flexible grouping
- Skits
- Jigsaw
- Popcorn
- True/False and Yes/No cards
- White board (individual)
- Use of technology – computers, iPads
- Critiques (self) using LAN school
- Did the activities in class address multiple intelligences?
- Balance of student and teacher use of technology
- Open ended projects that show mastery of material in a creative way
- Authentic learning – Edmodo

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

- Student groups or work with a partner to share personal experiences relating to the topic
- Student work displayed; example: creative writing pieces with corresponding art

- Have students reflect on how they solved a problem after it is complete and write it in a journal or share with others
- Propose idea and test it out
- Student directed learning – group discussions, reflections, both individual and group
- Save samples of problem solving activities or assignments that students have been engaged in
- Student written reflections (about own work)
- Students making connections (prior knowledge)
- Questioning (informal, oral)
- What if? Or making connections recognizing widely to others reward/verbal/affirmative
- Literature circles
- Culture panel (diverse perspectives)
- Teaching internet credibility
- Open ended science labs/investigation
- Project based learning
- Provide choices/menus
- Provide higher-level language models (I predict...)
- What types (Bloom’s Taxonomy) of questions is the teacher asking?
- Socratic discussions
- Follow-up questions – evidence, reasons
- Open ended questions
- Evaluate point of view & perspective on primary sources
- Debates
- Analyzing

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

- 100% participation activities
- Avoids negative responses to student incorrect answers
- “May I suggest, may I recommend” instead of “you need, you should be...”
- Review classroom/school core values – i.e. “integrity” - then students explain what integrity looks like in a classroom setting, i.e. doing your own work
- Modeling
- Be open to and embrace PBIS strategies that are being implemented (common core language for positive behaviors throughout school really does work)
- Ask for student ideas
- Time to think/respond
- Positive reinforcement
- Class discussions
- Impromptu reviews
- Peer share
- Emergency rules/directions posted
- Safe space posters
- Students sharing opinions
- Think – pair – share
- Name/number sticks to randomly call on student
- Flow pattern for teacher movement noted on seating chart
- Student inventories to encourage teachers get to know students better
- Using sticks to call on students
- Call on multiple students for different perspectives
- Positive reward system, especially for student participation
- Sharing student work under doc camera
- Students in charge of class discussions
- Rick Morris “Who’s Next” app on iPhone
- Are classroom norms established with student feedback?
- Body language of teacher towards students
- Small group activities
- Evaluating “the process” during group work
- Set up of the classroom – does it encourage students’ sharing ideas
- Modeling behavior

2.6 Employing classroom routines, procedures, norms, and supports positive behavior to ensure a climate in which all students can learn

- Transitions - for example: noise signals, gestures
- Be aware of which students you’re calling on; develop a system that easily documents who you have called upon

- Agenda/schedule/changes posted
- Rewards – both class wide and individual
- Beginning of class procedure established: always have instructions on board – hand in homework, take out notebook, response to journal entry, etc. Students begin at the bell.
- PBIS strategies: incentive cards, acronyms
- Classroom success plan posted
- Classroom expectations posted
- Assigned roles to help kids with special needs
- Transitional songs/routines
- Class constitution
- Morning meeting
- Multiple activities available to students to minimize down time
- Plan lesson to reduce transitions
- Procedures established for activities, i.e.: setting up a lab/get supplies etc.
- Behavioral expectations are posted
- Enforces behavior expectations

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

- Books on tape
- iPads
- Student computer access
- Electronic response technology
- United streaming
- Photo stories
- Edmodo
- Blackboard
- Wiki
- Class websites
- Prezi
- PowerPoint
- iPods
- Document camera
- Response clickers (Quizdom)
- CD Player/MP3
- Videos
- United streaming
- Brain pop
- Online resources
- Rick Morris class cards
- Call dojo
- Kids using interactive resources
- Student teaching other students/shared learning
- Freedom to propose own learning method to teacher and fellow students (video/art etc.)
- Language labs
- Student – generated culture learning (holiday reports, etc.)
- LCD projector, doc camera
- SMART board
- Supplementary and/or auxiliary materials provided in adoption of texts

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

- Give them more time
- Provide hard copy of PowerPoint or lesson for student to use & follow along
- Make sure you have materials & teacher manuals for your SPEC ED grade level so that you can spend time “modifying” and making accommodations rather than time & energy finding materials for instruction (equal access)
- Vocabulary lists on walls
- Realia
- “cloze” copy of notes
- IEPs – review and be knowledgeable
- Hands-on activities
- SDAIE strategies digital translators
- Use of picture cards
- Acting out vocabulary
- Using EL support books provided with T.E.S.
- Review 504 plan to guarantee implementation of all requirements
- Look at student cumulative folders and discuss/gather facts from previous teachers
- Discussion with case carrier
- Internet “virtual” field trips
- Picture walk through book as preview technique
- Vocabulary “box”
- Student activities to preview vocabulary

- Preview/review of content

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

- KWL charts
- Journaling
- PPE Assessments
- Parent info surveys (Google Docs) – family, background, educational history, languages
- Kids surveys
- Multiple intelligence inventory
- CELDT/CST scores
- Schoolnet
- Students introduce self/selves through letter of introduction (directed/narrative essay)
- Students interview each other – create wordlist – shows family, background, interests, strengths, etc.
- Culture Day
- Parent/grandparent interview
- Graphic organizers
- Check profile on ABI
- Ask open-ended questions at beginning of lesson to learn about student experiences
- Listen to your students
- Pre-assessments based on prior classes
- Use strategies for all types of learners – visual, auditory, etc.
- Use developmental knowledge, example: “change it up” every 15 minutes for K, attention span limited
- Allow for movement.
- Use examples from the neighborhood
- Anticipation Activities
- Differentiate instructions

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

- Review IEP goals before planning lessons & modify
- Use visuals
- Pre-assessments
- Check for understanding
- Small groups
- Peer tutoring (i.e. math all stars)
- Pair sharing
- “Ask Three Before Me”
- Differentiated instruction
- Group activities (small)
- Launchpoint strategies: wait-time, equity strategies, etc.
- Use the resources for EL learners and get materials that are at instructional level
- Gen. Ed. teacher reviews all student IEPs
- Use ELP standards
- Informal assessments made during learning: thumps up, show your white board, etc.
- RTI/PLC planning (elementary/secondary)
- Reflective – formal, informal assessment to guide instruction

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

- Department PLC's → formative assessment
- Item analysis from multiple choice questions on a test
- Schoolnet assessment information
- Include SPEC ED staff in planning (e.g. SPEC ED teacher, resource teacher, speech/language, O.T., P.T., etc.)
- Review LPA scores at the instructional level
- Use of Exit Cards
- Teacher-made check list
- Use of hands-on assessment
- Anecdotal notes
- Post-its
- Class discussion/evaluate assessment or activity and suggestions for improvements/what to keep/what did not work
 - Butcher paper group discussion, list & share out
- RTI – grouping/homogenous
- Pre, ongoing, post, and summative assessment to guide instruction
- Interpret data/scores

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

- PLC meetings
- Professional development
- Vertical teams & grade-level teams for sharing and articulating
- Informal conversations with IAs and Support Staff (SAI)
- Eat lunch together
- Attend committee meetings
- Attend different department or grade level meeting to learn new goals
- Conversations w/BTSA Support Provider
- Staff meeting “share out”
- Teacher conventions
- S.I.P days
- Staff development
- Peer observation
- Seek professional assistance
- Talking with colleagues
- Staff meetings: collaborate & share
- Grade level meetings: planning, new ideas, align to common core, PLC
- Goal setting meetings
- IEPs and SSTs for concerns, mainstreaming and implementation of goals
- Professional develops: teach & implement new teaching strategies, share ideas, gain knowledge
- Talk/email IA’s to explain lesson plans, classroom management, modeling
- Meet and collaborate with anyone that is knowledgeable about my subject matter
- Meet daily to give progress reports to appropriate staff members
- Go back to previous teachers to learn about my students
- Constant collaboration with colleagues
- Get students involved with culture of the school
- Compare assessment data with fellow staff
- New teachers interact with veteran teachers
- RTI teacher drops in on staff meetings and inquiries about students with homeroom teacher
- Communicate by email with administrator
- Approach your administrator to help solve/resolve concerns and issues
- Member of PBIS team
- PLC meetings with ELD teachers
- Collaborate with co-teachers, speech therapists, and psychologists to enhance student learning

6.6 Managing professional responsibilities to maintain motivation and commitment to all students.

- Teacher collaboration (PLC)
- Utilizing personal necessity days
- Workshops continuing education, development
- Read books on content or teaching strategies
- Exercise/pedometer
- Upbeat attitude
- Setting limits for yourself
- Prioritizing → focus on 1-2 important things
- Letting go of “old” curriculum
- Visiting other classrooms to observe best practices
- Looking for new ways to teach the lesson (Google, other internet, Pinterest)
- Edmodo – professional learning communities
- Attending concerts/conferences
- Teaching Channel
- Sharing a favorite part of the week
- Getting to know your colleagues
- Taking risks
- Trying new things → technology (Skype) and storing the experience
- CGI Training
- Common Core
- Primary Literacy Project
- GATE
- Differential instruction
- Teachers Pay Teachers
- Technology
- Real life examples
- Mentor
- Observing other teachers
- Teaching magazines
- Professional development – furthering your knowledge & toolbox
- PLC with teaching teams – share ideas
- Pinterest/online searches/Ted Talks – help with specific content area – Get creative...collaborate
- Goal setting – sets direction
- Collaborating w/other schools teaching teams
- City programs – interact with community
- Technology – CUE conference (implement new strategies , creative)
- Adjunct duties – get involved, interact with students outside schools (PTA) – community
- Grants, Donors Choose – bring new things into classroom enhance teaching
- Explore resources like Scholastic – Common Core materials (non-fiction texts, etc.)
- Constantly seeking information – PD, pictures using idea
- Seek out best practice & adapt to student needs
- Set goal, progress notes
- Weekly collaboration sessions – notes
- Consult with veteran teachers
- Developing inquiry question
- Professional reading – describe how it was applied, journaling, summary
- Technology – photos
- Bring you and your interests into the classroom
- Getting involved in software opportunities: Edmodo, Raz Kids, First in Math, Lexi, Prezi, English in a Flash
- Create a 3-year Science Curriculum for SAI – Moderate/Severe Students
- Using Reading A-Z software to enhance HM curriculum in nonfiction texts to be implemented in RTI

Became school site TAC in order to facilitate my own learning and challenge my knowledge of technology

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1•1 Connecting students' prior knowledge, life experience, and interests with learning goals
- 1•2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1•3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1•5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2•1 Creating a physical environment that engages all students
- 2•2 Establishing a climate that promotes fairness and respect
- 2•3 Promoting social development and group responsibility
- 2•4 Establishing and maintaining standards for student behavior
- 2•5 Planning and implementing classroom procedures and routines that support student learning
- 2•6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3•1 Demonstrating knowledge of subject matter content and student development.
- 3•2 Organizing curriculum to support student understanding of subject matter
- 3•3 Interrelating ideas and information within and across subject matter areas
- 3•4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3•5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4•1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4•2 Establishing and articulating goals for student learning
- 4•3 Developing and sequencing instructional activities and materials for student learning
- 4•4 Designing short-term and long-term plans to foster student learning
- 4•5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5•1 Establishing and communicating learning goals for all students
- 5•2 Collecting and using multiple sources of information to assess student learning
- 5•3 Involving and guiding all students in assessing their own learning
- 5•4 Using the results of assessments to guide instruction
- 5•5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6•1 Reflecting on teaching practice and planning professional development
- 6•2 Establishing professional goals and pursuing opportunities to grow professionally
- 6•3 Working with communities to improve professional practice
- 6•4 Working with families to improve professional practice
- 6•5 Working with colleagues to improve professional practice
- 6•6 Balancing professional responsibility and maintaining motivation

California Standards for the Teaching Profession Field Review Version

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APPENDIX C: Professional Dispositions..... 77-79

 C.1 National University Professional Disposition Form 78



National University Professional Dispositions Survey

Candidate Name: _____

Candidate ID#: _____

Candidate Email: _____

Campus: _____

Completed By: _____ Date: _____

Please Check One: Program Information Meeting TED606 SPD622 SPD634/644 DHH634 Clinical Practice

Instructions:

1. Place one check mark (✓) next to the best statement describing your program.
2. After completing the question below, please read the instructions for completing the *Professional Dispositions Survey*.

Currently, I am in one of the following 'credential' programs:

SPECIAL EDUCATION PROGRAMS:

- Education Specialist Teaching Credential (special education) with a Specialization in Mild/Moderate
- Education Specialist Teaching Credential (special education) with a Specialization in Moderate/Severe
- Education Specialist Teaching Credential (special education) with a Specialization in Deaf and Hard of Hearing
- Education Specialist Teaching Credential (special education) with a Spec. Language and Academic Development
- MS in Special Education with an Education Specialists Teach. Cred. and a Specialization in Mild/Moderate
- MS in Special Education with an Education Specialists Teach. Cred. and a Specialization in Moderate/Severe
- MS in Special Education with an Education Specialists Teach. Cred. and a Spec. in Deaf and Hard of Hearing
- MS in Special Education with an Education Specialists Teach. Cred. and a Spec. Lang. and Academic Development
- Dual Teaching Credential and Special Education Program
- Clear Education Specialist Teaching Credential
- Autism Authorization
- Early Childhood Special Education Add-on Authorization

GENERAL EDUCATION –TEACHER EDUCATION PROGRAMS:

- Multiple Subjects Teaching Credential (only)
- Single Subjects Teaching Credential (only)
- M.Ed. with a Multiple Subjects Teaching Credential
- M. Ed. with a Single Subjects Teaching Credential

Professional Dispositions Survey

Instructions: Using the 'Rating Scale' below, please rate yourself on each dispositional item.

Rating Scale

- 1 = As a teacher candidate, I believe I exhibit this dispositional characteristic (69% or less of the time).
- 2 = As a teacher candidate, I believe I exhibit this dispositional characteristic (70% - 89% of the time).
- 3 = As a teacher candidate, I believe I exhibit this dispositional characteristic at a high level (90% - 100% of the time).

The acronym '**STARS**' represents the School of Education's **Conceptual Framework**, reflecting:

- **S**cholarship
- **T**eamwork
- **A**ctive Reflection

- *Responsible Citizenship*
- *Standards of Exemplar Practice*

Professional Dispositions		1	2	3
1	<p><u>Scholarship</u></p> <p><i>Committed to Life-Long Learning:</i> Committed to continuous self-directed learning, critical thinking, and reflection in order to refine professional practice and deepen knowledge and skills in the academic disciplines. Connects, synthesizes, and transforms ideas or solutions into new forms.</p>			
2	<p><u>Teamwork</u></p> <p><i>Builds Collaborative Relationships:</i> Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, and parents as well as social and professional communities and agencies.</p>			
3	<p><i>Reflects on Practice:</i> Committed to the expression and use of democratic values in creating a learning environment fostering active engagement in learning; and encourages positive social interaction.</p>			
4	<p><u>Responsible Citizenship</u></p> <p><i>Demonstrates Fairness and Equity:</i> Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster appropriate communications and demonstrates best practices in his or her field.</p>			
5	<p><u>Standards of Exemplar Practice</u></p> <p><i>Believes All Children Can Learn:</i> Believes all children can learn, appreciates their varying abilities, and persists in helping all children achieve success.</p>			

Comments/Recommendations: _____

APPENDIX D: Competency Log.....80-83

- D.1 Competency Log form.....81



School of Education, Department of Special Education Mild/Moderate, Moderate/Severe and Deaf and Hard-of-Hearing **CANDIDATE CLINICAL PRACTICE COMPETENCY LOG**

Candidate: _____ Candidate NU ID: _____
 Printed Name _____ Nine Digits _____
 National University _____ Site Support _____
 Support Provider: _____ Provider: _____
 Printed Name _____ Printed Name _____

Instructions for Use: During the Clinical Practice experience, candidates demonstrate the competencies listed below. As the competencies are completed, the candidate and the Site Support Provider (SSP) will initial to verify completion of the competency. Candidates must provide their National University Support Provider (NUSP) with a copy of the Competency Log prior to the final Clinical Practice Assessment. Candidates submit the final, completed Competency Log in Unit 3 of SPD 688B/SPD 698B Clinical Practice Seminar. *Note: Assignments from coursework may be used as documentation of competencies upon approval from the NUSP.*

DOMAIN A: MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	Date Completed	SSP Initial
1. The Candidate is able to use established, research-based programs for the students in the class where they are completing their clinical practice. These might include: multi-modality processing strategies, language and academic development strategies, reading, writing, social, vocational and daily living skills. Examples include Read Naturally, Picture Exchange Communication System (PECS). This may also be used as part of the Evidence-based strategy for the Clinical Practice Seminar.		
2. Candidate is able to differentiate instruction using the Common Core standards for all students during each lesson as observed and documented by the SSP and the NUSP.		
3. Candidates demonstrate understanding of individual differences of K-12 students (Across all categorical areas, as well as, birth to 22 age levels) to the supervising teacher through discussions and instructional applications.		
DOMAIN B: ASSESSING STUDENT LEARNING		
4. Candidate determines student's learning modalities by observation and diagnostic measurement.		
5. Candidate, during clinical practice, will initiate, compile and complete an assessment and implement an instructional program for at least one student with disabilities. The program should include: a. Summary of diagnostic information b. Completed formal assessment protocols c. Informal assessment information (checklists, observations, etc.) d. Log of contacts with parents and/or other team members (Parents may not be contacted by student teacher in some schools.) e. Individualized Education Program (IEP) to include transition planning and the use of assistive technology (as appropriate). f. Summary of outcome of IEP meeting		
6. Candidate will maintain a Lesson Plan Book documenting the ability to use assessment results to guide instruction. A reflective journal about lesson effectiveness will be reviewed with an expectation of at least two entries per week.		

7. Candidate will maintain student performance data (charts, graphs, samples of student products) reflecting pupil performance on a minimum of 50% of students served during clinical practice.		
DOMAIN C: ENGAGING AND SUPPORTING STUDENTS IN LEARNING	Date	SSP
8. Candidate will demonstrate the ability to use the pre-assessment section from the Lesson Plan Rubric to connect students' prior knowledge, life experiences, cultural backgrounds, and interests with learning goals.		
9. Candidate is able to provide evidence of effective strategies for integrating educational and assistive technology as needed into the instructional program.		
10. a. Candidate demonstrates the ability to integrate the information from the modality assessment into lessons using a variety of instructional strategies and resources to integrate and respond to students' diverse needs.		
10. b. DHH candidates demonstrate effective visual language and visual learning practices as part of instructional strategies to respond to students' needs		
11. Candidate will document ability to effectively utilize transitions both within the instructional program and to support students for change of placements. For example, this might include transitioning from Preschool to a K-12 environment, or increasing the % of time in an inclusive general education		
DOMAIN D: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS		
12. The Candidate will construct a lesson plan for one lesson for each of the following groupings using the NU Lesson Plan Template. Candidates will then select one of the three groupings below and write a minimum of four consecutive plans for one week of instruction in one of the Common Core areas. Each plan must include behavioral objectives, step-by-step instructional plans, materials and strategies for progress monitoring. Use the NU lesson plan format for the five lessons plans. These plans will be used as a portfolio artifact in the Clinical Practice Seminar. The student groupings can be adjusted based on the size of the class. a. One child b. Small group c. Whole group		
13. The Candidate will prepare goals and objectives for a minimum of two students performing at different educational levels.		
14. Candidate will provide evidence to support transition planning during the IEP process as identified by establishing vocational goals for students.		
DOMAIN E: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING		
15. Candidate uses effective behavior management techniques in the classroom and discusses them with the Site Support Provider (SSP) and the NUSP. The Candidate prepares a formal Classroom Management and Behavior Management Plan, obtains endorsement from the SSP, and places copy of the plan in the Candidate file or portfolio. (Candidates may use the comprehensive management plan developed in SPD 614 if approved by the SSP and the NUSP.)		
16. The Candidate verifies an understanding of the school and/or the district discipline plan or code. The Candidate should know the responsibilities of the school staff for dealing with difficult behaviors and disciplinary issues.		
17. Candidate demonstrates appropriate behavior management procedures for use in the classroom and any school-related functions. This includes utilizing the correct forms that may be required for reporting and following up on specific incidents.		
18. Candidate selects a student in the classroom whose behavior needs to be changed, and sets up and implements a minimum of a three-week management plan for this purpose. This may also be used as an Evidence-based strategy for the Clinical Practice Seminar. (continued on next page)		

APPENDIX E: Candidate Assistance Plan.....84-90

- E.1 Candidate Assistance Process Description.....85
- E.2 Candidate Progress Alert Template..... 87
- E.3 Candidate Assistance Plan Template.....89



**National University
School of Education
Candidate Assistance Process**

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

School of Education Procedures

The School of Education has developed procedures to assist candidates (students in professional preparation programs) in meeting School and program requirements. Candidates must be able to demonstrate the requisite knowledge, skills and dispositions of the School's Conceptual Framework and the values of National University. These knowledge, skills and dispositions provide a foundation for educators in today's schools.

Within the School of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the School of Education Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards.

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program's standards and individualized to the candidate.

The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation. When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature on

the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the School of Education.

Unsatisfactory Completion of Candidate Assistance Plan

When a candidate has not satisfactorily completed a Candidate Assistance Plan, the Plan, and a detailed description of activities or areas not adequately met will be forwarded by the appropriate faculty member with a recommendation to the School of Education and Office of Student Services designees. The candidate will be notified by the Dean of the School of Education regarding the candidate's continuing status within the program and/or the School. A decision for dismissal from the program and/or the School is final and cannot be appealed.

Requesting Accommodations to a Candidate Assistance Plan

Students with disabilities who wish to apply for accommodations to a Candidate Assistance Plan (Plan) may do so through submitting an application for accommodations to the National University Office of Scholarships and Special Services (Special Services). Applications for accommodations for a disability may be requested from the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan.

Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodations application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD's notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student's concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal. The decision of the vice president is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: ocr.sanfrancisco@ed.gov.



**NATIONAL UNIVERSITY
SCHOOL OF EDUCATION
CANDIDATE PROGRESS ALERT**

Candidate's Name _____ ID # _____

Candidate's e-mail _____ Phone # _____

Date _____ Academic Center _____

Course: *Please include Department and Course Number, examples, TED 530A, EDA 614* _____

Location of Incident: *Was the course on-ground or on-line? Did the incident take place in class or during a break or at another time?* _____

Reason for the Candidate Progress Alert: *Is the candidate making insufficient progress in coursework, professional dispositions or other areas?*

Evidence: *Please attach or copy inappropriate communication leading to a Candidate Progress Alert. Also note any and all informal steps taken to alert the candidate that improvement is necessary. This may include meeting dates, e-mail notifications to the candidate, dates of phone calls made to the candidate, etc.*

Action(s) to be taken and due dates: *What will the candidate do in order to learn more about appropriate knowledge, skills and dispositions? Some examples: Will they seek assistance from the Math or Writing Center? Observe a model professional and discuss the findings with you? Review the professional standards for the degree or program they are seeking and discuss them with you?*

Actions to be taken (narrative or bulleted format)	Evidence to be provided (product, observation, etc.)	Due Dates

Follow up: *What was the outcome of the Candidate Progress Alert? Did the candidate complete the activities satisfactorily? Is the issue resolved? Is there additional follow up required? Will a Candidate Assistance Plan be completed as a next step?*

Signatures

Candidate _____ Date _____

Progress Alert Reporter _____ Date _____

Other Appropriate Full-Time Faculty Member (as needed) _____ Date _____

Candidate's signature only acknowledges receipt of Candidate Progress Alert.



**NATIONAL UNIVERSITY
SCHOOL OF EDUCATION
CANDIDATE ASSISTANCE PLAN**

Candidate's Name _____ ID # _____

Candidate's e-mail _____ Phone # _____

Date _____ Academic Center _____

Course: Please include Department and Course Number, examples, TED 530A, EDA 614 _____

Location of Incident: Was the course on-ground or on-line? Did the incident take place in class or during a break or at another time? _____

Please indicate if the incident occurred during clinical practice Yes No

Rationale for Candidate Assistance Plan: For example, removal from Student Teaching or continuing behavior not in accordance with identified dispositions or preparation standards?

Action(s) to be taken, evidence to be provided and due dates: For example, is the candidate to observe several model professionals and write a one page summary of how the actions of the professionals aligned with the preparation standards? Is the candidate to review specific content from a course and then prepare a product (such as a lesson plan or agenda for a meeting) to show growth? Is the candidate to review three websites for strategies for anger management and then prepare a reflection on how they will incorporate some of those strategies into their professional life?

Actions to be taken (narrative or bulleted format)	Evidence to be provided (product, observation, etc.)	Due Dates

****Note:** If no action is taken within the due dates noted above, a recommendation for dismissal may be made.

Additional considerations for initial credential candidates in clinical practice: Is student teaching to be extended? If so, is a grade to be issued for this portion of student teaching? If no grade is to be posted at this time, when will the grade be posted? Is the candidate to remain in the seminar? If not, when are they to complete that?

Follow up: *What was the outcome of the Candidate Assistance Plan? Did the candidate complete the activities satisfactorily? Is the issue resolved? Is there additional follow up required?*

Signatures

Candidate _____ Date _____

Faculty _____ Date _____

University Support Provider (as appropriate) _____ Date _____

Regional Clinical Practice Lead Signature (initial credentials only)

Regional Clinical Practice Faculty Advisor (initial credentials only)

Candidate's signature only acknowledges receipt of Candidate Assistance Plan.

APPENDIX F: Codes of Ethics 91-94
F.1 Council for Exceptional Children (CEC) Code of Ethics.....92
F.2 Code of Ethics of the Education Profession.....93

Council for Exceptional Children (CEC) Code of Ethics

We declare the following principles to be the Code of Ethics for educators of exceptional persons. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge by them with the spirit and provisions of this code.

- I. Special education professionals are committed to developing the highest educational and quality of life potential of exceptional individuals.
- II. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- III. Special education professionals engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects.
- IV. Special education professionals exercise objective professional judgment in the practice of their profession.
- V. Special education professionals strive to advance their knowledge and skills regarding the education of exceptional individuals.
- VI. Special education professionals work within the standards and policies of their profession.
- VII. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- VIII. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Exceptional Children, 50-3, 205.

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation, unfairly.
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

APPENDIX G: Intern Clinical Practice Forms.....95-99

G.1 Step by Step Directions for SSPs.....96

G.2 Site Support Provider Requirement Form..... 99

STEP BY STEP PROCESS FOR SITE SUPPORT PROVIDERS (SSPs) NATIONAL UNIVERSITY SPECIAL EDUCATION CLINICAL PRACTICE

TWELVE WEEK SUPERVISION AND ASSESSMENT CYCLE FOR CANDIDATES IN SPD PROGRAM

STEP ONE: RECEIVING YOUR ASSIGNMENT

You will be contacted by the National University Supervisor who will meet with you to establish the placement at the school site. At this time the NU Supervisor will review the supervision and assessment process using the training module. You will complete a **National University Honorarium Form**, **W-9 Tax Form**, and a **Site Support Provider Requirement Form**. The W-9 needs to be completed so that a National University Identification Code may be established for you to use when accessing the training module and for completion of digital classroom observation forms. The Site Support Provider Requirement Form will need to be signed by both the site Administrator and Site Support Provider. All forms need to be given to the NUSP to be sent to National University. The Honorarium Form will not be submitted until the Student Teaching assignment is finished. Please check with your district payroll department to find out the process for payment.

STEP TWO: MEETING YOUR CANDIDATE

The University Supervisor will arrange a meeting to include the Site Support Provider, Student Teacher Candidate, and the University Supervisor. At this meeting the following items will be discussed.

1. Contact Information
2. Supervision and Assessment Process
3. Role of the Administrator
4. School Protocol and Logistics
5. Daily Schedule
6. School Calendar identifying breaks, minimum days, special events

STEP THREE: INTRODUCING THE CANDIDATE AT THE SCHOOL SITE

Clinical Practice Student Teacher Candidates are expected to participate as a faculty member within the school culture. This includes attendance at staff meetings, participation in grade level or department meetings, participation in the IEP process, working in inclusive environments. The Site Support Provider is asked to facilitate collegial relationships for the candidate to make them feel at home in the school environment.

STEP FOUR: ESTABLISHING THE MENTORING PROCESS

National University is very supportive of your role as the mentor to the Student Teacher Candidate. Although you will not be completing assessment forms, you need to review the **Clinical Practice Assessment for Mild/Moderate** or the **Clinical Practice for Moderate/Severe** to focus on the items which will be evaluated using the **Teaching Performance Expectations** and the **California Standards for the Teaching Profession**. Another assessment item to review will be the **National University Professional Dispositions Form**. It would be a good idea to establish strengths and areas of need for the candidate during the beginning stages of clinical practice. You will not be evaluating the candidate due to the emphasis on your role as a mentor. The University Supervisor will consult with you when completing these evaluation documents due to the frequency of your interactions with the candidate in a variety of settings.

STEP FIVE: COMPLETING CLASSROOM OBSERVATIONS

The University Support Provider is required to complete two formal classroom observations during each six week portion of clinical practice, using the NU digital **Classroom Observation Forms**, for a total of four observations for the two courses. The **Classroom Observation Rubric** is included so that you may review items to look for when conducting observations. A completed **Sample Classroom Observation Form** has been provided. After the observation, please review your notes with the candidate and provide commendations and recommendations.

STEP SIX: COMPLETE THE COMPETENCY LOG

The Competency Log will be kept by the Student Teacher and you will be asked to initial each element of the student teaching experience as they complete it. This form is to be given to the NUSP at the final Assessment meeting.

STEP SEVEN: ATTENDING ASSESSMENT MEETINGS

You will collaborate with the National University Supervisor who will complete the **Clinical Practice Assessment** and the **National University Professional Dispositions Form**.

Formative (Mid-Point) Assessment

After the sixth week an assessment meeting is conducted to review the candidate's progress. You will be asked to review the results of your classroom observations at this time. Candidates are required to achieve a minimum average score of "3" (Applying) on this assessment. At this meeting, the professional dispositions are reviewed. Candidates are expected to achieve scores of "2" (Emerging) and "3" (Applying) at this time. Any score of "1" (Beginning) will be discussed in detail and a plan for improvement will be developed. If the candidate does not demonstrate sufficient progress by the formative assessment, you may be asked to assist the NU Supervisor and the Faculty Advisor in the development of a Candidate Assistance Plan.

Summative (Final) Assessment

At the conclusion of twelve weeks of clinical practice, a final assessment is conducted to again to review the candidate's progress. You will be asked to review the results of your classroom observations at this time. Candidates are required to achieve a minimum average score of "3" (Applying) on this assessment. If the candidate does not achieve this minimum score, you may be asked to assist the University Supervisor and the Faculty Advisor in the development of a Candidate Assistance Plan for the candidate.

STEP EIGHT: CONCLUDING THE STUDENT TEACHING CLINICAL PRACTICE

The University Supervisor and the Program Specialist for Credential Advisement will facilitate the completion of forms and the exit strategy for the candidate.



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SITE SUPPORT PROVIDER REQUIREMENTS

Candidate _____ Student ID# _____

Student Teaching Dates _____

Grade _____ Class Size _____ Multiple Subject Single Subject: _____

School _____ Phone _____

School Address _____

District _____

Site Support Provider _____

Principal _____

University Support Provider _____

A. Criteria for Site Support Provider

1. Recommendation from the principal
2. Tenure in the school district
3. Possession of a valid California teaching credential matching the candidate’s credential sought. Special Education: Master's Degree is recommended but not required.
4. State-adopted core curriculum content standards taught in the classroom
5. Competent in all six domains of the Teaching Performance Expectations
6. Valid authorization to teach English Language Learners (ELL) in the general education classroom (in one of two placements). This may be waived for Single Subject candidates.

B. Site Support Provider and Candidate’s Roles and Responsibilities

1. Follow Student Teaching Guidelines Chart

C. Verification

I understand the commitment and my responsibility pertaining to each of the above elements of the Student Teaching Program.

Candidate’s Signature *Date*

I verify that I fulfill the criteria for a Site Support Provider. I have reviewed my roles and responsibilities for the Student Teaching Program and I will cooperate in helping the candidate meet program requirements.

Site Support Provider’s Signature *Date*

I verify that the Site Support Provider fulfills the above criteria. I will provide appropriate support in helping the Site Support Provider and candidate meet program requirements.

Principal’s Signature *Date*

APPENDIX H: SOAR Portal Instructions.....100-103

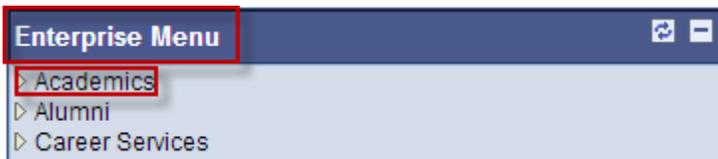
- H.1 How to Review Digital Forms on the Student Portal using the new Clinical Practice Dashboard.....100

How to Review Digital Forms on the Student Portal Using the Clinical Practice Dashboard

This guide is meant to assist a Student with reviewing digital forms on the Faculty Portal. Any problems or inquiries should be directed to credentials@nu.edu or by calling (858)642-8300.

Accessing Completed Digital Forms:

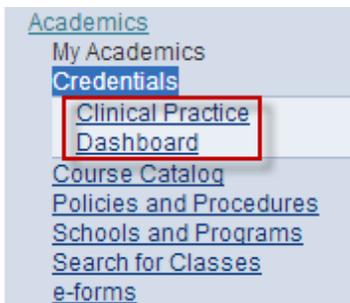
1. After logging into the Faculty Portal, locate the “Enterprise Menu” on the left hand side of the screen. Find and click on “Academics”



2. Click on “Credentials”:



3. Click on the link “Clinical Practice Dashboard”



4. The next page is titled “Clinical Practice Assessments & Observations Dashboard”. Locate the “Search By” text and click on the dropdown box to the right of it:

Clinical Practice Assessments & Observations Dashboard

Home

Search Parameters

*Search By General Ed. Internship

General Ed. Internship
 General Ed. Internship
 General Ed. Student Teaching
 Special Ed. Internship
 Special Ed. Student Teaching

5. Once the appropriate program has been selected, click on the “SEARCH FOR FORMS”
- *NOTE* You must select the program you are in. The above picture is just an example!**

*Search By General Ed. Internship SEARCH FOR FORMS

6. You will notice that results will populate below. Locate which forms you are trying to view and click on the icon under the “GetForms” heading:

Forms

Form Category		GetForms
Description		
1 TED Internship Assessment		
2 TED Internship USP Observation		
3 TED Internship SSP Observation		



7. All form data for the selected Item will display. ***Note* clicking on the “Get Forms” icon in the above picture will show all TED Internship USP Observations, to view forms in a different program select a different program in Step 7.** The results of all completed forms will appear below in the “Forms Data” section:

Forms Data

Customize Find  				
Creation Date	Student Name	USP Name	SSP Name	View Data
1 08/30/2010				View Data

8. You may sort all of the results by clicking on Student Name or SSP name. Locate the correct student whose observation you would like to review and click on “View Data”:

Forms Data

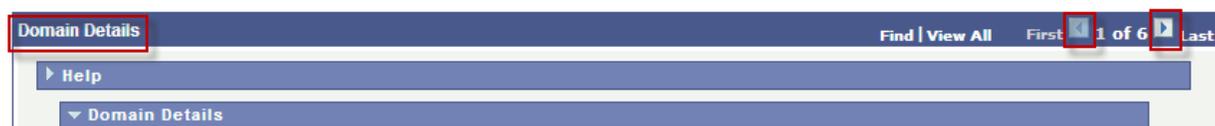
Customize Find  				
Creation Date	Student Name	USP Name	SSP Name	View Data
1 08/30/2010				View Data

9. This will bring you to the observations for this student’s NUSP. You may scroll through different

observations much like in the Faculty Portal (by clicking on the right arrows next to “1 of X”:



10. A major change that has been made to reviewing observations is the fact that the domain information is now included on the same page as the Observation Data (there are no more tabs to scroll through). As with the Faculty Portal, you may change the domain you are viewing by clicking on the arrow keys next to “1 of 6” on the “Domain Details” line:



That concludes this guide dealing with how to review observations and assessments on the SOAR system.

Please do not hesitate contacting “Credentials Direct Access” for assistance with this process during the hours of: Monday through Thursday 8:00Am to 8:00Pm/ Friday 8:00Am – 6:00Pm.

You may reach Credentials Direct Access at: Phone:

866-NU-ACCESS (682-2237) Extension 8300

Email: credentials@nu.edu



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