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CHANGE THE WORLD FROM HERE

University of San Francisco Mild/Moderate Educational Specialist

Program Response to Standards

2011

Directions for Readers

This report is comprised of three sections:

Section One is the program's response to the Program Standards.

Section Two contains the expanded syllabi for each course in the program. The expanded syllabi detail the course objectives, readings, topics and activities for each lesson.

Section Two is hyperlinked to the Program Standards of Section One. Section one reports where and how the program meets each standard. Section Two and Appendices provides the supporting evidence of how each standard is met.

Section Three is the program summary and program response to the assessment tools used for candidate and program assessment based on the Program's 2011 Biennial Report.

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SECTION ONE

RESPONSE TO SEQUENCE

Program Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

Intern Program Delivery Model:

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for candidates of record. Each internship program includes a pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

Standard	Program Description	Artifacts & Evidence
<p>Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools.</p> <p>The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet</p>	<p>The University of San Francisco Mild/Moderate Education Specialist Internship Credential Program’s design and rationale are the result of broad input: faculty and administrator discussion regarding the vision and purpose of the program, input from both practitioners in the classroom and directors of special education, input from doctoral students in special education, a comprehensive review of the special education and effective schools research literature, and suggestions from faculty at other IHEs in California. The program is based on the most recent research and the California Standards of the teaching profession. It is committed to transmitting effective educational practices to reach culturally diverse populations, and conscious of the need for candidates to be skilled in interpersonal communication and the use of instructional technology to enhance learning.</p> <p>The USF Mild/Moderate Program is a two-year long program that began in 2002 and is delivered through a cohort model. The San Francisco Bay Area is one of the 10 largest metropolitan centers in the United States. There are three large urban local education agencies (LEAs) in the area: San Francisco, Oakland and West Contra Costa Unified School Districts. All</p>	<ul style="list-style-type: none"> • Mild/moderate Ed Specialist brochure • Mild/moderate Ed Specialist courses

<p>the needs of students in the specific areas authorized by the credential.</p> <p>The program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.</p>	<p>have experienced an increase in the number of minority and bilingual special education students and a concurrent shortage of credentialed special educators willing to work in central city schools. These three urban school districts (West Contra Costa, Oakland, San Francisco) collaborate with USF to identify, recruit, and train candidates in the USF mild/moderate credential program to meet the needs of student with diverse backgrounds. The University and local school districts have many active levels of collaboration to service the needs of current school environments, such as inclusion, co-teaching, and response to intervention model.</p> <p>Communication may include discussions of placement, qualifications of applicants, and need for support of new candidates by district inservices, special support personnel, and district support providers. In addition, districts help to identify sites for supplementary field experiences for general education observation and participation and supplementary special education experiences. Once each semester, three-way evaluations are held that include the district administrator, the student, and the University support provider to discuss the progress of the candidates. The University also provides orientation trainings and information packets for district support providers to supplement trainings for support providers in place in most districts.</p> <p>Our candidates are accepted into the program in the summer before they are employed as special education teachers, with the understanding that they will remain in the program for two years, until they earn a Preliminary Education Specialist Mild/Moderate Teaching Credential. We currently offer multiple points of entry into our program. We accept candidates during different times of the year. The deadline for our program is March 1st, but when a candidate completes his/her application early, we interview and make our decision within two weeks before the March deadline. We also allow candidates with multiple subject and certain single subject credentials to transfer equivalent coursework to fulfill the early literacy (TEC 621), curriculum and instruction math and science (TEC 604), and health education (TEC 642) courses required for the preliminary credential. This allows candidates to take</p>	
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	fewer units over the summer during pre-service coursework.	
<p>Intern Program Delivery Model: The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for candidates of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards.</p> <p>The partners</p>	<p>USF recruits qualified candidates who have a strong career interest in special education and want to work with culturally and linguistically diverse students and families. Collaborating school districts recommend currently employed candidates to the program and the university identifies and sends new possible candidates to collaborating school districts as potential hires. Candidates may be conditionally admitted and take preliminary summer coursework while having employment, but most candidates have a full-time special education position teaching the mild/moderate population as they begin the fall semester of Year 1. Interns must be employed fulltime as mild/moderate candidates to go forward in the internship program.</p> <p>Our coursework is taught in modules that spiral throughout the Mild/Moderate program coursework. We design it this way in order to meet our students’ needs. In the summer before intern employment we teach the beginning competencies in order to prepare students for fall employment. Our candidates complete 162.5 hours, 14 semester units, of preservice coursework during the summer preceding their first teaching position. This is required to obtain the enhanced Internship credential needed to work as a teacher of record with students with mild/moderate learning disabilities. It also means that they obtain over 45 hours of instruction on working with English language learners. Candidates who already have a Multiple Subject Credentials would start the program in the summer with their cohort, but these candidates will be able to transfer 6 units of Teacher Education courses (TEC 613-MS Curriculum and Instruction for Ed Specialists: Math and Science and TEC 621-MS Curriculum and Instruction: Early Literacy).</p> <p>Then, in fall of the first year, we teach the competencies that they need first on the job. Because our students are employed as full-time special education candidates or specialists after the first summer of the program, their “fieldwork” runs continuously. Everything taught in class is applied on the job, then revisited again in class, and then refined on the job, again and again. This is also part of our</p>	<ul style="list-style-type: none"> • Mild/moderate Ed Specialist Program Sequence

<p>jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.</p>	<p>teaching spiral.</p> <p>This USF program offers specialist training to candidates working in special education settings who do not possess special education credentials. This program has been designed to provide instruction and supervised practice which is appropriate for individuals who have not studied education before by combining theory with practice and fieldwork support at the onset and throughout the program. In addition, an intensive support system is provided during year one and year two of this program to any student who is employed. This support system is provided for all candidates on-the-job.</p>	
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Program Standard 2: Professional, Legal and Ethical Practices

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Standard	Program Description	Artifacts & Evidence
<p>Program must provide instruction in the philosophy, history, and legal requirements, and ethical practices of special education.</p>	<p>The University of San Francisco M/M credential program prepares candidates to meet the diverse needs of students with disabilities (SWD). To ensure that our candidates understand and have a strong theoretical understanding of special education law, one of their first classes in the program focuses on the history and legal mandates of working with SWD (L&I 665). Instruction is presented through a Summer Intensive so that candidates understand what is required of them as new candidates prior to their first day in the classroom. At the end of the intensive, candidates are asked to prepare a classroom management plan that will include how they will meet both the academic and behavioral challenges of their students. An emphasis on creating fair, consistent procedures and considering how to address inappropriate behaviors is also essential.</p> <p>To support students with behavioral and emotional disabilities, candidates will create a behavior management portfolio, which will focus on meeting the behavioral needs of one of their students (L&I 676). The plan is then implemented so that negative behaviors will decrease. The Behavior Management course begins with a focus on historical perspectives of behavior, theoretical approaches to support behavioral and emotional needs of SWD, and ethical considerations needed when working as part of an IEP and behavior intervention team. Candidates will learn several behavior models that will help form a philosophical perspective from which they will incorporate into behavior plans for their students. Legal mandates required under the Individuals with Disability Education Act (IDEA) will be taught so that candidates comprehend legal requirements when</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 676 Behavior Management Syllabus

	<p>creating behavior support plans for SWD. Textbook readings and in-class assignments, noted in syllabus, expand teacher knowledge in the assessment and intervention of behavioral problems.</p>	
<p>Curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.</p>	<p>The USF M/M credential program has a strong philosophy of understanding and using assessment to meet the needs of SWD, and as a basis for driving instruction. Candidates learn during their first two special education classes (L & I 636 and L & I 665) about what the Individuals with Disabilities Education Act (IDEA) mandates as it relates to SWD. Activities in class (e.g., historical timelines of major laws, journal articles relating to major cases, group activities to understand how to apply these laws in school settings) instill in intern candidates the importance of adhering to IDEA. Candidates also learn the specific components of the IEP process. In-class activities include a mock-IEP, IEP scavenger hunt, and lecture on IEP/assessment timelines. These activities have been chosen to ensure that candidates understand legal mandates, but also the importance of the IEP process as a means of supporting SWD. An overview of the IFSP process is also included during in-class lecture so that candidates understand IDEA Part B.</p> <p>During the fall semester, candidates learn more about formal and informal assessment (L & I 633). They conduct in-class informal assessments with their cohort (e.g., reading inventories, writing assessment/rubrics, comprehension assessment). Norm-referenced and criterion-based assessments are also taught. Candidates have an opportunity to review tests in-class, and develop ideas on how to implement the tests with their students. During the semester, students complete one norm-referenced test for a student on their caseload, and will write a narrative report on the strengths and weaknesses of the student. This narrative is then presented to an IEP team so that goals and objectives can be developed to meet the academic or behavioral needs of the student. Instructors provide in-class and online support as students analyze test results and create academic recommendations for their students. A final semester project is required, which will include the final assessment report, completed IEP for the same student as the assessment report, and all test protocols used to analyze the data. Candidates are expected to</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus

	<p>understand how the assessment data serves as a basis for the IEP process.</p>	
<p>Program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments.</p>	<p>Recognizing that many new candidates struggle with classroom management, the USF M/M program emphasis positive behavior interventions. Candidates are provided an overview of basic classroom management during the Summer Intensive (L & I 665). During this course, candidates learn what some typical classroom behavior issues are, and are taught ways to diffuse these behaviors. They complete a classroom management plan as part of their class project. Instructor feedback is provided to each teacher so that they will have a solid base in which to begin their teaching careers. In-class activities, creation of a classroom management portfolio, and text readings all support the candidates' abilities to promote a safe learning environment for both their students and themselves. In addition, candidates learn to interpret major federal and California laws related to special education (e.g., P.L. 94-142, ADA, Section 504, IDEA, NCLB) as they relate to individuals with disabilities, gifted students and English learners. In order for us to assess their learning, we ask our candidates to (a) identify and give examples of disability categories recognized within IDEA, (b) describe the history and court cases related to individuals with disabilities, gifted students, and English learners, and (c) identify and understand how to appropriately report suspected cases of child abuse, neglect, or sexual harassment in their classrooms as well as in their schools.</p> <p>During their second semester at USF, a more in-depth study ensues on how to appropriately support positive behavior within their classes (L & I 676). At the same time, candidates learn ways to plan activities and lessons that are motivating to students so that problem behaviors are eliminated or decreased. Intern candidates increase their understanding of current behavior laws (i.e., Honig v. Doe, 1988), and will also learn specific mandates as it relates to the State of California (i.e., Hughes Bill, 1990). Candidates create a behavior intervention plan and portfolio that will be assessed to ensure that intern candidates provide safe learning environments for their students. Textbook readings support concepts covered during this class session, and expand teacher's understanding of</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 676 Behavior Management Syllabus • L & I 659 Collaboration and Consultation Syllabus

	<p>assessing students with behavioral problems.</p> <p>As candidates become more adept at supporting the emotional and behavioral needs of the students within their classes, it becomes necessary to also provide this support to other candidates who work with these same students. Being able to collaborate with general education candidates is an area where candidates need explicit instruction and support (L & I 659). During Year Two in the program, candidates learn how to effectively collaborate with other candidates, and they learn how to incorporate consultation into their repertoire of supporting SWD. Many students are taught within general education classes, and candidates need the skills to students are being taught in an environment that is engaging, which decreased problem behavior, and is structured so that students are taught in ways that address their unique needs (i.e., applying appropriate accommodations and modifications to the curriculum).</p>	
<p>Program provides opportunities for demonstration of ethical standards of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.</p>	<p>The Intern Teaching experience provides candidates with multiple opportunities to apply in classroom planning, teaching, and assessment skills that are being developed throughout their C&I courses and Intern Teaching seminars. It also provides multiple opportunities for candidates to discuss these early planning/teaching experiences in several seminar settings. These discussions have candidates reflect on their initial teaching practice in order to (a) develop and refine their planning and teaching skills; (b) deepen their understanding of the application and assessment of academic content standards in actual classroom settings; (c) link their practice to the Teaching Performance Expectations.</p> <p>Throughout the two-year program, candidates learn how to put theory into practice. In-class activities allow instructors to provide feedback, and coursework (e.g., portfolios, unit plans, assessment that drives instruction) is chosen so that candidates are able to continue to hone their teaching skills to ensure that SWD and their families are supported as mandated under IDEA.</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus

Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

Standard	Program Description	Artifacts & Evidence
<p>The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.</p>	<p>In order to provide instruction on this portion of the standard, our program develops candidate knowledge of and ability to use culturally appropriate instructional methods early in the program. To emphasize the need to understand and accept differences, we provide case studies, video reflections, lesson planning, group discussions and self-realizing activities in courses such as L & I 637 - Teaching Diverse Learners. In another course (L & I 676 – Behavior Management), students are exposed to readings on accepting differences in culture, ethnicity, social economic status, and gender.</p>	<ul style="list-style-type: none"> • L & I 637 Teaching Diverse Learners Syllabus • L & I 676 Behavior Management Syllabus
<p>In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.</p>	<p>To ensure that candidates are prepared to meet the unique needs of SWD, candidates will learn about the teaching-learning process (L & I 631). This process develops candidates’ understanding of how to design instruction through a) creating goals/objectives of the lesson, b) planning lessons/units to meet the needs of diverse learners, and c) use of assessment to drive instruction. Candidates will not only create lessons that foster academic language, but will learn strategies to support English Language Learners’ language development/acquisition. Candidates will receive instruction in various ways: lecture (PPT presentations), assigned readings from core text, case studies, videos, and through teacher assigned journal articles. Candidates respond to instruction through in-class activities (e.g., jigsaw activities, pair-share opportunities, class presentations, and final unit plans (instructional portfolio of five completed lessons). Feedback is provided to teacher candidates to ensure mastery of concepts.</p> <p>Using technology to reach diverse learners, enables candidates to help students where English is not their</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I 622 Instructional Uses of Technology for Learning Specialists

	<p>first language (L & I 622). For instance, many computer programs can translate English into native languages, which allow learners to access the core curriculum while becoming fluent in English. Candidates create a technology portfolio that includes lessons and use of technology (web-based activities) to meet the needs of both SWD and ELL.</p>	
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Program Standard 4: Effective Communication and Collaborative Partnerships

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education candidates, and co-candidates, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Standard	Program Description	Artifacts & Evidence
<p>The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers,</p>	<p>When candidates first enroll at USF, they are taught using a cohort model. This model allows them to foster warm, collegial relationship with other special education interns. Through this collegiality, they quickly learn the value of collaboration as they complete coursework designed to prepare them to support and teach SWD. A variety of assignments have been developed with the new teacher in mind so they are able to quickly practice what they are being taught in class.</p> <p>During the Summer Intensive (L & I 636), candidates learn the value of collaboration as part of a mock IEP. Activities encourage candidates to consult with one another so that they are able to create a plan to support SWD as part of the IEP team. From this first class, students learn how to communicate assessment results to both parents and families, but also with other site support (L & I 633). As part of IEP teams, candidates are required to consider the needs and communication styles of people from diverse cultures. In-class assignments provide opportunities for teacher to practice developing skills. To emphasize the importance of communicating effectively, we provide instruction on how to support parents by creating a classroom newsletter, ongoing telephone phone calls home, and interacting with students (L & I 637).</p> <p>In the spring semester of the first year, candidates demonstrate a variety of personal communication skills for interacting with students, parents, peers, and other site personnel (L & I 659). They will problem solve, mediate conflicts, and use collaborative decision making. Through a variety of in-class activities, candidates will learn these techniques</p>	<ul style="list-style-type: none"> • L & I 637 Teaching Diverse Learners Syllabus • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 659 Collaboration and Consultation Syllabus

	through lecture, project-based learning (i.e., use of case studies to practice communication skills), collaborative cases, and journal articles to ensure that candidates understand how to collaborate and consult appropriately with both students and families.	
The program provides instruction in communicating, collaborating and consulting effectively with (2) general/special education candidates, and co-candidates, related service personnel, and administrators,	<p>Part of the mission of the USF M/M Credential program is that through a cohort model candidates are encouraged to form learning communities that will provide support as they become tomorrow's educators. We take this mission to heart. With the first class that candidates take teaches are taught the importance of communicating with diverse cultures, and in creating relationships with other educators that foster collegiality and team work (L & I 636). From this common team, SWD are able to receive the benefit of the expertise of many educators who are interested in supporting students. This support provides a safe, secure learning community where students are able to maximize their strengths and become successful students.</p> <p>Credential candidates learn that communicating effectively with general education candidates is essential to supporting SWD (L & I 659). Many students are mainstreamed into general education classes, and candidates must be able to adequately collaborate with candidates so that students receive appropriate accommodations within the general education classroom. To ensure candidates have mastered this portion of the standard, they will develop a consultation case, which will be monitored throughout the semester. Candidates will identify a student who requires ongoing support. They will then work with general and special education candidates to ensure the student's needs are met. A reflection will be written that describes the initial problem, suggestions for solving the problem, and then lists how they collaborated or consulted during the semester. Finally, they will detail the results and determine if their efforts were realized. Other semester activities include lecture, research articles on the benefits of collaboration/consultation, and cooperative group activities, which allows teacher to practice the theory they have learned about.</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 659 Collaboration and Consultation Syllabus
The program provides instruction in	Education Specialists are considered by many site-level personnel (e.g., administrators, general education candidates, para-educators) to be expert in consulting	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the

<p>communicating, collaborating and consulting effectively with (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP</p>	<p>on challenging academic cases. As such, they may be called on to provide advice and recommendations for struggling learners. Some of these learners may not currently be identified as a SWD, but the Education Specialist’s expertise makes them a valuable member to these multi-disciplinary teams.</p> <p>To prepare candidates for this eventuality, USF ensures that candidates have strong foundation in educational theory and special education law (L & I 636; L & I 633), and are able to communicate in a positive manner with members of IEP, ITP, SST, and 504 teams (L & 659; L & I 636). Candidates have an opportunity to be part of mock IEP and SST meetings so they can practice their new skills and receive instructor feedback and recommendations. They are also taught how to ensure that they use culturally-responsive language so that a collaborative team is cultivated.</p>	<p>Learning Specialist Syllabus</p> <ul style="list-style-type: none"> • L & I 633 Assessment in Special Education Syllabus • L & I 659 Collaboration and Consultation Syllabus
<p>The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.</p>	<p>To meet this standard, teacher-candidates work on evaluating the services offered through current IEP documents (L & I 636). They seek to understand why the specific plan was created, and are guided by experiences instructors who help them navigate the IEP process. They learn to use data to make decisions that will benefit students and meet the unique needs of SWD. During their earliest courses, a foundation is built that allows later instruction to delve deeper into designing and implementing supportive programs for their students. In-class activities include mock IEP meetings, collaborative IEP groups, and lecture.</p> <p>As students begin the fall semester, they are given case studies from which they will create an IEP that can support the student (L & I 633). Candidates work together to decipher the data, and create a plan to meet the student’s needs taking into account accommodations/modifications, placement, and related services. They then engage in a mock IEP meeting so that they can continue to sharpen their communication skills with a variety of “staff” members. Instructors continue to guide and offer support when needed.</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 659 Collaboration and Consultation Syllabus
<p>The program informs</p>	<p>As students enter secondary school, post-secondary transition becomes a major concern for students and</p>	<ul style="list-style-type: none"> • L & I 659 Collaboration

<p>candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</p>	<p>families. Candidates have learned the art of collaboration and communication, and they will also learn how to consult with outside agencies (e.g., Regional Center staff, foster care workers, transition partnership programs, Transition Specialists) to help students reach their post-secondary goals (L & I 659).</p> <p>As students transition from pre-school programs to kindergarten, from elementary to middle school, and middle to high school, candidates must be able to communicate with prior service providers so that they are able to meet the educational needs of their students. Intra-district collaboration may be needed to support students. To ensure that the USF teacher candidates have these skills, they will engage in communication with a variety of service providers, and will detail those conversations through their case studies (L & I 659).</p> <p>Secondary candidates will learn how to create ITPs that support students, and they will need to communicate effectively with other stakeholders who provide support to the student (L & I 633). During the students' senior year, district Transition Specialist's will become more actively involved with case managers, and candidates need to understand their role as it relates to post-secondary goals. Inter-agency relationships must be strengthened so that support is in place once the student graduates.</p>	<p>and Consultation Syllabus</p> <ul style="list-style-type: none"> • L & I 633 Assessment in Special Education Syllabus
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Program Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

Standard	Program Description	Artifacts & Evidence
<p>The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.</p>	<p>To ensure candidates are able to meet this standard, they will learn a variety of formal and informal assessments (e.g., reading inventories, math diagnostics, and writing rubrics) that can be used to ensure student mastery. Candidates will have time to practice using these assessments both in and out of class, and will receive feedback to support the implementation of the tests and in interpreting the test results.</p> <p>During the Summer Intensive, candidates are given a brief overview of a variety of informal assessments that candidates may use to make program decisions (e.g., math diagnostics) and to differentiate instruction (e.g., reading inventories) (L & I 636).</p> <p>Once candidates have had an opportunity to acclimate to their new job, they immediately require training in formal assessments (e.g., WJ-III, WIAT) so that they can make data-based decisions regarding the educational needs of their students (L & I 633; L & I 631). Candidates engage in in-class lecture, followed by discovery, on how these specific tests are created and used. They will practice giving the test to their cohort, and then discuss their results. After candidates feel competent in giving the test, they will be required to administer the assessment to one of their students. Results and test protocols will be discussed in class to assist candidates in analyzing the data, and recommending services for to meet the unique needs of the student. While taking these two courses above, candidates will learn to select and administer appropriate informal and formal assessment instruments for instructional purposes. In</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 631 C & I for Students with M/M Disabilities Syllabus

	<p>addition, candidates will learn how to interpret informal and formal assessment data to develop a culturally and linguistically appropriate individualized education program (IEP) and individualized transition program (ITP) for students with disabilities. Candidates will be trained in these formal and informal assessments. Formal assessments include: (a) WJ-III, (b) WIAT, and (c) State Standardized tests. And for informal assessments, we cover: (a) DIBELS, (b) CBA, and (c) QRI. In addition, candidates take three assessments quizzes in Assessment in Special Education course (L&I 631) with regards to informal and formal assessments. These candidates must pass all three quizzes before getting a passing grades.</p>	
<p>Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services.</p>	<p>Candidates will be taught a variety of progress monitoring strategies (e.g., thumbs-up/down, ticket out the door, in-class progress monitoring, using white boards to check for understanding) so that they are able to modify instruction based upon student need (L & I 636; L & I 633). They will practice their use in class, and then have opportunities to share their experiences during subsequent class sessions when the practice these techniques with their students. Feedback and support is provided to intern candidates so they feel competent to use progress monitoring as a means of assessing student mastery, and to guide instruction.</p> <p>Candidates complete a Behavior Management portfolio during the semester, which will focus on behavior intervention for one student in their class (L & I 676). Data will be used to understand the student's home environment, identify maladaptive behaviors at both school and home as reported by parent. Candidates will then create a plan to target one problem behavior, which can either be academic or behavioral (e.g., task completion, appropriate response to frustration). Teacher's progress monitor the behavior throughout the semester, and will modify the intervention plan, if behavior is not changing as expected.</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I 676 Behavior Management Syllabus
<p>The program provides candidates with the knowledge</p>	<p>Candidates will learn a variety of formal and informal assessments to meet the academic needs of their students (L & I 631; L & I 633). Instruction will be completed in class through lecture, core text</p>	<ul style="list-style-type: none"> • L & I 633 Assessment in Special Education Syllabus

<p>and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.</p>	<p>readings, and through role playing with their peers. Candidates will receive instructor feedback and support as they become familiar with test instruments and in how to administer the assessments to diverse learners. Emphasis will be placed on using culturally-responsive language when communicating with students and families.</p> <p>Candidates learn about cultural differences as it relates to behavior management (L & I 676). Textbook readings and in-class activities equip candidates with the tools needed to communicate effectively with students and families about academic and behavioral issues using culturally responsive language. Additionally, candidates learn about behavioral expectations in other cultures, and how to respectfully communicate inappropriate behavior to families.</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I 676 Behavior Management Syllabus
<p>The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.</p>	<p>To meet this standard, candidates will collect informal assessment data on their students, which they will use to determine how to support students within core content classes (L & I 631; L & I 633). Candidates will provide a list of accommodations/modifications that their students will need to be successful within core classes to general education candidates. Intern candidates will conduct on-going assessment to ensure that students' needs continue to be met.</p> <p>They will also be provided with a set of informal assessments that they can use beginning the first week in their new jobs (L & I 636). These assessments allow them to determine how best to support their students either through classroom accommodations or differentiated instruction/grouping.</p> <p>Candidates will use informal assessments to monitor student behavior (L & I 676). Appropriate interventions will be proposed to the intervention team based on collected data. Candidates may revise initial intervention plan based on ongoing data analysis (e.g., an increase/decrease in target behavior may require more/less stringent interventions). To ensure mastery of this standard, candidates will create a behavior portfolio that will monitor the</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 631 C & I for Students with M/M Disabilities Syllabus

	<p>behavioral progress of one student over the course of the semester. Data-based decisions will be used to create appropriate environmental support.</p>	
<p>The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.</p>	<p>During the Summer Intensive, candidates are given instruction in API, AYP, and NCLB requirements (L & I 636). Candidates will be provided instruction on the California Content Standards and Frameworks. They will become familiar with academic requirements for SWD, and also learn how to adapt lessons to meet the unique needs of their students (i.e., Universal Design for Learning.) Candidates will know how to find that content standards, and will learn to “trellis” and “scaffold” instruction to support their students.</p> <p>Candidates will be provided instruction on both statewide assessments, and the CA High School Exit Exam (L & I 633). They will learn to read student reports, which they can use to plan the instructional program (i.e., accommodations/modifications) of their students. Candidates will understand how to read test results, but how to explain the results to parents and colleagues through in-class practice with instructor support.</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus

Program Standard 6: Using Educational and Assistive Technology

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

Standard	Program Description	Artifacts & Evidence
<p>The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process.</p>	<p>In order to provide instruction on this portion of the standard, our candidates complete a technology portfolio, which demonstrates the use of classroom technology by the creation of artifacts using these technologies: (a) computer with speech output, (b) books on tape, (c) tape recorder, (c) headphones, (d) video recorder and more. Candidates also use educational technology to differentiate instruction, develop curriculum, and enhance teaching in the content areas with a use of adaptive technology software. For example, our candidates are introduced to Reading A to Z program, Kidspiration, IRIS modules, and more. During the summer course (L&I 637: Teaching Diverse Learners), our candidates learn to use video recorder to create video modeling clips to help understand the use of this researched-based and evidence-based intervention for the benefit of students with Autism in building social skills.</p>	<ul style="list-style-type: none"> • L&I 622 - Instructional Uses of Technology for Learning Specialists Syllabus • L & I 637 Teaching Diverse Learners Syllabus
<p>Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.</p>	<p>In order to enhance the effectiveness and efficiency of instructional setting, our candidates learn to use computer-based technology to collect, analyze and manage student outcome measures. Computer-based technologies such as excel spreadsheet and CBM Warehouse Charts are used to enter data and graph outcomes of student achievements.</p>	<ul style="list-style-type: none"> • L&I 622 - Instructional Uses of Technology for Learning Specialists Syllabus
<p>Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication,</p>	<p>To provide our candidates the knowledge of assistive technology including low and high equipment and materials, we provide lectures, read book chapters, lists, and provide demonstrations of teaching methods to further emphasize the importance of curriculum access and skill development for SWD.</p>	<ul style="list-style-type: none"> • L&I 622 - Instructional Uses of Technology for Learning Specialists Syllabus

<p>curriculum access, and skill development of students with disabilities.</p>	<p>Candidates will learn a variety of assistive technology that can be used to support SWD (L & I 622). In collaboration with the Students with Disabilities Department at USF, candidates will receive instruction in the latest technology and options to meet the needs of SWD. They will use the equipment in a simulation setting, and will be shown how to use these tools can help their students access the core curriculum. Teacher candidates will then complete an out-of-class assignment to show how they used assistive technology to support one of their students.</p>	
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Program Standard 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Standard	Program Description	Artifacts & Evidence
<p>The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.</p>	<p>Beginning with the first IEP after a student turns 16; an Individual Transition Plan (ITP) is required. To ensure candidates understand why a transition plan is necessary, they are taught the specifics in the law (L & I 636) and the IDEA mandates to support students’ post-secondary goals. In this class, they learn through lecture and in-class historical timelines the conceptual reasoning to help students plan for the future.</p> <p>To turn theory into practice, during the fall of their first year, all secondary teacher candidates will create a transition plan during a supervised IEP, and will then provide a copy of the IEP to their instructors (L & I 633). Other teacher candidates will be taught how to complete an ITP during in-class lecture and activities. While not all candidates will need to create ITPs in their current placement, USF feels it is important to equip candidates with the understanding of how to complete this essential document (L & I 659).</p> <p>Additional practice in transition planning is offered during the candidates’ third Intern Seminar (L&I 678). At this point in the candidates program, it is felt that they should understand why the plan is necessary, and how to create one. To expand their knowledge in helping SWD meet post-secondary goals, an emphasis on how to plan (i.e., inviting necessary stakeholders, completing interest/skill inventories), implement (i.e., ensure that students have access to instruction to support their goals), and evaluate (i.e., using a variety of measures to ensure that students are completing pre-determined tasks to meet the post-secondary goals) transitional plans for SWD.</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 659 Collaboration and Consultation Syllabus • L&I 678 – Intern teaching seminar III Syllabus
<p>Each candidate</p>	<p>While creating the ITP for SWD in the Intern</p>	<ul style="list-style-type: none"> • L & I 659

<p>collaborates with personnel from other educational and community agencies to plan for successful transitions by students.</p>	<p>Teaching Seminar III course, our candidates collaborate with personnel from other educational and community agencies (L&I 678; L & I 659) using skills they have learned through consulting with stakeholders who support their students. In order to serve the needs of their students, candidates use a variety of tools (e.g., interest & skills inventories, questionnaires, personal interviews) to determine their students’ strengths and interests so they can help them plan for post-secondary education. Many of our candidates realize the importance of collaborating with other community agencies such as community college, local businesses, probation officers, and more.</p>	<p>Collaboration and Consultation Syllabus</p> <ul style="list-style-type: none"> • L&I 678 – Intern teaching seminar III Syllabus
<p>Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</p>	<p>To motivate students, students must feel that their teachers care about them. Becoming a “charismatic adult” in the student’s life is essential to this process (L & I 659). Teacher candidates learn the importance in being a supportive adult in a student’s life so that they can help them become self-determined individuals. As candidates become competent in communicating with peers, they are able to transfer those skills and teach them to their students. Helping students express themselves in a positive manner that will lead to desired outcomes is one role an Education Specialist must fulfill. Candidates write about a case (i.e., a student) that they are working with throughout the semester listing the specific issue that is being worked on and the progress they are making toward resolving it. This case becomes one of their major assignments. Their instructors afford them positive feedback and support as they learn how to support their student.</p>	<ul style="list-style-type: none"> • L & I 659 Collaboration and Consultation Syllabus

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

Standard	Program Description	Artifacts & Evidence
<p>The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes.</p>	<p>The USF M/M Credential Program endeavors to prepare candidates who are able to meet the unique needs of SWD. As such, they have ample opportunity to learn IDEA mandates, how to create IEPs working as a team member, and how to help student’s transition from one program to another. The IEP is the vehicle that is used to ensure that students’ needs are being met. In many of our classes (e.g., L & I 665, 636, & 631), the IEP is central to learning how to provide services and support that ensure educational benefit for SWD. Candidates create both IEPs and ITPs at their school sites as members of multi-disciplinary teams, which require prior planning and collaboration with team members. They learn to draw upon the expertise of other team members (i.e., school psychologists, general education candidates) to assist in presenting recommendations to parents that will foster self-determination in their students.</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations: Syllabus • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus
<p>The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from planning specially-designed instruction to support access to the core curriculum.</p>	<p>As candidates learn how to create and hold IEPs in the classroom setting (L & I 636), they also learn how to work with their peers at the site level to support SWD (L & I 659). To make certain that teacher candidates are able to create IEPs that support students’ access to the core curriculum, a fieldwork supervisor attends one of the candidates first IEP meetings. Candidates are expected to plan and facilitate the IEP meeting ensuring that team members have opportunities to design the program that will meet the students’ unique needs.</p> <p>Candidates will then share this experience with an in-class activity, and present their IEP for critique as a part of their semester portfolio (L & I 633)</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L & I 659 Collaboration and Consultation Syllabus

<p>The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</p>	<p>Teacher candidates are taught the basic tenets that require transition planning for SWD during their first Summer Intensive class in the credential program (L & I 636). From this point forward, candidates will create usable ITPs that support their students aged 16 and above as mandated under IDEA (L & I 633). Candidates will continue to perfect their ability to support students' post-secondary goals by working with students to determine what current skills/interests they have, helping them become self-determined, goal-oriented individuals, and completing a summary of performance, which can be used when they enter college (L&I 678). High school is a time for transition for all students, but especially for those with disabilities. At USF, enhancing the professional skills of our teacher candidates is integral to ensuring that all students are treated ethically and with compassion for their unique needs.</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 633 Assessment in Special Education Syllabus • L&I 678 Intern teaching seminar III Syllabus
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Program Standard 9: Preparation to Teach Reading/Language Arts

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of *the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners* who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

Standard	Program Description	Artifacts & Evidence
<p>The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts.</p>	<p>Throughout the USF credential program, instruction in reading is an integral part. Candidates begin their first course in reading during the summer session, and learn theory and practical application of the early literacy processes (TEC 621).</p> <p>During the summer before our candidates start teaching, one of the many courses we provide to support literacy preparation is the Early Literacy Course (TEC 621). In this course, our candidates explore and understand the knowledge base and effective instructional practices defining a balanced approach to primary reading instruction.</p> <p>In the fall of the candidates’ first year, they learn about balanced reading programs, and have an opportunity to review various curricula their school sites may use to teach reading (L & I 631). Candidates learn strategies they can use with their students. A focus on research-based practices is facilitated by reviewing what the current literature deems as best practices in reading instruction (e.g., National Reading Panel, Reading First).</p> <p>The last year of the program focuses on use of data to drive instruction. Candidates learn the importance of becoming reading researchers, and have opportunities to review different reading methods and strategies that will support struggling learners (e.g., FCRR) (L & I 675).</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I 675 Data-Based Instruction Syllabus • TEC 621 Early Literacy Syllabus
<p>Candidates in Education Specialist credential</p>	<p>Topics covered in the Early Literacy Course (TEC 621) include: (a) how students learn to</p>	<ul style="list-style-type: none"> • L & I-675 Data-Based

<p>programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</p>	<p>read, (b) the relationship between reading, writing and speaking, (c) phonemic awareness, (d) phonics, (e) fluency, (f) vocabulary instruction, (g) reading comprehension, and (h) assessment of students’ development as readers.</p> <p>Teacher candidates learn how to unpack curriculum standards to ensure that their students have access to the core curriculum (L & I 631). They are taught through lecture and in-class activities how to ensure that reading instruction includes all facets of the content standards. Candidates are provided with a variety of activities that they can use with their students (e.g., writing activities, options for speeches, Readers Theater) to make sure that learners are engaged and motivated.</p> <p>As candidates progress through the program, they have opportunities to continue perfecting their teaching skills. They are taught how to use data (e.g., CST and CAHSEE data, CBM) to create instruction that will meet the needs of their students (L & I 675). To ensure mastery, candidates will monitor student growth and make instructional decisions based on student growth. Adding to their initial teacher “toolbox”, they are provided with myriad ideas on how to implement and monitor a comprehensive reading program.</p>	<p>Instruction Syllabus</p> <ul style="list-style-type: none"> • TEC 621 Early Literacy Syllabus • L & I 631 C & I for Students with M/M Disabilities Syllabus
<p>The program provides candidates with systematic, explicit instruction to meet the needs of <i>the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners</i> who have varied reading levels and language backgrounds.</p>	<p>To meet this standard, teacher candidates will receive instruction through in-class lecture, PPT presentations, and through collaborative group work. Candidates will create a curriculum portfolio that will focus on the reading needs of their students (L & I 631). They will address both the academic needs of SWD, but also those who are ELL. Candidates will create lessons that encourage struggling learners to engage in lessons, and that differentiate instruction to support all learners.</p> <p>During candidates second year in the program, they will delve deeper into reading fundamentals (L & I 675). Instruction will be on the five main components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary development, and</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I-675 Data-Based Instruction Syllabus

	<p>reading comprehension). Candidates will use a variety of assessments in these areas, and monitor student growth over the semester-long course. A focus on using assessment to drive instruction is emphasized through in-class, hands-on activities. Candidates receive direct instruction in how to use the assessments, and are then provided opportunities for guided practice with their instructors.</p>	
<p>The preparation program provides each candidate with experience in a classroom where reading is taught.</p>	<p>To meet this standard, teacher candidates will spend 15 hours tutoring reading in culturally and linguistically diverse classroom where they will gain experience in the teaching of reading by working one-on-one with an elementary grade student.</p>	<ul style="list-style-type: none"> • TEC 621 Early Literacy, Syllabus

Program Standard 10: Preparation to Teach English Language Learners

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Standard	Program Description	Artifacts & Evidence
<p>The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs.</p>	<p>Our candidates will learn the various stages of language development and acquisition to support the needs of diverse learners (L & I 636, 631). In class lecture and activities will foster student understanding of the unique needs of these students. Candidates will learn what resources are available at their school sites to support ELL students. They will learn how to differentiate instruction, and adapt core curriculum to meet students’ needs (L & I 637). In addition to the academic needs of ELL students, our candidates develop understanding of community building through the Health Education Course (TEC 642).</p>	<ul style="list-style-type: none"> • L & I 636 Educational Practices for the Learning Specialist Syllabus • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I 637 Teaching Diverse Learners Syllabus • TEC 642 Health Education Syllabus
<p>Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.</p>	<p>At USF, individuals are valued and a climate of caring and support is fostered. These values transcend the classroom as teacher candidates are taught not only state and federal legal requirements for working with ELL, but also how to embrace the uniqueness that is in every individual (L & I 665, 633). To that end, teacher candidates learn how to differentiate instruction for diverse learners through in-class lecture and activities.</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 633 Assessment in Special

		Education Syllabus
<p>Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English.</p>	<p>During the Early Literacy Course (TEC 621), candidates will demonstrate skill with and knowledge of the components of a comprehensive, systematic program of instruction in reading/language arts that is aligned with the California English Language Arts Content Standards for Students, the California Reading/Language Arts Framework (2007) and the Reading Instruction Competency Assessment (RICA) content specifications. This includes word analysis, fluency, and systematic vocabulary development; reading comprehension; literacy response and analysis; writing strategies and application.</p> <p>To meet this standard, teacher candidates will read core text (i.e., Vaughn & Bos) and develop strategies for supporting the ELL students within their classrooms (L & I 631). Candidates will learn about language acquisition for ELL, and will adapt lessons to meet the needs of these students. Curriculum portfolios will provide opportunities for instructors to monitor candidates ‘understanding of how to respond to the language needs of their students.</p> <p>In order to provide instruction on this portion of the standard, our program require that candidates create standards based curriculum, as well as accommodating for needs of students with disabilities and ELLs (L & I 637)</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • TEC 621 Early Literacy, Syllabus • L & I 637 Teaching Diverse Learners Syllabus
<p>Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (b) the development of academic language,</p>	<p>To meet the tenets of this standard, candidates will use what they have learned about language acquisition to differentiate instruction for EL (L & I 631). Curriculum adaptations will be taught so that ELL can access the core curriculum. Candidates will gain knowledge and understanding of curriculum adaptation through in-class lecture, PPT presentation, and completion of curriculum unit that lists specific adaptations needed to support ELL.</p> <p>During summer classes, teacher candidates enroll</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • TEC 613 Multiple Subject C&I: Sciences Syllabus

<p>comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.</p>	<p>in TED 613 where they will learn how to teach math, science, and physical education in K-8 settings. Teacher candidates will engage in a variety of activities (e.g., webquests, project-based learning activities, pecha kucha) that will enhance pedagogy and meet the needs of diverse learners. Activities are intended not only to increase teacher’s understanding of the content, but to also provide examples that candidates can use in their own classrooms.</p>	
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Program Standard 11: Typical and Atypical Development

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

Standard	Program Description	Artifacts & Evidence
<p>The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.</p>	<p>This course also familiarizes our candidates with current health and health related issues common to classroom experience. Candidates explore strategies and practices designed to enhance and foster optimal student achievement by encouraging healthful behaviors.</p>	<ul style="list-style-type: none"> • TEC 642 Health Education Syllabus
<p>Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p>	<p>The USF Summer Intensive program provides in-depth instruction in both low- and high-incidence disabilities. Candidates learn about disability categories, and complete a research project into one disability group. This project allows them to understand not only the disability and edibility criteria, but how to support these students academic and behavioral needs.</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus

<p>Candidates will recognize the potential influence of varying cultural factors and practices on development.</p>	<p>In various courses at USF, incorporating lessons on how to meet the needs of diverse learners is essential so that candidates are able to teach students in large urban schools (L & I 665, 637). This understanding begins as a lecture around school demographics. When candidates understand the myriad cultures they will teach, and then delve into cultural factors that might impact student success. A focus is always on ethical considerations when communicating with students and their families.</p> <p>In order to provide instruction on this portion of the standard, our program develops candidate knowledge of and ability to use culturally appropriate instructional methods early in the program. To emphasize the need to understand and accept differences, we provide case studies, video reflections, group discussions and self-realizing activities (L & I 637).</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 637 Teaching Diverse Learners Syllabus
<p>Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.</p>	<p>As part of the assessment course (L & I 633), students learn how to assess SWD, analyze data, and then inform parents of the test results, but also what impact that will have on student outcomes. They are taught to use language that is collaborative rather than divisive so that parents/families feel supported (L & I 659). Of most importance is the ethical treatment of the child, and creating partnerships between school and home. In-class lectures and practice sessions afford teacher candidates opportunities to practice these developing skills.</p>	<ul style="list-style-type: none"> • L & I 633 Assessment in Special Education Syllabus • L & I 659 Collaboration and Consultation Syllabus
<p>Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs</p>	<p>Teacher candidates learn through textbook reading, lecture, and in-class activities about the 13 disability categories under IDEA (L & I 665). They understand the characteristics and prevalence of these disabilities, but more importantly how to support these students in their classrooms. Additionally, an understanding of development disabilities and students' developmental stages are reviewed so that candidates have appropriate academic and behavioral expectations of their students.</p> <p>Candidates will understand the principles of behavior, create intervention plans based on</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 676 Behavior Management Syllabus

	<p>identified behavior (i.e., data-based decision making), and learn how to defuse escalating behaviors through crisis management. Lecture, case studies, journal article reading, and in-class activities will form the basis of instruction provided to intern candidates.</p>	
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Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

Standard	Program Description	Artifacts & Evidence
<p>The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.</p>	<p>Candidates present completed intervention to assess whether teacher candidates possess adequate knowledge in assessing and supporting students with behavioral problems (L & I 676). Candidates will also receive social skills training so that they are able to teach SWD how to respond appropriately in social settings.</p>	<ul style="list-style-type: none"> • L & I 676 Behavior Management Syllabus
<p>The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.</p>	<p>The USF Summer Intensive provides an overview of IDEA, and how those laws impact candidates and students (L & I 676). Candidates learn about students with emotional and behavioral disorders, and how to support these students within their classes. A research project is completed that delineates the candidates classroom management plan, which is evaluated to ensure that candidates use positive behavioral supports enabling students to learn in a safe environment.</p> <p>Teacher candidates will implement positive behavioral interventions, which will be assessed and monitored throughout the semester. Data will be collected to determine if identified interventions are helping students to become self-regulated learners. Candidates will revise intervention plans, when necessary, to meet the needs of the learner. Crisis management training will be taught as a means of providing candidates with skills to de-</p>	<ul style="list-style-type: none"> • L & I 676 Behavior Management Syllabus • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 659 Collaboration and Consultation Syllabus

	<p>escalate negative behavior. Additionally, candidates will be taught how to recognize the signs of agitation and know when a student is in crisis.</p> <p>In L & I 659 candidates learn about laws and regulations promoting safe schools, including anti-bullying legislation. They review how to identify suspected cases of child abuse, neglect, and sexual harassment and teachers' legal reporting responsibilities. Candidates are required to complete a Response to Reading Assignment focused on reducing bullying in schools.</p>	
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Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Standard	Program Description	Artifacts & Evidence
<p>The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.</p>	<p>Teacher candidates will receive instruction in how to create lessons that support the needs of a variety of students (e.g., SWD, ELL). They will create a curriculum unit plan and will implement five lessons to these students (L & I 631). Candidates will present rationale for each lesson, include ways to support struggling learners, and provide artifacts showing how the lessons were implemented. Assessment data will be collected so that teacher can differentiate instruction, if needed, and to show student mastery. Teacher will use a variety of instructional methods (e.g., lecture, reading, games, project-based learning) to ensure student engagement.</p> <p>Since technology mitigates many learning challenges (i.e., lack of reading fluency, spelling, grammar), using technology is fostered throughout the USF program (L & I 622). Students will create a curriculum unit using technology and implement in their classes. They will complete an electronic portfolio, but also complete a written portfolio that includes student work samples and teacher reflections.</p>	<ul style="list-style-type: none"> • L & I 622 Instructional Uses of Technology for Learning Specialists Syllabus • L & I 631 C & I for Students with M/M Disabilities Syllabus
<p>Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and</p>	<p>Candidates teach in a variety of school settings (e.g., comprehensive school sites, non-public schools, special day classes, and resource programs). To ensure that they have the skills needed to meet the needs of students in these settings, they will be taught a variety of strategies and research-based strategies to support their students (L & I 631). Candidates will learn how to</p>	<ul style="list-style-type: none"> • L & I 622 Instructional Uses of Technology for Learning Specialists Syllabus

<p>needs in a variety of educational environments.</p>	<p>implement a balanced reading program, and will be taught strategies to use with struggling readers. These skills will include language skills (i.e., vocabulary development), reading comprehension (e.g., talking to the text, asking questions, inference), and writing strategies (e.g., Step up to Writing, process writing). Math instruction will focus on meeting the needs of diverse learners and making math meaningful (i.e., making connections). Instruction will consist of lecture, collaborative groups, and pair-share opportunities. Additionally, candidates will engage in jigsaw activities where they will teach their cohort a variety of instructional practices to meet the needs of their students.</p> <p>Technology will be an essential part of creating lessons that engage all learners (L & I 622). Candidates will create an electronic portfolio of myriad lessons that use technology, and implement those lessons within their classes. A final presentation allows instructors to determine if candidates fully understand how to implement technology in their classrooms.</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus
<p>Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.</p>	<p>Candidates will demonstrate their mastery of the instructional skills that they have learned throughout the semester by completing a curricular unit plan (L & I 631, 622). They will focus on the curricular area in which they teach. For instance, resource candidates may focus on study skills or reading, while special day class candidates will focus on the content-area in which they teach (e.g., history, math, science). Candidates will create lessons that engage their students, and meet the needs of diverse learners.</p>	<ul style="list-style-type: none"> • L & I 631 C & I for Students with M/M Disabilities Syllabus • L & I 622 Instructional Uses of Technology for Learning Specialists Syllabus
<p>Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with</p>	<p>Education Specialists require numerous skills to become proficient in their jobs. One skill transcends them all—effective communication. During a candidate’s first year, they learn how to effectively communicate as a member of a multi-disciplinary team. This skill requires them to collaborate with peers and the numerous</p>	<ul style="list-style-type: none"> • L & I 659 Collaboration and Consultation Syllabus

<p>disabilities.</p>	<p>stakeholders in the life of a SWD (i.e., parents, administrators, counselors, general education candidates).</p> <p>Several activities are undertaken throughout the semester to ensure candidates have ample practice in collaborating and consulting with their peers. They complete a collaboration portfolio where they exhibit how they effectively navigated a persistent issue with one of their students. They will work collaboratively with other site-level candidates to support the student. A final presentation allows instructors to determine whether the teacher has mastered this standard.</p>	
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Program Standard 14: Creating Healthy Learning Environments

Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of candidates related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Standard	Program Description	Artifacts & Evidence
Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being.	Begin to demonstrate a knowledge of variety of personal communication skills for interacting with students, parents, peers, administrators, other service providers, and paraprofessionals including problem solving, conflict resolution, collaborative decision making, active listening, as well as providing supportive feedback.	<ul style="list-style-type: none"> • L & I 637 Teaching Diverse Learners Syllabus
Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of candidates related to student health and safety.	<p>During the Summer Intensive at USF, teacher candidates learn about the legal mandates of supporting SWD (L & L 665). They read journal articles that explain the major laws as it relates to supporting SWD, and learn about how these laws impact them as candidates, and complete in-class activities that teach how these laws might present in a school setting (e.g., students who require assistive devices to hear). Ensuring that students learn in a safe environment is integral to legal mandates but also to the ethical treatment of.</p> <p>Candidates learn about a variety of ways to support students with behavioral problems (e.g., social skills training, behavior management theory, classroom management techniques, and crisis management). In-class lecture and training will allow candidates to practice newly learned skills. Problem behavior cases will be used to help candidates create solutions that will ensure that students are treated ethically (L & I 676).</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus • L & I 676 Behavior Management Syllabus
Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.	<p>In order to provide instruction on this portion of the standard, our candidates complete a health education course, which increases personal knowledge and skills to encourage candidates to opt for a healthy lifestyle, thereby providing positive role models for students and colleagues. In addition, in the Health Education course (TEC 642), our candidates will (a) increase knowledge</p>	<ul style="list-style-type: none"> • TEC 642 Health Education Syllabus • L & I 676 Behavior Management

	<p>of school health education content, practices and policies to foster the inclusion of an optimal school health education program at the school site, and (b) increase personal knowledge and skills to encourage participants to opt for a healthy lifestyle, thereby providing positive role models for students and colleagues. Also, this course will familiarize candidates with current health and health related issues common to classroom experience and explore strategies and practices designed to enhance and foster optimal student achievement by encouraging healthful behaviors. They learn about universal precautions required to protect the health and safety of candidates and students. Majority of our candidates also receive information about universal precautions designed to protect the health and safety of themselves and students from their districts during the school year.</p> <p>In L&I 676: Behavior Management Course, teacher candidates will learn how to diffuse escalating behavior in students. They will learn how to use positive behavior strategies (e.g., wait time for responses to alleviate student frustration, proximity to show support, use of calm voice to reduce stress) so that they are proactive rather than reactive practitioners. Positive behavior support helps candidates ensure that they do not cause negative behaviors to escalate, which can lead to negative outcomes. In addition to using research-based journal articles, we train our candidates using the IRIS modules to cover topics such as PBIS, school safety, emergency preparedness, coping with crisis, and understanding stress of students.</p> <p>During the summer intensive courses (L&I 636 and 665), candidates are introduced to the health and safety of students. Topics covered vary from mandated reporting of child abuse to discussions about the safety of the students in regards to always requiring a credentialed teacher in the classroom at all times. In regards to candidates themselves, we invite beginning teachers and guest speakers, who speak about balancing work and taking time for themselves to increase retention of special education teachers.</p>	<p><u>Syllabus</u></p>
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<p>Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.</p>	<p>In order to provide instruction on this portion of the standard, our program explains to our candidates early in the program the importance of understanding and working effectively with students with disabilities, parents, and primary care givers. To emphasize the need to understand the importance of developing respectful and productive relationships, we provide instructions on assignments such as classroom newsletter, phone call home, and interacting with students (L & I 637).</p> <p>Intern candidates will learn a variety of methods to ensure that they are able to support students from diverse cultures (L & I 676). They understand that parents may have different beliefs as it relates to child rearing and discipline. Candidates will use their acquired knowledge to be sensitive to parental values, and will use positive communication when discussing sensitive issues (i.e., behavior) with parents and families.</p>	<ul style="list-style-type: none"> • L & I 637 Teaching Diverse Learners Syllabus • L & I 676 Behavior Management Syllabus
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Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

Standard	Program Description	Artifacts & Evidence
<p>The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education.</p>	<p>Teacher candidates learn how to engage in effective communication and work in collaborative groups to ensure that SWD are supported. Through in-class activities and fieldwork projects, candidates have numerous opportunities to learn how to interact with their students’ related service providers (e.g., Speech-Language Therapists, Counselors, ADPE). The goal is to create a seamless service delivery model where all providers collaborate and work together to meet the unique needs of the student.</p>	<ul style="list-style-type: none"> • L & I 659 Collaboration and Consultation Syllabus
<p>The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.</p>	<p>IDEA mandates that SWD are taught in the Least Restrictive Environment (LRE). Candidates learn how the LRE may vary depending on the unique needs of the student (L & I 665). An in-class activity helps teacher candidates understand the continuum service delivery model, and learn when each setting might be considered.</p> <p>The goal of the program is to provide experiences to assist new special education teachers in transforming research-based knowledge into practical best practices. It is based on the belief that on-the-job training provides credential candidates with realistic classroom preparation and is more learner-responsive than traditional approaches. As such, candidates become skilled practitioners who are highly experienced with diverse mild/moderate special education populations</p>	<ul style="list-style-type: none"> • L & I 665 Development of Legal and Educational Foundations Syllabus

	<p>and who provide effective instruction and supervision of students representing a wide range of ages and disability categories, while working in urban, multicultural classrooms.</p> <p>In addition to their on-the-job training, our candidates must complete 20 hours of mild/moderate special education observation/participation experiences in K-12 public school settings. The candidate completes four, 5 hour, special education observations, which must occur in different settings. This ensures that the candidate obtains a range of experiences with various ages, grades, disability categories, and types of service delivery models. Observations must include 5 hours each focusing on such areas as assessment, behavior management, data-based instruction, and collaboration and consultation. Settings must also be different from the grade levels and disability levels that the candidate normally teaches in his or her job assignment. For example, if the candidate teaches middle school RSP, the observations must be in elementary school SDC and high school SDC). Previous fieldwork experience may be used to have above observations waived and must be approved by the program or administrative coordinator. Proof is required for all such waivers in the form of signed documents from the observed teacher or form administrator.</p> <p>An additional 20 hours of general education observation/participation experiences of elementary age students in public school settings is also required before completing the program. This allows for a greater understanding of inclusion settings, as well as push-in, pull-out models to reflect the range of special education delivery services and contexts in which the mild/moderate candidates may work.</p>	
<p>The experiences are planned from the beginning of the program to include experiences in</p>	<p>To meet this standard, teacher candidates will spend 15 hours tutoring reading in culturally and linguistically diverse classroom where they will gain experience in the teaching of</p>	<ul style="list-style-type: none"> • TEC 621 Early Literacy, Syllabus

<p>general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators.</p>	<p>reading by working one-on-one with an elementary grade student (TEC 621).</p>	
<p>The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.</p>	<p>The Education Specialist Preliminary Credential for Mild/Moderate Disabilities is a stand-alone credential. Our candidate may teach in K-12 mild/moderate special education positions that are in agreement with CTC's Education Code Sections 56031, 56360, and 56361.</p>	

Program Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program.

Standard	Program Description	Artifacts & Evidence
<p>Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential.</p>	<p>The assessment system used by the Mild/Moderate Education Specialist Credential Internship Program was designed to meet the California Standards for the Teaching Profession, providing comprehensive and integrated assessment and evaluation measures to monitor candidate performance and to improve programs. As required by California Commission on Teacher Credentialing, candidate performance is based on multiple assessments at admission into programs, during coursework, during teaching experiences, and program completion.</p>	<ul style="list-style-type: none"> • Fieldwork Handbook • Program Assessment
<p>During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes.</p>	<p>For TPE assessment, credential candidates develop a set of goals for mastering each of the 13 TPEs as they progress through the program. They also develop an Electronic, Web-based, portfolio, demonstrating achievement of the thirteen TPEs through artifacts they create or provide. The portfolio is constructed in TaskStream, a web-based development site to which candidates are required to subscribe at the beginning of the program. They complete the goals and portfolio over the first year of the program, with assessment of their progress performed by the Fieldwork Coordinator and/or Instructor during and at the end of each semester. Finally, at the end of each semester, the candidates complete a self-assessment of</p>	<ul style="list-style-type: none"> • Fieldwork Handbook • Program Assessment

	their own achievement of the 13 TPEs using a Likert scaled questionnaire.	
Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.	During the program, the fieldwork supervisor observes the candidate, who is teaching and/or performing other responsibilities of the position. This process occurs a minimum of five times during the first semester and three times each during the subsequent three semesters. Each observation lasts at least one class period, an average of 50 minutes, followed by an additional 30 to 60 minutes of discussion. The fieldwork supervisor also completes a report that provides a rating of the candidate on each of the 13 TPEs that were observed. The supervisor also makes comments on the document and orally discusses these with the candidate after each observation. The fieldwork coordinator reviews these documents and discusses the ratings with the fieldwork supervisors when the candidates' performance appears to need improvement or extra support. If the candidate continues to perform below expectations in the classroom based on either the supervisor observations or the school administrator's evaluation for two consecutive semesters, the candidate will be counseled out of the program.	<ul style="list-style-type: none"> • Fieldwork Handbook • Program Assessment
At least one assessor shall hold authorization in the candidate's credential area.	One goal of the program is to provide experiences to assist new special education candidates in transforming research-based knowledge into practical professional best practices. It is based on the belief that on-the-job training provides credential candidates with realistic classroom preparation and is more learner-responsive than traditional approaches. As such, candidates become skilled practitioners who are highly experienced with diverse special education populations and who provide effective instruction and supervision of students, while working in urban, multicultural classrooms. Therefore, an instructor or Program Coordinator will evaluate their progress during and at the end of each semester.	<ul style="list-style-type: none"> • Fieldwork Handbook • Program Assessment
An individual development plan will be written before the	Near the end of the two-year program candidates will work with their advisor to develop an individualized plan to transition from the	<ul style="list-style-type: none"> • Fieldwork Handbook

<p>candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program.</p>	<p>Preliminary Credential to the Clear Credential after leaving the program. The Transition Plan may include candidates' choices of professional development activities, courses, and/or district supports. The plan will assist the Clearing Program (i.e. school district, university, or both) to determine candidates' needs and goals for the clearing process and develop an Individualized Induction Plan. Candidates will then have 5 years after obtaining the Preliminary Credential to clear that credential.</p>	
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SECTION TWO

Syllabi

Note to Readers

The syllabi for the Mild/Moderate Educational Specialist School Program are standardized across sections and over the past two years. Hence, in this report, we are including one representative syllabus for each course in our curriculum.

University Of San Francisco
School of Education
Teacher Education Department

MS C & I: Early Literacy – TEC 621-01

Instructor: Susan K. Bischel

Contact information: bischel@aol.com
(925) 938-9749

Office Hours: By appointment.

Course Meets: School of Education-Room 201

Mondays and Wednesdays: 1:00-5:15 P. M.
6/6, 6/8, 6/13, 6/15, 6/20, 6/22, 6/27, 6/29, 7/6
(Monday, July 4: Holiday)

Course Catalog Description

Exploration of knowledge base and effective instructional practices defining a balanced approach to primary reading instruction. Investigation of relationship between reading, writing and spelling; phonemic awareness and phonics instruction; reading comprehension; planning and delivery of appropriate reading instruction based on assessment and evaluation. Twelve hours (12) of tutoring required in K-2 public school classrooms.

Course Overview:

This is a foundational course in the teaching of beginning reading. In this class students will build a knowledge base of effective instructional practices using a balanced approach to primary reading instruction. Topics covered include how children learn to read, the relationship between reading, writing and speaking, phonemic awareness, phonics, decoding and word attack skills, fluency, spelling and vocabulary instruction, reading comprehension, and assessment of students' development as readers. The format of this course emphasizes hands-on activities relevant to teaching reading to primary grade students, including phonemic awareness and phonics activities, lesson planning for reading comprehension and vocabulary development, review of children's literature, and home/school literacy activities. Instructional strategies that meet the needs of diverse groups of learners are infused throughout the course.

*This course requires a 12-hour fieldwork practicum in tutoring reading in culturally and

linguistically diverse classroom where candidates will gain experience in the teaching of reading

by working one-on-one with an elementary grade student(s).

Course Objectives

At the end of the course, candidates will demonstrate skill with and knowledge of:

- the components of a comprehensive, systematic program of instruction in reading/language arts that is aligned with the California English Language Arts Content Standards for Students, the California Reading/Language Arts Framework (2007) and the Reading Instruction Competency Assessment (RICA) content specifications. This includes word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English language conventions; and listening and speaking strategies and applications. (CTC-7a, TPE-1A, 9)
- strategies for teaching reading, writing, listening and speaking that ensure active and equitable participation by a full range of learners, including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners (CTC-7A, TPE-1A, 5, 6A, 7)
- theoretical foundations and current research in language and literacy development and application to instructional decision-making; this includes principles of strategic instructional design and delivery such as explanation, demonstration/modeling, and structured, guided and independent practice to ensure that all students meet or exceed the standards (CTC-7A, TPE-1A)
- research-based instructional methods for teaching foundational skills in the primary grades that develop fluency in reading and writing (including phonemic awareness, phonics, vocabulary and spelling), based on the phonological, morphological, orthographical structures of the English language (CTC-7A, TPE-1A, 6A, 7)
- research-based instructional methods for teaching students how to comprehend and produce narrative, expository, persuasive and descriptive texts, including the use of visual structures such as graphic organizers or outlines (CTC-7A, TPE-1A, 5)
- a variety of strategies to utilize student background knowledge, or develop background knowledge if needed, to enable students to access text as well as strategies that motivate and guide independent reading (CTC-7A, TPE-1A, 4, 5, 8)
- research-based methods for developing students' command of written and oral English-language conventions appropriate to grade level (i.e., sentence structure, grammar, punctuation, capitalization, and spelling) (CTC-7A, TPE-1A)
- a systematic approach to teaching foundational writing strategies, genres and conventions, appropriate to grade level content standards, and the development of listening and speaking skills that reinforce reading and writing (CTC-7A)

- a range of instructional materials that that reflect cultural diversity, including narrative, functional and recreational texts, as well as a variety of literary and expository texts and how to teach high quality literature and expository text (CTC-7A, TPE-4, 9)
- the use of CA SBE-adopted core instructional materials to make grade-level content accessible to students (CTC-7A)
- a variety of ways to include the home and community in literacy efforts, including the role of homework, parent involvement and community resources (CTC-7A, TPE-5, 8)
- a range of entry-level and ongoing assessment for instructional planning and monitoring student progress, including informal and formal, formative and summative assessments and standardized tests (CTC-7A, TPE-2, 3, 4, 6A, 8)
- how to analyze and interpret results of multiple measures of student progress in order to differentiate reading instruction for the full range of learners by using flexible grouping, individualized instruction, whole class instruction and incorporating technology (CTC-7A, TPE-2, 3, 4, 6A, 8)

Course Readings/Required Texts

- Cecil, N. L. (2007). *Striking a Balance: Best Practices for Early Literacy* (3rd edition). Scottsdale, AZ: Holcomb Hathaway.
- Cecil, N. L. (2004). *Activities for a Comprehensive Approach to Literacy*. Scottsdale, AZ: Holcomb Hathaway.
- Fox, B. J. (2009). *Phonics and Structural Analysis for the Teacher of Reading: Programmed Self-instruction* (10th edition). NY: Prentice Hall.
- Bear, D. et al (1996). *Words Their Way: Word study for Phonics, Vocabulary and Spelling Instruction*. NY: Prentice Hall.
- California Department of Education. (2007) *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve*. Sacramento, CA: Author. Available at www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf
- Trelease, Jim. (2007). *Read Aloud Handbook* (6th edition). NY: Penguin Books

Course Requirements

Attendance Policy

Attendance policies governing students in the USF Teacher Education program are dictated by the California Commission on Teaching Certification (CTC) requirements in accordance with California legislation for state credential programs. Attendance and punctuality for all TED courses and field placements are mandatory. *Absences should be for major illness or family emergencies only.* In such instances, students are responsible for contacting the course instructor and completing work missed due to absence.

Students who are absent for more than 6.25 hours in a 3-unit course will not receive credit for the course. Four (4) instances of incomplete attendance for any given class period (arriving late or leaving early) constitutes 2 hours of absence.

For attendance policies, please refer to the USF Teacher Education Program Handbook, p. 31. Be sure to establish a partnership with another member of the class who can bring you up to date in case you absolutely must be absent.

Participation in class activities and discussion is expected and will be evaluated.

Written Work: All work must be word-processed, Times New Roman, 1.5 spacing, 12 point. Students must proof read all work submitted.

Disabilities Act

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with any type of disability who will need reasonable accommodations for this course should contact the Office of Student Disability Services within the first two weeks of the course. Students may contact the office at (415) 422-2613 or (415) 422-5834 (TDD) or by email at sds@usfca.edu. Further information about the services that the Student Disability Services Office provides can be found on their website at www.usfca.edu/sds. Students with learning disabilities may contact Learning Disabilities Services at (415) 422-6876.

Academic Honesty

Whenever you quote from, make reference to, or use ideas attributable to others in your written assignments, you must identify these sources in citations or references or both. If you do not identify the source, whether intentionally or unintentionally, then you have committed plagiarism. Plagiarism, defined as the act of stealing or using the ideas of others as one's own, is not permitted in work submitted for courses at USF or in any published writing. Please read the complete text related to academic honesty in your Program Handbook and in the Fogcutter Student Handbook under "Student Conduct, University Standards, Policies and Procedures (www.usfca.edu/fogcutter). University faculty may use internet-based services to identify those portions of written assignments that might not meet the full standards of academic integrity.

Assignments:

1) Reading Responses

After reading the weekly assigned chapters in the course text and other materials, candidates will write a one-page, double-spaced written response. The reading response should include: 1) a brief summary of what was read, 2) how the content applies to classroom teaching and 3) your questions, critiques or thoughts about the content. These responses will be shared in small group discussions and collected each week. The reading responses are noted but not graded. A

response for each assigned reading is required to receive full credit. Candidates will receive informal feedback from the instructor and/or colleagues. Due Session #9-July 6.

2) Self-paced Phonics Workbook

It is imperative that elementary school candidates have a grasp of phonics and the structure of English in order to teach English reading. For this assignment, candidates are responsible for working through the self-paced exercises in the required text, *Phonics and structural analysis for the teacher of reading: Programmed self-instruction* (10th edition). Candidates will complete the pre-test, do each of the self-paced exercises in the book and take the post-test by the end of the semester. Please write directly in your book and correct your own work, marking errors on the exercises and the tests. Errors are opportunities to learn, so take advantage of them by examining your thinking. Be prepared to hand in your pre- and post-tests, and your completed workbook exercises.

Your pre-test will be due Session #2-June 8; midway check will be due Session #4-June 15; your completed book will be due Session # 9-July 6. Don't put it off until the end of the semester!

3) Phonemic Awareness & Phonics Activities

Part 1. Develop one phonemic awareness activity from a familiar source. Select an oral activity (one that does not involve the use of text or print) such as a rhyme, song, poem, finger play, etc., appropriate for emergent readers. Be prepared to teach your activity to our class in a brief 5-minute presentation. If possible, try your activity with children in your field experience classroom. No written instructions are required for this assignment. Plan to have fun with this activity!

Due Session #3-June 13.

Part 2. Develop two phonics activities from two different stages of spelling, as delineated in the required text by Bear, et al, *Words Their Way*. For each activity, create a handout that includes your name, title of the activity, spelling stage, and the applicable reading/language arts standards taken from the required text, *California Reading/Language Arts Framework*, followed by teacher instructions that are clear and easy to follow. Be prepared to present one of your activities to our class; bring your handout and materials needed on your presentation day. Due Session #5-June 20.

4) Bibliography of Children's Literature

Part 1. This assignment is designed to familiarize candidates with children's literature that they can use in their future classroom. Select 10 books appropriate for reading aloud to K-3rd grade children. Your choices must be excellent children's literature and must include some Caldecott Award or other award-winning books (this will be indicated on the book). Your book choices should include characters from a diverse range of cultural and linguistic groups.

Read and enjoy the books! Compile an annotated bibliography listing the 10 books. Annotate with a one-paragraph synopsis of the book in your own words (no web synopses, please!), including how you might use the book in your classroom. Begin this assignment early in the semester to allow time to explore the wealth of children's literature that is available.

Part 2. Using one of the books in your bibliography, develop a lesson plan for reading comprehension and vocabulary at a grade level of your choice. Align the activity you choose with the applicable reading/language arts standards taken from the required text, *California Reading/Language Arts Framework*. Your choice may lend itself to other content standards as well (math, science, social studies, etc.). Be prepared to read your book aloud and share your lesson plan with our class on Sessions # 7 or 8-June 27/28. You will turn in a copy of your lesson plan before your presentation and post a copy of Blackboard to share with your classmates. Please use Task Stream for your lesson plan template.

5) Field Practicum: Tutoring (culminating assignment for all sections of Early Literacy)
To gain hands-on experience teaching beginning reading, candidates will conduct one-on-one

tutoring in a culturally/linguistically diverse classroom using a designated model for reading instruction that will be introduced in class in Session #2. You are responsible to find and arrange your own tutoring site. I will provide a letter of introduction on USF letterhead explaining the assignment to your prospective site, as well as a list of schools that welcome USF student tutors.

Remember that you are representing both yourself (and a future job possibility) and USF Teacher Education Department in your interactions with the school site.

- Plan to meet with your assigned student once or twice a week for approximately one hour. You will spend about 45 minutes with your student and 15 minutes at the end of your session writing reflections of the lesson and preparing for the next session.
- Tutoring time must total at least 12 hours. Please note that this reading tutoring time is in addition to time required by other field experience commitments.
- As applicable, take advantage of the opportunity to utilize strategies that you learn from class mini-lectures, discussions, and readings with your students.
- You will be provided with a lesson format based on the Reading Recovery model that you are required to use in your tutoring sessions. In addition, you will receive a Student Information Sheet to record the results of assessments and your goals for your student. We will review these forms in class so that you are familiar with them. Your lesson plans will serve as an attendance log of your meetings with your student.
- After conducting each lesson, jot down your reflections on how your student responded and ideas for next steps directly on the lesson plan.

- Collect your lesson plans/reflections, student assessments and copies of your students' written work into a notebook. Begin the notebook with a one-page description of your student, and end with a one-page description of the progress your student has made and reflection on your work.
- Submit your in-progress tutoring notebook on Session #4-June 15 and your completed tutoring notebook on the last day, Session #9-July 6. Be prepared to share your student's growth and progress with your colleagues at our last session.

Your Tutoring Notebook must include:

- 1) One-page description of your student based on your assessments, observations and information provided by student's teacher
- 2) Student Information Sheet (attach any assessments you conducted)
- 3) Copies of lesson plans that you taught with your reflective comments added after the lesson. Lesson plans serve as your attendance log and should reflect 12 hours of tutoring sessions by the end of the semester.
- 4) Copies of any written work completed by the child (interactive journal, word work if it involved writing, etc.)
- 5) One-page description of your student's progress based on your assessments, observations and information provided by student's teacher

First half of tutoring notebook/journal: (items #1-4) due Session #4-June 15.

Completed notebook: (items #1-5) due Session #9-July6.

Be prepared to share your student's growth and progress with your colleagues at our last session, #9-July 6. The tutoring field practicum assignment will be graded using a rubric based on the five elements listed above.

6) Literacy Vocabulary Candidates need to be aware of the technical language associated with early literacy when talking with peers, interviewing for a job, and explaining issues to parents. Select 20 terms that you encounter most often in your reading for this course. After reading the definition from two different sources, write the definition in your own words, and tell the source where you first encountered the term. Keep this personal vocabulary list in the back of your Reading Response Journal. Add to it throughout the course. This assignment is due the last Session, #9-July 6.

7) Resource Binder

The purpose of this assignment is to provide you with a resource to use now and in the future, and to help you organize and keep track of all course materials and handouts. Set up a binder of any kind with tab dividers for each topic and organize materials as you receive them. Create a table of contents that will

guide you for locating pertinent materials in the future. The binder is due on the second to the last day of class, Session #9-July 6.

Course Evaluation/Assessment

Your grade in this course will be based on:

Attendance and Participation	15%
Tutoring Practicum (notebook, log, etc.)	20%
Phonics for the Teacher of Reading	10%
Reading Response Journal	10%
Phonemic Awareness Activity	10%
Literacy Vocabulary Activity	10%
Literature Bibliography/Lesson Plan	20%
Resource Binder	5%

Grade Reporting

- A (+/-) Distinguished, clearly superior work showing high quality of insight, depth of knowledge, and with no fundamental deficiencies
- B (+/-) Fully acceptable acquisition of basic subject and/or skill mastery
- C (+/-) Does not show graduate level mastery; student must repeat the course
- F Inadequate work or the absence of work

Incomplete Grades (I)

An incomplete grade is only assigned when required student work is not completed before the end of the class and there is a reasonable expectation that such work can be completed in a timely manner over the following semester. Incomplete grades may only be issued after consultation with and approval by the instructor. An Incomplete Grade/Course Completion Form must be filled out, signed by both the student and the instructor, and submitted to the Dean's Office. See USF Teacher Education Program Handbook, p. 31, for further information.

Course Schedule and Required Reading and Assignments

Session #1-June 6-Monday

- Review Syllabus/Discuss Course Requirements
- One-on-One Tutorial
- How children learn to read/Cueing Systems

Assignments: Cecil Text: Read Chapters 1 & 2

Phonics for the Teacher of Reading: Take and score Pretest

Session #2-June 8-Wednesday

- Due today: Phonics Pre-Test
- Components of a Balanced Literacy Program
- Emergent Literacy
- Concepts of Print
- Phonemic Awareness

Assignments: Prepare Phonemic Awareness Activity for June 13, Monday.

Cecil Text: Read Chapter 3 Emergent Literacy

Bear: Chapters 1-3 ELL's and Assessment

Continue working on self-paced Phonics for the Teacher of Reading

Session #3-June 13-Monday

- Due today: Phonemic Awareness Activity
- Share activities in class.
- Phonics
- Stages of Development in Spelling
- Spelling Assessment

Assignments: Cecil Text: Chapter 4 Phonemic Awareness

Chapter 5 Phonics Instruction Bear: Chapter 4 Emergent Stage

Continue working on self-paced Phonics

Session #4-June 15-Wednesday

- **Mid-way check: Phonics Workbook**
- **Submit: “In Progress” Tutoring Notebook**

Assignments: Cecil Text: Chapter 6 Spelling

Bear: Chapter 5 Letter Name-Alphabetic Stage

Prepare Phonics-Word Study Activity

Session #5-June 20-Monday

- **Due today: Phonics Word Study Activity**
- **Share Phonics-Word Study Activities**
- **Comprehension**

Assignments: Cecil Text: Chapter 7 Word Meanings & Chapter 8 Comprehension

Bear: Chapter 6 Within Word Pattern Stage

Continue working on self-paced Phonics for the Teacher of Reading

Session #6-June 22-Wednesday

- **Reading-Writing Connection**
- **Writing Workshop**

Assignments: Cecil Text: Chapter 9 Writing & Chapter 10 Informational Text

Bear: Chapter 7 Syllables and Affixes Stage

Continue working on self-paced Phonics for the Teacher of Reading

Session #7-June 27-Monday

- **Bibliography of Children’s Literature Due: Session #7 or #8**
- **Guided Reading**
- **Leveled Text**
- **Shared Reading**
- **Classroom Organization and Literacy Centers**

Assignments: Cecil Text: Chapter 11 Reading Strategies

Chapter 12 Assessment

Session #8-June 29-Wednesday

- **Bibliography of Children’s Literature Due**
- **Assessment & Reading Strategies**
- **Orchestrating a Balanced Program**
- **Finish Literacy Vocabulary: Due July 6**
- **Finish Phonics Book & Score your Post-test**
- **Resource Binder Due July 6**
- **Complete Tutoring Notebook Due July 6**
- **Reading Responses Due July 6**

Assignments: Cecil Text: Chapter 13 Home as Partner

Chapter 14 Orchestrating a Comprehensive Program

Session #9-July 6-Wednesday

Presentation/Sharing/Discussion:

Phonics for the Teacher of Reading

Tutoring Emerging Readers

Bibliographies of Literature

Comprehensive Literacy Program

Cecil & Bear Reading Responses

All assignments are due no later than the last day of class.

Reflection

University of San Francisco School of Education

Teacher Education Department

Summer 2011

TEC 613-01 Multiple Subject Curriculum and Instruction: Sciences

Course Schedule: Tuesdays & Thursdays (06/07-07/05); 1:00 P.M.-5:15 P.M. SOE 305

Instructor: Mr. Browning Neddeau, M.A.
Email: bmneddeau@usfca.edu

Office Hours: By Appointment

Catalogue Description: Study of research and practice related to subject-matter content, instructional methods, materials, and media appropriate for teaching mathematics and science within the elementary school curriculum.

Course Overview: TED 613 is designed to focus on a variety of pedagogical knowledge and skills applied to teaching in California's diverse elementary classrooms. Emphasis is placed on what constitutes effective teaching and assessment practices. Candidates will focus on research-based instructional approaches, materials, and media appropriate for planning and delivering content specific instruction in mathematics, science, and physical education (P.E.) to students in Kindergarten through eighth grade.

Course Objectives:

At the end of the course, candidates will be able to demonstrate and apply knowledge of:

1. Curriculum trends and issues in K-8 education. (TPE 1, 13)
2. Current research on effective instruction as related to the teaching of elementary school science, mathematics, and physical education. (TPE 1, 13)
3. Impact of personal educational belief systems on curricular and instructional decision-making. (TPEs 12, 13)
4. Strategies for teaching content, concepts, and thinking skills through a variety of curriculum materials and media to an academically, culturally, and linguistically diverse student population. (TPE 1, 4, 6, 7)
5. Purpose and appropriate use of a range of instructional strategies including (but not limited to) direct instruction, cooperative learning, independent projects, peer teaching based on curriculum objectives, the nature and needs of students, personal philosophy/style of teaching, and available instructional resources. (TPE 1, 4, 5, 6, 7)
6. The teacher's role in an activity-centered classroom, the teaching of content and concepts in collaborative "hands-on" programs, the implementation of instructional goals outlined in the California Curriculum Content Standards and Frameworks. (TPE 4, 6, 7, 9, 10)
7. How to access student information and use that data to plan and analyze instruction and assessment to meet the diverse needs of both the whole class and individual students. (TPE 6, 8)
8. Assessment of instructional objectives, practical guidelines for use of performance-based assessments, portfolios as an alternative for assessment and improved instruction. (TPE 2, 3)

9. Application of technology for effective planning, teaching, assessment, and communication as well as professional development. (TPE 1, 4, 6)

Required Readings:

- California Content Standards for Science, Mathematics, and Physical Education
California Department of Education Publications – State Subject Content Standards and Frameworks are available online at <http://www.cde.ca.gov/be/st/>
- Two textbooks should be available at the USF Bookstore:
 - Bass, J.E., Contant, T.L., & Carin, A.A. (2009). *Teaching Science as Inquiry* (11th). NY: Pearson.
 - Burns, M. (2007). *About teaching mathematics: A K-8 resource* (3rd ed.). Sausalito, CA: Math Solutions.
- IRIS Modules: <http://iris.peabody.vanderbilt.edu/index.html> Assignments will be listed in the class schedule.

Optional Textbooks/Instructional Materials: Additional articles may be posted to our blackboard site throughout the semester to provide in-depth readings on specific issues.

Requirements:

Attendance: Attendance and punctuality at seminar is essential. Since this course meets requirements for a California legislated credential **attendance is mandatory**. *Absences should be for major illness or family emergencies ONLY. Three (3) tardies will be considered an absence.* Attendance will be taken. In this 3-unit course you can miss 6.25 hours and still receive a passing grade. All missed time must be made up. If you must be absent or late PLEASE notify the seminar instructor.

As a courtesy to the instructor and your fellow students, please turn off all cell phones and other electronic devices during class. While computers may be useful at times during seminar, there will also be times when they are a distraction. Thus, there will be times when you are asked to put your computers away.

Unregistered “guests”, including children and pets, may not attend this course.

Active Participation: Active participation is defined as sharing questions, concerns, constructive feedback, support, ideas, and resources. Active participation is being attentive, self-motivated, respectful, independent, responsible, and flexible. This also means that you will have completed assignments and readings listed in the syllabus for the class date each is due. Attendance alone does not constitute active participation.

Pursuant to the Americans with Disabilities Act and Section 504 the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services (415) 422-2613 (v / tdd) as soon as possible. Students with Learning Disabilities may contact Learning Disability Services (415) 422-6876. Further information about the services that the Student Disability Services office provides can be found on their website at www.usfca.edu.

Coursework: All work **must be typed, in 12 point font, and double spaced *unless* otherwise directed by instructor**. When citing sources, please use **APA format** and provide a reference list when appropriate. Please paginate any paper of more than 2 pages and be sure your name is on the paper. Please proof read all work. Do not rely on spell check programs. Lesson Plans should use the USF lesson plan format on TaskStream.

Expectations for Assignments

- If your assignment is turned in on time, you will have the opportunity to revise and resubmit.
- Please keep written assignments and backup copies of files until you receive a grade for this course.
- Please submit assignments electronically.

Some students may wish to obtain editorial assistance with grammar, syntax, and style, which is acceptable. Editorial assistance for content is unacceptable. If you need help with the former, the Writing Center is located in Cowell Hall 227 on the main campus. Phone 415-422-6273 to arrange an appointment. The Writing Center will arrange for a writing coach to work with you at no cost.

Academic Honesty

Whenever you quote from, make reference to, or use ideas attributable to others in your writing, you must identify these sources in citations or references or both. If you do not identify the source, whether deliberately or accidentally, then you have committed plagiarism. Plagiarism, defined as the act of stealing or using as one's own the ideas of another, is not permitted in work submitted for courses at USF or in any published writing. Please read the complete text related to academic honesty in the Fogcutter Student Handbook under "Student Conduct, University Standards, Policies and Procedures: <http://www.usfca.edu/fogcutter/> University faculty may use internet-based services to identify those portions of the person's written assignments that might not meet the full standards of academic integrity.

Course Assignments

(3) Reflection on Personal Experience (9 points, 3 points each reflection): Write a personal reflection (1-2 pages) on your experiences as a student in each of the subject content areas: Mathematics, Science, and Physical Education. Share your experiences and impressions and then reflect on how your experiences will inform your teaching practice.

Math Reflection due: June 9th

Science Reflection due: June 14th

P.E./Health Reflection due: June 21st

Textbook Review (5 points, 2.5 points each review): Select and review a state adopted textbook: one in mathematics (we will do this in class) and one (on your own) in science. Each review should follow the Textbook Review guidelines provided. **Adopted textbooks**: The math textbook review will be done in class as a group project to model the process. Textbooks can be found at your Student Teaching I placement, any County Office of Education, or the USF Curriculum Resource Center. Reviews can be done as text, in a table, or what ever format is most useful to you (limit of 2-3 pages per review).

Math Textbook review due: June 9th
Science Textbook review due: June 9th

Discussion Board (16 points, 4 points each post/response): Four times during the semester you will contribute one original post *and* one comment to another post on the Blackboard Discussion Board. Topics will be different for each post. Discussions may be based on critiquing assigned research articles, reflecting on materials explored during class, or other topics that help make subject matter more meaningful. In order to receive credit for your contributions to the Discussion Board, your original post and response to another person's post must be on Blackboard prior to the next class session. The posts and responses are due on the following dates:

Post 1: June 9th
Post 2: June 23rd
Post 3: June 30th
Post 4: July 5th

Lesson Planning (5 points): Based on the Content Standards and a state adopted textbook, you will write one lesson plan in one of the content areas (math or science), outline a single concept lesson sequence plan in the other content area, and develop a P.E. or Health activity. A separate handout providing detailed instructions for these assignments will be provided.

Lesson Plan (2.5 points) due: June 16th
Single Concept Lesson Sequence (see Pecha Kucha assignment) due: July 5th
P.E./Health Lesson Activity (2.5 points) due: July 5th

Field Trip to the USF School of Education Curriculum Resource Center (CRC) (or County Office of Education for regional campus candidates): Take a personal field trip to the CRC. Introduce yourself to Kate Sky, wander around and check out all the information and materials available to you.

Math and Science Field Trips (15 points): We will be going to both the California Academy of Sciences and the San Francisco Zoo for class field trips. You will work in a team to design an inquiry-based unit. The unit is due on July 5th. Be prepared to discuss your unit with the class.

Pecha Kucha (25 points): You will present a pecha kucha on the final class session. Your pecha kucha will follow the given guidelines for the Single Concept Lesson Sequence handout, but you will tie it all together in a multimedia presentation format known as a pecha kucha. In this format, you present 20 PowerPoint slides and speak on each slide for 20 seconds. Your pecha kucha will demonstrate how you tie together a single concept through a five lesson sequence. In this assignment, you are encouraged to think critically about making subject matter meaningful and engaging for your students. You must devise a lesson sequence that is logical and connected. In your pecha kucha, you will take our credential class through your visualization of this single concept lesson sequence. Pretend you were invited to share your single most meaningful and engaging lesson sequence at an educational conference. You have 6 minutes and 40 seconds to highlight your main points of your lesson sequence while ensuring that the conference attendees understand: 1) your chosen lesson sequence theme; 2) accommodations and modifications in your lesson sequence for students with learning differences and English

learners; 3) the marriage of your learning objectives and assessment plan; 4) state standards met; and 5) resources for further studies of your chosen theme.

WebQuest (10 points): Create a WebQuest that helps teach a theme. The WebQuest must include three content areas where at least one of the content areas is mathematics, science, or physical education. Your WebQuest will be posted on Blackboard for your peers to explore and provide constructive feedback. We will also reflect upon this assignment in class. The WebQuest is due June 23rd. It will be posted on Blackboard on this date. In your WebQuest, make sure to include the following information:

- Theme of WebQuest
- Grade-level of WebQuest
- Learning objective of WebQuest
- State standard for WebQuest (only post the state standard that is relevant to the area(s) of mathematics, science, and/or physical education)
- Include at least three websites in your WebQuest
- Assessment

Science Group Presentation (15 points): In teams of two students, you will prepare a science board and model for one of the inquiry activities found at the back of our science textbook. The Science Group Presentation is due June 21st. Your science board must include the following information:

- Topic
- Learning objective
- Description of activity
- State science standard met
- Assessment
- At least two possible extension activities

Course Evaluation:

This is a graduate level course therefore a passing grade is a B. All work will be returned to candidates. Any work that receives a mark below 80% should be revised and resubmitted for evaluation; however, resubmission is the choice of the student. It is not required.

Late Assignments: Late assignments will not be accepted without prior approval from the instructor. One point will be deducted for each day the assignment is late. Repeated late assignments will result in a lowered grade for the course.

Incomplete (I) Grades: I prefer ***NOT*** to post Incomplete (I) grades. Thus, an Incomplete (I) grades will only be issued after lengthy discussion. An Incomplete Grade/Course Completion Form must be filled out, signed by both of us, and submitted to the Dean's Office. Remember: Incomplete (I) grades will automatically be changed to a Failing (F) grade after one full semester. In addition, an Incomplete grade can block your enrollment in full-time Student Teaching. Don't get behind! Email me at the first hint of a problem!

How will assignments be graded? What is the weight of each assignment? This is a Curriculum and Instruction seminar, designed to help you prepare to plan, teach, assess, and reflect on your

practice in your own classroom. One of the most challenging issues for new candidates is developing an assessment/evaluation system that can be used for both formative assessment (helping students learn) and summative assessment (a grade for the report card). Thus, as a group, we will discuss and then develop grading criteria for some of the assignments in this course.

Overall, you can earn up to 100 points in this course. Having each point earned translate into each percentage point earned makes it easier for you to track your grade throughout the semester.

Class Meeting Schedule: *This course outline serves the credential candidate only as a general guideline. The instructor may delete or add topics and/or assignments.*

Session I

Date: 06/07

Assignments Due this class:

- 1) Introductions (instructor and students)
- 2) Review course syllabus
- 3) Tour course Blackboard site
- 4) How to write a learning objective
- 5) Decide on Grade-Level Unit Teams
- 6) Mathematics Textbook Review
- 7) Science Textbook Review
- 8) Name Card

Assignment(s) for next class:

- 1) Completed Name Card
- 2) Obtain required textbooks
- 3) Math Reflection Paper
- 4) Write an introduction about yourself on the Blackboard Discussion Board. Respond to another person's post by next class.

Read for next class:

- 1) Burns "Introduction" (pages xv-xvi) and "PART 1: Raising the Issues" (pages 3-32)
- 2) Watch: "Workshop 1: What is Inquiry and Why Do It?" found at:
<http://www.learner.org/resources/series129.html?pop=yes&pid=1452>

NOTES:

Session II

Date: 06/09

Assignments Due this class:

- 1) "A Day at the Academy"
 - a. Meet at the California Academy of Sciences located in Golden Gate Park
- 2) Math Reflection Paper due on Blackboard
- 3) Mathematics and Science Textbook Reviews due on Blackboard
- 4) Posted an introduction on the Blackboard Discussion Board and responded to another person's post.

Assignment(s) for next class:

- 1) Science Reflection Paper due on Blackboard

Read for next class:

- 1) Read Chapter 1: "Messing About in Science" (pages 1-26)
- 2) Read the article titled: "Simplifying Inquiry Instruction: Assessing the Inquiry Level of Classroom Activities"

NOTES:

- 1) “Workshop 1: What is Inquiry and Why Do It?” found at:
<http://www.learner.org/resources/series129.html?pop=yes&pid=1452>

Session III

Date: 06/14

Assignments Due this class:

- 1) Discuss the article titled: “Simplifying Inquiry Instruction: Assessing the Inquiry Level of Classroom Activities”
- 2) Introducing PLT
- 3) “Thinking Like an Archaeologist” lesson
- 4) Science Reflection Paper due on Blackboard
- 5) Discuss WebQuest Assignment
- 6) Visit the following link and complete the module:
<http://iris.peabody.vanderbilt.edu/math/chalcycle.htm>
 - a. IRIS Center module: “High-Quality Math Instruction: What Candidates Should Know”

Assignment(s) for next class:

- 1) Watch the online video titled: “Workshop 8: Connecting Other Subjects to Inquiry” found at: <http://www.learner.org/resources/series129.html?pop=yes&pid=1452>
- 2) Begin working on individual WebQuest

Read for next class:

- 1) Read Chapter 9: “Connecting Science with Other Subjects” (pages 230-251)

NOTES:

Session IV

Date: 06/16

Assignments Due this class:

- 1) Science Group Presentation collaboration time
 - a. How will we assess the group presentations?
 - b. Create a Science Group rubric
- 2) Lesson Demonstrations (encouraged to use PLT)

Assignment(s) for next class:

- 1) Science Group Presentation
- 2) P.E./Health Reflection Paper

Read for next class:

- 1) Read the article titled: “WebQuests: Tools for Differentiation”

NOTES:

Session V

Date: 06/21

Assignments Due this class:

- 1) Science Group Presentation
- 2) P.E./Health Reflection Paper due on Blackboard
- 3) P.E. Day! Wear comfortable clothing that allows you to move. Make sure to bring a bottle of water.
- 4) Discuss WebQuests article and how it relates to the WebQuest course assignment

Assignment(s) for next class:

- 1) Begin to work on WebQuests
- 2) After reading “Part 5: Questions Candidates Ask” in the Burns textbook, post questions you have as a preservice teacher to the Blackboard Discussion Board. Respond to another student’s post.

Read for next class:

- 1) Burns “Using Children’s Literature” (page 45), “Managing Classroom Instruction” (pages 51-65)
- 2) Burns “Part 5: Questions Candidates Ask” (pgs. 363-399)

NOTES:

Session VI

Date: 06/23

Assignments Due this class:

- 1) Project-based learning
- 2) Fractions Lesson
- 3) Agriculture in the Classroom (California Foundation for Agriculture in the Classroom)
- 4) Discuss the reading from “Part 5: Questions Candidates Ask”
- 5) Posted on the Blackboard Discussion Board and responded to another person’s post.

Assignment(s) for next class:

- 1) WebQuests due on Blackboard
- 2) Work on Pecha Kucha final project

Read for next class:

NOTES:

Session VII

Date: 06/28

Assignments Due this class:

- 1) “A Day at the Zoo”
 - a. Meet at the San Francisco Zoo

- 2) WebQuests due on Blackboard

Assignment(s) for next class:

- 1) Work on Pecha Kucha final project
- 2) Respond to another student's WebQuest on Blackboard (two commendations and two recommendations)

Read for next class:

- 1) Read the article titled: "How a Detracked Mathematics Approach Promoted Respect, Responsibility, and High Achievement"

NOTES:

Session VIII

Date: 06/30

Assignments Due this class:

- 1) Measurement Lesson
- 2) Discuss article titled: "How a Detracked Mathematics Approach Promoted Respect, Responsibility, and High Achievement"
- 3) Pecha Kucha practice session
- 4) Respond to another student's WebQuest on Blackboard

Assignment(s) for next class:

- 1) Pecha Kucha final presentation
- 2) P.E./Health Lesson Activity due on Blackboard
- 3) Post and respond to another student's post on Blackboard Discussion Board

Read for next class:

NOTES:

Session IX

Date: 07/05

Assignments Due this class:

- 1) Group inquiry-based unit discussion (teams lead a discussion on their inquiry-based unit)
- 2) Pecha Kucha final presentations
- 3) Course Evaluations
- 4) P.E./Health Lesson Activity due on Blackboard
- 5) Posted and responded to another student's post on Blackboard Discussion Board

Multiple Subject Curriculum and Instruction Single Concept Lesson Plan Sequence Assignment

Any lesson is typically part of a sequence of lessons that introduces a concept, allows time to work on the concept, and then assesses student attainment of the concept. Rarely is a lesson a “stand alone” with no connection to what came before or what will come after. Thus, when you write your lesson plans, you will need to think about the lesson as part of a lesson sequence in that subject area, designed to teach a single concept or skill to your students. In this assignment, you will need to place the lesson in that sequence context when it is submitted.

In addition, this is not a “creative writing” exercise. Your lesson sequence should be teaching a concept that is taught in one of the state adopted textbooks in the subject content area. Your lesson sequence will use what is in the textbook and then expand, adapt, modify, etc. what is there to fit a specific group of students...that means you will need to take into account what you know about the students in the class where you will teach this lesson. In addition, you need to identify and use, somewhere in your lesson sequence, a piece of grade level appropriate literature, fiction or non-fiction, that is linked to the concept being taught.

What you turn in should include:

- Your name
- Date
- Grade level
- Subject Content Area (e.g. Mathematics)
- Concept being taught
- California State Content Standard(s) being covered
 - A sequence of lessons may address 1-2 standards or only part of a single standard
- State-adopted textbook used as a reference for creating the lesson sequence
- Author. (date). *Title*. City, State: Publisher – this is the format for listing the literature book used in lesson sequence.
- What information do you need to collect about your students that would assist you in planning this sequence of lessons? For example: linguistic background, academic language abilities, content knowledge and skills, physical, social and emotional development, cultural considerations, health considerations, personal interests, etc.
- Learning outcomes (sometimes called goals or objectives) written in measurable terms (what will the students be able to do) for the sequence of lessons.
 - For a 5 lesson sequence you may have 1-3 learning outcomes which you will measure and assess at the end of the lesson sequence.
- A short overview of each lesson in the sequence – like an annotated bibliography; list as Lesson 1, Lesson 2, Lesson 3, etc. Make sure you indicate the lesson for which you will be writing a detailed lesson plan.
- Detailed lesson plan (using the lesson plan format on Task Stream) for one of the lessons listed above.
- Accommodations and Modifications
 - Create a list of 2-3 accommodations and 2-3 modifications you could make during the lesson sequence for students who are English Language learners

- Create a list of 2-3 accommodations and 2-3 modifications you could make during the lesson sequence for students who had special needs.
- Assessment – How will you know at the end of each lesson in the sequence that students have learned what you intended in that lesson? How will you know at the end of this sequence of lessons that students have learned the concept and/or met your learning outcomes?
- Remediation – How will you assist students who do not achieve the learning outcomes of this lesson sequence?
- Self-Reflection (1-2 pages): What have you learned during the process of developing this lesson sequence that will inform your future teaching and planning?
- Bibliography: books, website, supplemental curriculum, any other sources/resources used in your planning

USF Teacher Education Department
Textbook Review

The purpose of this review is to become familiar with the state adopted textbooks in a specific subject area. Please review both the student edition and the teacher edition for each textbook you review. The teacher edition usually includes a copy of the student text as well as specially designed instructions for the teacher such as specific objectives, teaching techniques, learning activities, assessment instruments, and resources including many on-line resources to be used by both teacher and students. As you review a text keep the following guidelines in mind. Use these to review the text and write your analysis (2-3 pages) as well as whether you would select the text to use in your classroom and what specific factors lead to your decision.

Does the teacher's edition contain the following elements?

- Goals that are consistent with state standards
- Specific objectives for each lesson
- Scope and sequence charts for teacher reference.
- Units and lessons sequentially developed with suggested time allotments
- Units, lessons, and materials representative of the diverse population found in the state of California including a wide range of ethnicities, cultures, languages, able-ness, gender roles, etc.
- Suggested modification and adaptations to meet individual student needs including:
 - Reading/Literacy levels
 - English Language Development
 - Special Needs (e.g. Learning Disabilities, Gifted, Talented, etc.)
- Specific techniques and strategies
- Inclusion (or available from publisher) of aids, materials, supplementary materials, CD Rom, web sites, and other resources.
- Listings of suggested aids, materials, and resources not available through textbook publisher.
- Suggestions for extension activities as well as materials and resources to support these extensions
- Specific guidelines and/or tools for assessment of student learning

Analyze the student textbook for the following elements.

- Does it treat the content in adequate depth?
- Is the text representative of the diverse population in California?
- Are the diverse groups included in the text represented in an accurate, non-stereotypical manner?
- Is the format attractive and easy to follow?
- Does the book good quality in terms of size, weight, durability, size of type, etc.?
- Are the illustrations and visuals attractive, applicable to the text, and useful?
- Is the writing clear and understandable for the grade level students for which it is intended?
- Does the book provide for a range of student abilities?

Evaluation of a California State-Adopted Textbook

Evaluator _____ Subject Content Area _____

Title of Textbook _____ Grade Level _____

Publisher _____

Teacher's Edition

How is the content aligned with the California Subject Area Content Standards?

How is the content organized?

What kinds of instructional strategies are used to teach the lessons?

Select a lesson and analyze how it compares to the USF lesson plan format.

What kind of support is given to the teacher?

What kind of assessment strategies are used?

What provisions are made for ELL and special needs students?

Student Textbook

What help is provided for the student?

Are illustrations interesting and useful? Do these support the content being presented?

How appealing is the textbook for the students?

How clear and understandable is the writing for students at this grade level?

What is your overall evaluation of this textbook? Would you use it for instruction? How easy would it be to use? What would you need to do to supplement the text to support student learning outcomes?

L&I-637 Teaching Diverse Groups
Fridays 1:00 p.m. - 5:15 p.m. ED 101
(6/10, 6/17, 6/24, 7/1 & 7/8)

Mary Howland, Ed.D.
Office Hours: Friday, 11 – 12:30 & by arrangement
(650) 468-1119 (cell)
mhowland@usfca.edu

Course Description

This course consists of five sessions with whole group instruction and heterogeneous groupings of members of the cohort group. Candidates receive an extensive overview of the Fieldwork components of the Special Education Internship to help them plan for the next two years of the program. Candidates also participate in analytic and reflective discussions, examine decision-making procedures, and discuss critical incidents from general topics of concern in the field. They read about and receive instruction in areas related to special education, working with English language learners, lesson planning, and classroom issues. This instruction is also coordinated and integrated with instruction from all other courses in the Special Education Masters Program. In addition to any assignments or evaluations, candidates are graded on their attendance and participation in the USF classes.

Information for Students with Disabilities

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course must contact Disability Related Services at (415) 422-2613 (v/tdd). Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Competencies

Course Objectives -

At the end of the course, candidates will demonstrate skill with and knowledge of the following (1) course topics, (2) preliminary credential program standards from the California Teaching Performance Expectations (TPEs), (3) Mild /Moderate (M/M) Program Standards, (4) Autism Spectrum Disorder (ASD) Added Authorization Standards, and (5) USF program standards:

Course Topic	TPE	M/M Program Standards or ASD Standards	CTC Program Standards	As Measured By
Begin to demonstrate knowledge of a variety of teaching strategies to	TPE 4: Making Content	M/M Standard 3: Planning and Implementing	Program Standard 10: Preparation to Teach English	The successful completion and

<p>facilitate and improve the learning of students with mild/moderate learning disabilities and English language learners (ELLs).</p>	<p>Accessible TPE 7: Teaching English Learners</p>	<p>M/M Curriculum and Instruction M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD</p>	<p>Language Learners Program Standard 13: Curriculum and Instruction of Students with Disabilities</p>	<p>submission of a list of modifications and accommodatio ns for ELLs with disabilities</p>
<p>Begin to demonstrate knowledge and use of basic computer and technology skills while participating in coursework and email, developing portfolios, creating standards based curriculum, as well as accommodating for needs of students with disabilities and ELLs.</p>	<p>TPE 4: Making Content Accessible TPE 7: Teaching English Learners</p>	<p>M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities</p>	<p>Program Standard 6: Using Educational and Assistive Technology</p>	<p>The successful completion and submission of a .doc file via email of a list of modifications and accommodatio ns for ELLs with disabilities. Completion of the online module on behavior and classroom management available at http://iris.peabody.vanderbilt.edu/resources.html</p>

<p>Begin to demonstrate a knowledge of variety of personal communication skills for interacting with students, parents, peers, administrators, other service providers, and paraprofessionals including problem solving, conflict resolution, collaborative decision making, active listening, providing supportive feedback, as well as adjusting communication style as appropriate to accommodate culturally and linguistically diverse individuals.</p>	<p>TPE 5: Student Engagement</p> <p>TPE 7: Teaching English Learners</p> <p>TPE 8: Learning about Students</p>	<p>M/M Standard 4: Positive Behavior Support</p> <p>M/M Standard 6: Case Management</p> <p>ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD</p>	<p>Program Standard 4: Effective Communication and Collaborative Partnerships</p> <p>Program Standard 10: Preparation to Teach English Language Learners</p>	<p>Appropriate participation in classroom discussions and successful completion of the mock interview.</p>
<p>Begin to demonstrate knowledge of classroom management techniques that promote desired behaviors and effective student learning, as well as appropriate interventions to reduce undesired behaviors.</p>	<p>TPE 5: Student Engagement</p> <p>TPE 11: Social Environment</p>	<p>M/M Standard 4: Positive Behavior Support</p>	<p>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning</p>	<p>Completion of the online module on behavior and classroom management available at http://iris.peabody.vanderbilt.edu/resources.html</p> <p>Appropriate participation in and successful completion of classroom discussions and activities.</p>

Assume responsibility for planning and implementing the program timelines and completing the teacher induction and evaluation processes as described in the Fieldwork Handbook and the requirements of the California Commission on Teacher Credentialing.	TPE 12: Professional, Legal, and Ethical Obligations		Program Standard 2: Professional, Legal and Ethical Practices	Successful completion and submission of resume, cover letter, and philosophy of teaching/education credo. Registration for on-line ePortfolio. Completion of program entrance survey.
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Required Texts

Meyen, E. L., & Bui, Y. N. (2007). *Exceptional children in today's schools: What candidates need to know* (4th ed.). Denver, CO: Love Publishing Company (Also required in L & I -636, & 665)

Echevarria, J., Vogt, M., & Short, D. (2004). *Making Content Comprehensible for English Learners* (2nd ed.). Boston, MA: Pearson Education, Inc. ISBN 0205386415 (Also required in L & I -640)

Suggested References

Cartledge, (2009). *Diverse Learners with Exceptionalities*. Pearson. ISBN 9780131149953

Shelton & Pollingue, (2005). *The Exceptional Teacher's Handbook* (2nd Ed.) Corwin Press. ISBN 0761931961

Hill, J. D. & Flynn, K. H. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, Va: Association for Supervision and Curriculum Development. ISBN 1416603905

Rosenberg, O'Shea, & O'Shea (2005). *Student Teacher to Master Teacher* (4th Ed.) Prentice Hall. ISBN 9780131173118.

Pierangelo & Giuliani (2007). *Understanding, Developing, and Writing Effective IEPs*. Corwin Press. ISBN 9781412917865.

Carr, J. (2006). *The Map of Standards for English Learners Grades k-5*. San Francisco, CA:

WestEd Publishing. ISBN 0914409247 (Also required in L & I -631,633, 636, & 665)

Carr, J. (2006). *The Map of Standards for English Learners Grades 6-12*. San Francisco, CA: WestEd Publishing. ISBN 9780914409298 (Also required in L & I -631,633, 636, & 665)

Teaching Diverse Learners Course Grades

1. Attendance is required at all sessions. One absence will result in an automatic course grade deduction, for example, from a grade of “A” to a grade of “B”, ***WITHOUT EXCEPTION***. This includes pre-arranged absences. Two absences will result in an automatic grade of “F” (Fail), ***WITHOUT EXCEPTION***, as 50% of the required course seat time will have been missed.
2. Punctuality and participation are expected and will be graded. Students are expected to arrive at 1:00 pm sharp, participate in all activities, actively listen, and give constructive feedback to others. Students are also expected to return promptly from breaks and remain in class until the end of the period. Participation and attendance points will be deducted for missed seat time per the schedule below. Time applied to personal use of computers or other technology, private discussions, or other non-class related activities will result in points deducted per the schedule below.
3. Students should come to every session prepared to discuss the required readings, with reflective thoughts, questions, and ideas.
4. Participation is expected in all online assignments and discussions. Students should be prepared to offer insightful, thoughtful comments and replies to discussions on-line.
5. Completion of all assignments as assigned and by the specified due date are required for both the course and the credential. Any assignment turned in late will receive an automatic 10% grade reduction for each week late unless otherwise specified. You will receive an incomplete if any assignment is not turned in by July 8, 2011.
6. Final course grades will be determined by the combination of attendance, participation, and assignment grades as listed below.

Maximum Point Allotment for Each Graded Item:

❖ Punctuality & Participation – 30 points per session	150
❖ Resume / Cover Letter	20
❖ Reflection on Video <i>My Brown Eyes</i>	20
❖ List of Modifications and Accommodations for ELLs with Disabilities	20
❖ Letter to Self	20
❖ Philosophy / Educational Credo	20
❖ IRIS	<u>50</u>
Total points possible	300

A range = 90-100% of total possible points (270-300)

B range = 80-89% of total possible points (240-269)

C range = 70-79% of total possible points (210-239)

F = 0-69% of total possible points (0-209)

Course Schedule, Summer 2013

DATE	DISCUSSION TOPIC(S)	ASSIGNED READINGS (Prior to Class)	ASSIGNMENT(S) DUE
<i>June 6</i> <i>Session 1</i>	TRIBES Introduction Syllabus Canvas and Google Docs Culturally and Linguistically Diverse Students Educational Video and Discussion		
<i>June 13</i> <i>Session 2</i>	TRIBES Overview Special Education Instructional Strategies for Students with Disabilities and English learners Fieldwork Handbook Introduction to TPEs	Chapters 1 & 2 in Echavarria et al.	<i>Resume /Cover Letter</i> <i>Reflection on Video</i>
<i>July 20</i> <i>Session 3</i>	TRIBES Formal Lesson Plan and SIOP lesson plan Instructional Strategies for ELLs Case studies IRIS	Chapters 3 & 4 in Echavarria et al.	<i>List of Accommodations and Modifications for ELLs with Disabilities</i>
<i>June 27</i> <i>Session 4</i>	TRIBES Classroom Management Teaching Scenarios for ELs Letter to Self	Explore IRIS website Chapter 5 in Echavarria et al.	IRIS Assignment <i>Letter to Self (Will be done in class)</i>
<i>July 2</i> <i>Session 5</i>	TRIBES Academic Engagement Culturally Responsive Pedagogy Practice Interviews	Chapter 6 in Echavarria et al. Explore What Works Clearinghouse	<i>Philosophy/Educational Credo</i>

University of San Francisco
School of Education
Department of Learning & Instruction

MASTER'S DEGREE/EDUCATION SPECIALIST CREDENTIAL PROGRAM

August Intensive
Summer 2013
Tier I, Cohort 17

Course Dates: 7/15/13 - 7/26/13
Monday-Friday
8:30 a.m. - 4:30 p.m.

L & I- 636 Educational Practices for the Learning Specialist

L & I- 665 Development of Legal and Educational Foundations
for the Learning Specialist

Instructor:

Yvonne Bui

Doctoral Fellows:

Karen Sanford

Nasa Cole

Jude Wolf

Yvonne Bui, Ph.D.

Department of Learning & Instruction
Special Education MA/Credential Program
Office Hours (Rm 123): by appt. only

buiy@usfca.edu

415-422-2516 (direct)

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Department Staff:

- Lenna Onishi lonishi@usfca.edu
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Graduate Teaching Fellows:

- Karen Sanford
- Nasa Cole
- Colleen Arnold

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Course Description:

The Summer Intensive is designed to prepare the Master's Degree/Education Specialist Credential candidate with the skills necessary to begin teaching in the special education classroom in the fall semester. The main objective of the course is to *introduce* candidates to basic and foundational core content related to special education, disability groups, federal legislation, classroom management, and instruction for K-12 students with exceptional learning, language (English Learners), and/or behavioral needs.

The CTC Program Standards and Teacher Performance Expectations below relate to both courses (ED 636 and ED 665), since the courses are integrated. As candidates progress through the program, these will be further enhanced, developed, and applied.

Program Standards:

Program Standard 2: Professional, Legal and Ethical Practices

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

Program Standard 10: Preparation to Teach English Language Learners

Program Standard 11: Typical and Atypical Development

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

Program Standard 13: Curriculum and Instruction of Students with Disabilities

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

Mild/Moderate Standard 4: Positive Behavior Support

Mild/Moderate Standard 6: Case Management

Teacher Performance Expectations (TPE):

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligations

Learning Outcomes: At the end of the course, candidates will be able to:

- Describe the history and court cases related to individuals with disabilities and English learners
- Define special education and related services
- Identify and give examples of disability categories recognized within IDEA

- Interpret major federal and state laws related to special education (e.g., P.L. 94-142, ADA, Section 504, IDEA, NCLB) as they relate to individuals with disabilities, gifted students, and English learners
- Explain and apply the Response to Intervention framework and the Student Study Team process using a series of case studies and interventions.
- Summarize the IEP process, describe roles of team members, explain components of an IEP, examine compliance and procedural safeguards, and analyze model IEP forms
- Describe and discuss the prevalence, definition, characteristics, and causes of students with mild to moderate disabilities (e.g., specific learning disability, emotional disturbance, speech/language impairments, autism spectrum disorders)
- Review and summarize the prevalence, definition, characteristics, and causes of students with a variety of developmental, health, physical, and sensory disabilities.
- Demonstrate knowledge of California K-12 standards and common core state standards
- Describe and practice techniques for UDL and differentiated instruction methods
- Explain and apply accommodation and modification strategies to access core content
- Incorporate research-based instructional strategies to adapt lesson plans
- Review CA legislation and practices related to school safety: violence prevention, child abuse prevention, mandatory reporting, positive school environment
- Apply principles of behavior management to establish a classroom management plan to foster a positive learning environment
- Describe collaboration strategies to work with general education teachers, parents, paraprofessionals, and other school/district staff
- Develop lesson plans for the first week(s) of school
- Apply personal communication skills including using active listening, professional and respectful language, and collaborating in small groups
- Read, evaluate, and respond to research articles

Course Requirements/Grading Policy:

- ❖ Daily attendance is absolutely necessary to pass the course. There are **no** excused absences for the course. Any extended absence from class will negatively impact your ability to pass the class (please see Dr. Bui if you need to schedule a job interview).
- ❖ Because group participation is critical and many assignments are done in-class, punctuality is important. Tardies or missed class time will also negatively affect final grades. Points will be deducted in accordance with the amount of time missed. Students who are late to class are responsible for obtaining class notes, handouts, and assignments from their classmates.
- ❖ Assigned class readings should be completed **prior** to each class meeting.
- ❖ Class assignments will be collected at the **beginning** of each class meeting.
- ❖ Online quizzes on Blackboard must be submitted by **midnight of the assigned due date**. No late quizzes will be accepted.
- ❖ Students are required to act professionally toward all instructors and classmates (see behavior guidelines)
- ❖ University discipline policies for conduct and plagiarism will be strictly enforced--see student honor code <https://www.usfca.edu/catalog/policies/honor/>
- ❖ Students are required to complete **all** assignments **by the last day** of the course (July 26, 2013)—extensions and incompletes will not be given. Students who do not complete the required assignments and coursework by July 26, 2013 will not be allowed to go forward to Tier 1 Fall classes.

Course Grades:

Final grades will be determined by the total sum of points earned on chapter quizzes, written assignments, and in-class individual and group activities. Students must complete **ALL** assignments in order to receive a passing grade. There is a total possible **300** points for the summer intensive. Assignments will be graded for accuracy, quality, and completeness. **All written assignments must be word-processed. *Note: Assignments will not be accepted past the due date.***

Point Allotment for Each Assignment:

- ❖ Share Bags (5 points)
- ❖ Six Chapter Quizzes (10 points each, 60 total)-on Blackboard
- ❖ Read Research and Respond papers (10 points each, 70 total)
- ❖ Disability Matching (5 points)
- ❖ RTI assignment (10 points)
- ❖ Digital Note-taking (10 points)
- ❖ Disability Group Presentations (in-class) (30 points)
- ❖ Adapted Lesson plan (10 points)
- ❖ Classroom Management Plan (50 Points)
- ❖ First Days of School Presentations (in-class) (50 points)

Grading Scale:

A range= 90-100% of total possible points

B range= 80-89% of total possible points

C range= 70-79% of total possible points

****Note: Students who earn less than 70% of the total possible points will not receive a passing grade for the course and cannot proceed to the Fall Tier 1 courses.**

Required Texts/Web Sites:

- ❖ Meyen, E. L., & Bui, Y. N. (2007). *Exceptional children in today's schools: What teachers need to know* (4th ed.). Denver, CO: Love Publishing Company
- ❖ Web Site for e-book: www.lovepublishingebooks.com [the e-book is password protected—your access code is in the inside cover of your text—go to the website and input the access code to create a username and password. You can access all the chapters (audio version) and other instructional resources].
- ❖ Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th edition). Harry K. Wong Publications
- ❖ Web site for Misunderstood Minds:
www.pbs.org/wgbh/misunderstoodminds/intro.html

*Supplemental readings and handouts will be handed out in class or posted to Blackboard.

IMPORTANT NOTES:


- **Blackboard:** In order to support your learning, this course will be available through Blackboard. As much as possible, electronic lecture notes, presentations, assignments, and other instructional materials will be posted to the Blackboard site.
- **Students with Disabilities:** If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at

[415 422-2613](http://www.usfca.edu/sds) within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Course Schedule, Summer 2013

**Note: This schedule serves as a guide. The instructor reserves the right to change the schedule at any time.*

Date	Topic(s)	Assigned Readings	Assignment/Activities Due in Class
Session One Monday 7/15/13	<ul style="list-style-type: none"> ❖ Introductions ❖ Review of syllabus ❖ History of Special Education (court cases) ❖ California and federal legislation (e.g., English learners, gifted students, and individuals with disabilities) ❖ What is Special Education (placement and services) 	<ul style="list-style-type: none"> ❖ Zirkel Article 	<ul style="list-style-type: none"> ❖ Receive Share Bag assignment
Session Two Tuesday 7/16/13	<ul style="list-style-type: none"> ❖ Response to Intervention (RTI) ❖ Student Study Team-SST ❖ Pre-referral interventions 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Ch. 1 ❖ Wong, Unit A ❖ Research Article #1 	<ul style="list-style-type: none"> ❖ Chapter One Quiz-complete on Blackboard site by midnight ❖ Disabilities Match-up ❖ Read Research and Respond #1
Session Three Wednesday 7/17/13	<ul style="list-style-type: none"> ❖ IEP Development 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Chs. 2 & 3 ❖ Developing your Child's IEP (on BB) ❖ Research Article #2 	<ul style="list-style-type: none"> ❖ Chapter Two Quiz-complete on Blackboard site by midnight ❖ RTI Assignment ❖ Read Research and Respond #2
Session Four Thursday 7/18/13	<ul style="list-style-type: none"> ❖ High-Incidence Disabilities: ❖ Learning Disabilities ❖ Emotional Disturbance 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Chs. 4 & 5 ❖ Assigned ED article ❖ Research Article #3 	<ul style="list-style-type: none"> ❖ Chapter Four Quiz-complete on Blackboard site by midnight ❖ Read Research and Respond #3
Session Five Friday 7/19/13	<ul style="list-style-type: none"> ❖ Speech/Language Impairment ❖ Autism Spectrum Disorder ❖ Low-Incidence Disabilities Group Presentations: (1) Cognitive & Developmental Disabilities (2) Physical & Health 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Ch. 6 & 11 <p><i>For Group Presentations:</i></p> <p><i>Group 1: Ch.10</i></p> <p><i>Group 2: Ch. 7</i></p> <p><i>Group 3: Ch. 13</i></p> <p><i>Group 4: Ch. 12</i></p>	<ul style="list-style-type: none"> ❖ Chapter Five Quiz-complete on Blackboard site by Sunday 7/21/13 by midnight ❖ LD Digital Notetaking ❖ Disability Group Presentations (in-class) <p>Pizza Lunch Provided</p>

	Impairments (3) Visual Impairments (4) Hearing Loss		
Session Six Monday 7/22/13	<ul style="list-style-type: none"> ❖ CA State Standards ❖ Common Core State Standards ❖ Universal Design for Learning ❖ Differentiated Instruction ❖ Adaptations 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Chs. 9 & 15 ❖ Research Article #4 	<ul style="list-style-type: none"> ❖ Chapter Nine Quiz-complete on Blackboard site by midnight ❖ Read Research and Respond #4
Date	Topic(s)	Assigned Readings	Assignment/Activities Due in Class
Session Seven Tuesday 7/23/13	<ul style="list-style-type: none"> ❖ Instructional Strategies ❖ Adapting Lessons 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Ch. 14 ❖ Research Article #5 	<ul style="list-style-type: none"> ❖ Chapter Fourteen Quiz-complete on Blackboard site by midnight ❖ Read Research and Respond #5
Session Eight Wednesday 7/24/13	<p>School Safety regulations:</p> <ul style="list-style-type: none"> • California Student Safety and Violence Prevention Act of 2000 • Safe Schools (e.g., child abuse prevention and mandatory reporting, crisis preparedness, school environment) <ul style="list-style-type: none"> ❖ Behavior Modification ❖ Classroom Management ❖ Routines & Procedures 	<ul style="list-style-type: none"> ❖ Wong, Unit C assigned chapters ❖ Research Article # 6 	<ul style="list-style-type: none"> ❖ Adapted Lesson Plan ❖ Read Research and Respond #6
Session Nine Thursday 7/25/13	<ul style="list-style-type: none"> ❖ Working with Paraprofessionals ❖ Co-Teaching-Collaboration ❖ First Day(s) of School Pt I 	<ul style="list-style-type: none"> ❖ Meyen & Bui: Ch. 16 ❖ Research Article # 7 	<ul style="list-style-type: none"> ❖ Read Research and Respond #7
Session Ten Friday 7/26/13	<ul style="list-style-type: none"> ❖ Preparing for the First Day/Week of School Pt II ❖ Workshop and Presentations 	<ul style="list-style-type: none"> ❖ Wong, Unit B 	<ul style="list-style-type: none"> ❖ Classroom Management Plan ❖ First Days of School Presentation (in-class) <p>Pizza Lunch Provided</p>

CONGRATULATIONS & GOOD LUCK WITH YOUR NEW JOBS!!

USF FREE STUDENT RESOURCES:

- ❖ Gleeson Library/Geschke Learning Resource
- ❖ <http://www.usfca.edu/library/>
- ❖ Student Health Clinic, located in St. Mary's Medical Center. 450 Stanyan St., 2 West (Second Floor), San Francisco, CA 94117, Phone: 415-750-4980, Fax: 415-750-8155
- ❖ http://www.stmarysmedicalcenter.org/Medical_Services/200730
- ❖ Learning & Writing Center
- ❖ <http://www.usfca.edu/lwc/>
- ❖ Counseling and Psychological Services
- ❖ <http://www.usfca.edu/caps/>
- ❖ Koret Health & Recreation Center
- ❖ <http://www.usfca.edu/koret/>
- ❖ ITS Help at 415-422-6668 or itshelp@usfca.edu
- ❖ SOE Dean's Office (SOE 107), Monday – Friday: 9:00 a.m. – 5:30 p.m., Teaching Friday: 9:00 a.m. – 5:30 p.m., Teaching Saturday: 11:00 a.m. – 1:30 p.m. tel. 415-422-6525 | fax 415-422-2677 [summer schedule 9-5]
- ❖ One Stop Enrollment and Financial Services

Tier I FALL 2013
MILD / MODERATE EDUCATION SPECIALIST
CREDENTIAL PROGRAM
L & I 633-01 Assessment in Special Education
L & I 631-01 Curriculum and Instruction for Students
with Mild/Moderate Disabilities

SOE Rm. 201
8:35 p.m.

Wednesdays 4:45-

Kevin Oh Ph.D.
Department of Learning & Instruction/
Special Education Program
Office Hours: Tues & Thurs 4 - 6 & by appt.

koh2@usfca.edu
415-422-4387 (office)

Course Description: The fall session of the Mild/Moderate Education Specialist Credential Program offers opportunities for special education credential candidates to advance skills introduced during the summer intensive. Specific focus will be on the IEP process of referral, assessment, planning, and implementation. During this phase of the integrated curriculum, emphasis is placed on deeper knowledge development and application of the teaching skills necessary for successful planning and implementation of competencies introduced in the summer. Candidates will demonstrate mastery of the competencies identified as critical in achieving this goal. The competencies related to assessment and IEP goal development refer to **L&I 633**, the competencies related to communication and teaching standards-based instructional strategies in reading/language arts and math are related to **L&I 631**.

Course Objectives:

L & I 631-01 Curriculum and Instruction

Course Topic	TPE	M/M Program Standard & ASD Standard	USF Program Standard	As Measured By
Teach reading and writing skills based upon students' learning needs	TPE 1: Specific Pedagogical skills for Subject Matter Instruction TPE 6: Developmentally Appropriate Teaching Practices	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities ASD Standard 2: Teaching, Learning for Students with ASD	Standard 3: Educating Diverse Learners Standard 9: Preparation to Teach Reading/Language Arts	Content Area Unit
Develop lessons reflecting the social cultural milieu based upon content standards and the principles of effective instruction (e.g., learner objectives,	TPE 1: Specific Pedagogical skills for Subject Matter Instruction TPE 4: Making Content Accessible TPE 5: Student	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction M/M Standard 5: Specific	Standard 3: Educating Diverse Learners Standard 10: Preparation to Teach English Language Learners	Content Area Unit

explicit instruction, guided practice, immediate feedback, independent practice, evaluation, etc.).	Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Learners TPE 9: Instructional Planning	Instructional Strategies for Students with Mild/Moderate Disabilities ASD Standard 2: Teaching, Learning for Students with ASD	Standard 13: Curriculum and Instruction of Students with Disabilities	
Select and administer appropriate curriculum based assessments	TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and use of Assessments	M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities	Standard 5: Assessment of Students	Content Area Unit

L & I 633-01 Assessment in Special Education

Course Topic	TPE	M/M Program Standard & ASD Standard	USF Program Standard	As Measured By
Select and administer appropriate informal and formal assessment instruments for instructional purposes.	TPE 2: Monitoring Student Learning during Instruction TPE 3: Interpretation and Use of Assessments	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities	Standard 5: Assessment of Students	Assessment Report
Interpret informal and formal assessment data to develop a culturally and linguistically appropriate individualized education program (IEP) and individualized transition program (ITP) for students with disabilities.	TPE 12: Professional, Legal, and Ethical Obligations	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction	Standard 2: Professional, Legal and Ethical Practices Standard 7: Transition and Transitional Planning Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning Standard 10: Preparation to Teach English Language Learners	Assessment Report IEP (based upon Assessment Report findings)
Explain assessment results to other professionals and parents and generate recommendations for educational programming.	TPE 9: Instructional Planning	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction ASD Standard 2: Teaching, Learning for Students with ASD	Standard 11: Typical and Atypical Development	IEP (based upon Assessment Report findings)
Utilize appropriate communication/consultation strategies to facilitate working with school personnel, other professionals, culturally and linguistically diverse parents, and community agencies	TPE 7: Teaching English Learners TPE 10: Instructional Time	M/M Standard 6: Case Management ASD Standard 3: Collaborating with Other Service Providers and Families	Standard 4: Effective Communication and Collaborative Partnerships	IEP (based upon Assessment Report findings)

Course Competencies: The candidate will be able to:

- 1) Select and administer appropriate informal and formal assessment instruments for instructional purposes. (CTC-7A-e/f). (CTC-13-b)(CTC-13-g)(CTC 19-e)
- 2) Interpret informal and formal assessment data to develop a culturally and linguistically appropriate individualized education program (IEP) and individualized transition program (ITP) for students with disabilities. (CTC-7A-e/f) (CTC-13-b) (CTC-13-g) (CTC 19-e, f)
- 3) Explain assessment results to other professionals and parents and generate recommendations for educational programming. (CTC-19-J/k)
- 4) Utilize appropriate communication/consultation strategies to facilitate working with school personnel, other professionals, culturally and linguistically diverse parents, and community agencies (CTC-7A-e/f) (CTC 7A-g) (CTC-19-J/k).
- 5) Employ appropriate classroom/behavior management strategies to establish a positive and safe learning environment and to prepare students to live harmoniously and productively in a culturally diverse world.
- 6) Teach reading and writing skills based upon students' learning needs (CTC 7A-d) (CTC 19-b, c, d, f, h, i).
- 7) Develop lessons reflecting the social cultural milieu based upon content standards and the principles of effective instruction (e.g., learner objectives, explicit instruction, guided practice, immediate feedback, independent practice, evaluation, etc.). (CTC 7A-d) (CTC 13-b) (CTC 13-d) (CTC 19-a,e,g)
- 8) Demonstrate knowledge of the legal, ethical, and acceptable use of technology including understanding of copyright, privacy, and safety issues.
- 9) Integrate the use of technology into the curriculum planning.

REQUIRED TEXTS:

Overton, T. (2009). *Assessing learners with special needs* (6th ed.). Columbus, OH: Prentice Hall.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th edition). Harry K. Wong Publications

California Common Core Stands – available online at www.cde.ca.gov/re/cc/

*Supplementary readings will be handed out or referenced in class.

Information for Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Canvas:

In order to support your learning, select materials of this course will be available through Canvas. All **electronic** lecture notes, presentations, and other instructional materials will be accessible to students on the Canvas site. In order to access these resources, students need to use <https://usfca.instructure.com/> and log in. If you have technological problems such as logging on or need your USF Connect password, contact ITS at 415-422-6668.

FREE USF Student Resources:

- ❖ Disability Related Services (DRS) located in UC 310 (415-422-2613; email: drs@usfca.edu)
- ❖ Gleeson Library/Geschke Learning Resource Center reference desk 415-422-2039, “Ignacio” online catalog (www.usfca.edu/library), Interlibrary loan 415-422-5385 (www.usfca.edu/library/ill.html)
- ❖ Student Health Clinic 2235 Hayes Street @ Shrader 5th Floor, Room 11, 415-750-4980
- ❖ Learning & Writing Services, Cowell Hall 227, 415-422-6713
- ❖ Don email account: <https://spirit2.usfca.edu>, ITS help desk, Harney 222, 415-422-6668
- ❖ Counseling Center lower level Gillson Hall, 415-422-6351, www.usfca.edu/counseling-center/
- ❖ Koret Health & Recreation Center, 415-422-6820, www.usfca.edu/koret/

Course Requirements/Grading Policy:

- ❖ Punctual attendance is absolutely necessary to pass the course. There are no “excused” absences or make-up work for missed sessions. One absence generally constitutes losing a half grade (A- to B+). Two absences generally constitute losing an entire grade (A to B). **Three absences automatically constitute a failing grade in the course.**
 - ❖ Excessive tardies will also negatively affect final grades. Students who are absent or late to class/returning from break are responsible for obtaining class notes, handouts, and assignments from their classmates. On the other hand, punctual attendance and active class participation will positively influence final grades.
1. Students are required to act professionally toward all instructors and classmates (see behavior guidelines); university discipline policies for conduct and plagiarism will be strictly enforced. The penalty for plagiarism is an automatic **F** grade for the course.
 2. All **cellular phones** must be **turned off** during class time.
- ❖ Assigned class readings must be completed **prior** to each class meeting. Additional reading assignments may be assigned by the instructor. Class assignments will be collected at the **beginning** of each class meeting.
 - ❖ All assignments must be submitted in **hard copy** and submitted at the beginning of each class meeting, unless otherwise stated by the instructor. All assignments must be word-processed, double-spaced, and in font size 12.
3. Students are required to complete all assignments, including late assignments, by the last day of the course (December 4, 2013). **Extensions and incompletes will not be given without a reduction in points.**

4. **USF Student Honor Pledge: As a University of San Francisco student, I pledge to honor the Jesuit values of the University by upholding the highest standards of honesty and integrity in my academic work and respect in my personal interactions with members of the USF community. I also intend to use the knowledge and skills I gain through my education for the common good.**

POINTS

5. There are **10 points** for **complete attendance** during each session. Five (5) points will be deducted for each session you are late to class/returning from break or if you leave early.
6. **Late assignments** will receive an automatic **10% deduction** for every week past the due date. Assignments will not be accepted after December 4, 2013.
7. **Quizzes are 10 points each. They must be completed by midnight of the date due.**

Note:

Assignments are due by 4:45 pm on the date due. Filename must be in the following format, with the number representing the assignment’s number (see next section)

lastname_name_of_assignment

Example: Doe_informal_reading_assessment - Only complete assignments turned in by the due date are eligible for full credit. Resubmits of written work may be submitted by the following class session after receiving the initial grade. The maximum points that can be covered in a resubmit is one-half of the points lost. In-Class and Formative Assignments or bulky assessment assignments may be placed directly in “inbox” (Tier I classwork file box) during class meeting.

Total Possible Point Allotment for Each Course:

<u>Assessment in SPED</u>		<u>Curriculum and Instruction for Students with Mild/Moderate Disabilities</u>	
❖ Class attendance & Participation (10 points possible for each session)	75	❖ Class attendance & Participation (10 points possible for each session)	75
❖ IEP (based upon your Formal Assessment Report findings)	50	❖ Content Area Unit + informal assessment	200
❖ Formal Assessment Report	100	❖ Content Unit Presentation	50
❖ Quizzes or other assessments	50	❖ Second Life (ELL) project	50
Total	275	Total	375

GRADES:

A range = 90 – 100% of total possible points

B range = 80 – 89% of total possible points

C range = 70 – 79% of total possible points

Non-passing grade = Below 70%

SCHEDULE

<i>Session</i>	Topic(s)	Assigned Readings for this Session and Assignments Due in Class
1. 8/21 L&I 631	<ul style="list-style-type: none"> ❖ Checking in: How is your job going? What do you need? (problem solving model) ❖ Syllabus ❖ Assessments (Overton review) ❖ Curriculum Map (introduction) 	<ul style="list-style-type: none"> ❖ Review – Overton: CH 1 & 2
2. 8/28 L&I 633	<ul style="list-style-type: none"> ❖ Assessments for Special Education and English Learners (Part 1) ❖ Descriptive Statistics ❖ Introduction to Norm-Referenced Tests 	<ul style="list-style-type: none"> ❖ Overton: CH 3, 4, 6 (3-Descriptive Statistics; 4-Reliability & Validity; 6-Curriculum-Based Assessment and Other Informal Measures) ❖ On-line quiz: Overton CH 6 – 15pts
3. 9/4 L&I 633	<ul style="list-style-type: none"> ❖ Assessment (Part 2) ❖ ELL (Second Life Project) ❖ Using and scoring the Woodcock-Johnson ❖ Assessment in the Content Areas ❖ Administering Norm-Referenced Tests: (a) WIAT 	<ul style="list-style-type: none"> ❖ Overton: CH 5 (Introduction to Norm-Referenced Assessment) ❖ Content Unit Binder with tabs ❖ On-line quiz: Overton CH 5 – 15 pts
4. 9/11 L&I 631 & L&I 633	<ul style="list-style-type: none"> ❖ Balanced Reading Programs ❖ Phonemic Awareness, Phonics, Fluency ❖ Multi-sensory approaches ❖ Middle/High School Reading ❖ Curriculum Unit Planning ❖ Curriculum-based Assessment 	<ul style="list-style-type: none"> ❖ Assessing and Teaching Reading ❖ Bring grade level textbooks ❖ Bring curriculum-based assessment protocol
5. 9/18 L&I 631	<ul style="list-style-type: none"> ❖ Language Development ❖ Vocabulary Development ❖ Differentiated Instruction 	<ul style="list-style-type: none"> ❖ Teacher-provided materials
6. 9/25 L&I 631	<ul style="list-style-type: none"> ❖ Reading Comprehension Strategies ❖ Reading Comprehension and English Learners 	<ul style="list-style-type: none"> ❖ Assessing & Teaching Reading ❖ Final curriculum-based assessment protocol
7. 10/2 L&I 633	<ul style="list-style-type: none"> ❖ Interpreting Test Results ❖ Writing Assessment Reports ❖ Using Assessment Results to Write IEPs 	<ul style="list-style-type: none"> ❖ Overton: Ch 11 ❖ Curriculum-based assessment summary and completed protocols ❖ On-line quiz: Overton CH 11 - 20 pts
8. 10/9 L&I 631	<ul style="list-style-type: none"> ❖ Integrated Curriculum Unit Workshop ❖ Instructional Plan 	<ul style="list-style-type: none"> ❖ Overton: Chapter 8 (Academic Assessment) ❖ Bring Binder with Tabs, Intended Unit Text/Materials, and CBM Assessment Protocols ❖ Drafts of instructional plan and first

		lesson due by end of class
9. 10/16 L&I 631 & L&I 633	<ul style="list-style-type: none"> ❖ Differential Math Instruction ❖ Mathematics Instructional Strategies ❖ Algebra & Geometry 	<ul style="list-style-type: none"> ❖ Teacher-provided materials ❖ Unit Plan DUE
10. 10/23 L&I 631	<ul style="list-style-type: none"> ❖ Writing Across the Curriculum ❖ Assessing Writing ❖ Teaching Spelling 	❖ First Lesson Plan DUE
11. 10/30 L&I 631	<ul style="list-style-type: none"> ❖ Study Skills Interventions ❖ Social Skills Interventions ❖ Behavior Interventions ❖ Involving Families 	<ul style="list-style-type: none"> ❖ Teacher-provided materials ❖ First Draft of IEP DUE
12. 11/6 L&I 631	❖ Designated Tutorial	❖ Readings and Topics
13. 11/13 L&I 631	<ul style="list-style-type: none"> ❖ Approaches to Cooperative Learning ❖ Cooperative Learning Groups ❖ Communal Groups/Engagement Strategies ❖ Working Cooperatively with Other Staff 	❖ Teacher-provided materials
14. 11/20 L&I 633 & L&I 631	<ul style="list-style-type: none"> ❖ Doctoral student workshop ❖ Unit Plan Presentations 	<ul style="list-style-type: none"> ❖ FINAL Assessment Report DUE ❖ FINAL IEP DUE <p>11/27 – Thanksgiving Holiday</p>
15. 12/4 Last Day!	<ul style="list-style-type: none"> ❖ Fieldwork Review ❖ Holiday Party!!! 	<ul style="list-style-type: none"> ❖ Content Unit DUE ❖ Last day to turn in any late assignments (reduced grade as stated above).

*** As a syllabus is a dynamic document, the instructor reserves the right to make changes as needed: students will be appropriately notified.***

University of San Francisco
L&I-639 Intern Teaching Seminar I
Fall 2013
8/29/13, 9/26/13, 10/24/13, 12/5/13

Kevin Oh, Ph.D.
Email: koh2@usfca.edu

415-422-4387 Office
415-422-5527 Fax

Course Description

This course consists of a variety of practicum sessions with heterogeneous and job alike groupings of members of the cohort group. Candidates participate in analytic and reflective discussions in class and online, examine decision-making procedures, and discuss critical incidents from their classrooms and general topics of concern in the field. They read about and receive instruction in areas related to special education including IEP development, student transition to adult life, formal and informal assessments, lesson planning, classroom issues, and working with parents. This instruction is also coordinated and integrated with instruction from their L&I-631 and 633 courses.

During this course, candidates develop a variety of written assignments designed to enhance their skills and examine their competencies. As they proceed, candidates are supervised and observed in their classrooms by a USF fieldwork supervisor, who also evaluates their teaching and provides constructive criticism. Candidates also choose district support providers at their schools who provide support and assistance. In addition to the assignments and evaluations, candidates are graded on their attendance and participation in the USF classes.

Information for Students with Disabilities

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course must contact Disability Related Services at (415) 422-2613 (v/tdd). Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Competencies

The following competencies will be examined to recognize professional and personal growth, provide support where needed, and determine whether candidates are progressing toward California requirements for a teaching credential.

Each candidate will:

- (1) Demonstrate knowledge and application of a variety of teaching strategies to facilitate and improve the learning of students with mild/moderate learning disabilities and English learners.
- (2) Demonstrate knowledge and use of basic computer and technology skills while participating in coursework, online discussions, and email, developing portfolios,

creating standards based curriculum, as well as motivating and accommodating for needs of students with disabilities and English language learners.

- (3) Demonstrate a variety of personal communication skills for interacting with students, parents, peers, administrators, other service providers, and paraprofessionals including problem solving, conflict resolution, collaborative decision making, active listening, as well as providing supportive feedback.
- (4) Demonstrate knowledge and application of classroom management techniques that promote desired behaviors and effective student learning, as well as appropriate interventions to reduce undesired behaviors.
- (5) Demonstrate knowledge and application of special education laws and procedures in the development and implementation of effective Individualized Educational Plans (IEPs) and Individualized Transition Plans (ITPs).
- (6) Assume responsibility for planning and implementing the program timelines and completing the teacher induction and evaluation processes as described in the Fieldwork Handbook and the requirements of the California Commission on Teacher Credentialing.

Required Texts

Note: Do not purchase this book if you have already purchased them for the summer courses.

Echevarria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English Learners (3rd ed.)*. Boston, MA: Pearson Education, Inc. ISBN 0-205-51886-9
(Also required in L&I-631,633, 636, & 665)

Other Required Readings and Subscription

California Teaching Expectations (TPEs) (located in the Fieldwork Handbook)

California K-12 Content and English Language Development Standards (available online at www.cde.ca.gov)

Task Stream Subscription (Pearson Education)

* Supplementary readings will be handed out or referenced in class

Suggested References

Constantino & De Lorenzo (2009). *Developing a professional teaching portfolio: A guide for success (3rd ed.)* Boston, MA: Pearson Education, Inc. ISBN 0-205-60857-4

Flexer, Baer, Luft, & Simmons (2008). *Transition planning for secondary students with disabilities (3rd ed.)* Merrill. ISBN 0-132-38763-8.

Pierangelo & Giuliani (2007). *Understanding, developing, and writing effective IEPs.* Corwin Press. ISBN 9781412917865.

Rosenberg, O’Shea, & O’Shea (2006). *Student teacher to master teacher (4th ed.)* Columbus, OH: Prentice Hall. ISBN 9780131173118.

Schloss, Smith, & Schloss (2007). *Instructional methods for secondary students with learning and behavioral problems(4th ed.)* Needham Heights, MA: Allyn & Bacon. ISBN 0-205-44236-6.

Intern Teaching Seminar I Course Grades

- Attendance is required at all four (4) sessions. One absence will result in an automatic course grade of “F” (Fail), **WITHOUT EXCEPTION**, as 25% of the required course seat time will have been missed.
- Punctuality and participation are expected and will be graded. Students are expected to arrive at 4:45 p.m. sharp, share classroom experiences, participate in all activities, actively listen, and give constructive feedback to others. Students are also expected to return promptly from breaks and remain in class until the end of the period at 8:15 p.m. Participation and attendance points will be deducted for missed seat time per the schedule below.
- Students should come to every session prepared to discuss the required readings, with reflective thoughts, questions, ideas, and specific classroom examples on the topic.
- Completion of all assignments and online discussions, as assigned and by the specified due date are required for both the course and the credential. Any assignment turned in late will receive an automatic 10% grade reduction for each week late unless otherwise specified. You will receive an incomplete if any assignment is not turned in by December 5, 2013.
- Final course grades will be determined by the combination of attendance, participation, and assignment grades as listed below.

GRADES
A range = 90-100% of total possible points (270-300)
B range = 80-89% of total possible points (240-269)
C range = 70-79% of total possible points (210-239)
Non-passing grade = Below 70%

Maximum Point Allotment for Each Graded Item:

❖ Punctuality & Participation – 25 points per session	100
❖ 5 Observations/Conference Reports	25
❖ Professional Educator TPE Portfolio	120
❖ Evaluation of Fieldwork Supervisor	5
❖ DSP Checklist	5

❖ Summative Self Assessment	5
❖ 3-Way Evaluation	5
❖ 10 total hours of Gen Ed classroom observation	5
❖ Substitute Plan	15
❖ Setting Analysis	<u>15</u>
Total points possible	300

*Note: Students who earn less than 70% of the total possible points will not receive a passing grade for the course and will not move on to the Spring 2014 semester. Students who have not completed one or more assignments or items of required documentation will receive a grade of IP. All IP grades must be made up prior to the beginning of the next semester or the student will not be allowed to continue.

Overview of Fall 2013 Intern Teaching Seminar I Assignments

Graded Assignments

Substitute Plan (Due October 24, 2013 - 15 points) - To complete this assignment follow the format as outlined on pg. 51 of your Fieldwork Handbook. Additional instructions will be provided by the Instructor. Provide your substitute plan to the Instructor in a Microsoft Word document by midnight on the due date in Canvas. After any corrections, put a copy in your electronic portfolio.

Setting Analysis (Due October 24, 2013 – 15 points) - Complete a setting analysis using the format provided on Canvas. You must write a narrative document that provides all of the information requested. Provide your narrative to the instructor in a Microsoft Word document by midnight on the due date in Canvas. After any corrections, put a copy in your electronic portfolio.

IMPORTANT: Copies of all written assignments must be submitted in Microsoft Word document format to your Instructor via Canvas. Most written assignments will be returned to you with suggested corrections or changes. These assignments, unless otherwise specified, must be corrected and included in your TPE electronic portfolio.

Intern Teaching Seminar I: Course Schedule Fall 2013

DATE	DISCUSSION TOPIC(S)	ASSIGNED READINGS (Prior to Class)	ASSIGNMENT(S) DUE
<i>Aug. 29th</i> <i>Session 1</i> <i>ED 302</i>	TPE Syllabus (Journal Writing) Teaching Technique	Instructor-provided materials	
<i>Sept. 26th</i> <i>Session 2</i> <i>ED 302</i>	Classroom Issues TPE (Journal Writing) Setting Analysis Lesson Planning Substitute Plan	Echevarria: Ch.2 (Lesson Preparation); SIOP Lesson Plan Template; Instructor-provided materials	
<i>Oct. 24th</i> <i>Session 3</i> <i>ED 302</i>	Student Transition (Journal Writing) Writing Instruction Working with Parents	Instructor-provided materials;	Substitute Plan DUE (15 points) Setting Analysis DUE (15 points)
<i>Dec. 5th</i> <i>Session 4</i> <i>ED 302</i>	Turn in Assignments Classroom Issues TPE (Journal Writing) Complete Instructor Evaluations		

L&I 676: Behavior Management

Kevin Oh, Ph.D.
Office Hours: ED 129 (Tues & Wed 2-4 & by appt.)
koh2@usfca.edu

Colleen Murphy (cmurph99@gmail.com) / Jason Davis (jasonpdavis.ca@gmail.com)
Holly Singh (hmsigh@usfca.edu)

SOE RM. 201, Wednesdays 4:45 – 8:35 P.M., Department of Learning & Instruction,
Education Specialist MA/Credential Program, 415-422-2099 (office), 415-422-5527 (fax)

Spring 2014 Calendar

<u>Date</u>	<u>Course</u>	<u>Topics</u>
<i>Jan. 22</i>	<i>Technology</i>	<i>*****</i>
Jan. 29	Technology	*****
<i>Feb. 5</i>	<i>Behavior Management (Session 1)</i>	<i>Behavior Assessment</i>
Feb. 12	Behavior Management (Session 2)	Assessment Process
Feb. 19	Technology	*****
<i>Feb. 26</i>	<i>Technology</i>	<i>*****</i>
<i>March 5</i>	<i>Technology</i>	<i>*****</i>
March 12	Behavior Management (Session 3)	Student Behavior
March 19	Behavior Management (Session 4)	Behavior
March 26	Behavior Management (Session 5)	Observation &
Measurement		
April 2	Spring Break	NO CLASS!!!!
April 9	Behavior Management (Session 6)	Behavior Interventions I
April 16	Behavior Management (Session 7) working session/advising	Behavior Interventions II

April 23	Behavior Management (Session 8) (Reflect)	Behavior Intervention
April 30	Technology	*****
May 7	Behavior Management	Graduation Celebration

BEHAVIOR MANAGEMENT

L & I 676-01

(3 units)

Course Description: This course is designed to prepare special education credential candidates in the advanced knowledge, skills, and competencies needed to implement systems that assess, plan, and provide behavioral support for students with complex behavioral and emotional needs. Candidates will learn how to develop and implement a functional behavioral assessment and classroom management system to ensure a positive learning and social environment.

Course Objectives:

Course Topic	TPE	M/M Program Standard & ASD Standard	USF Program Standard	As Measured By
Demonstrate advanced ability to work with behavior intervention team to examine the viability and value of needed accommodations to ensure behavior/social supports.	TPE 2: Monitoring Student Learning during Instruction TPE 10: Instructional Time TPE 11: Social Environment	M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities ASD Standard 2: Teaching, Learning for Students with ASD	Standard 11: Typical and Atypical Development Standard 12: Behavioral, Social, and Environmental Supports for Learning	FBA Report Classroom Management Plan Setting Analysis
Uses advanced non-intrusive management techniques to diffuse potential crisis situations and to implement before, during, and following a crisis episode.	TPE 12: Professional, Legal, and Ethical Obligations	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction	Standard 2: Professional, Legal and Ethical Practices	FBA Report
Demonstrates advanced knowledge about the integration of behavior plans and systems with academic instruction.	TPE 9: Instructional Planning	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities M M/M Standard 6: Case Management	Standard 3: Educating Diverse Learners Standard 14: Creating Healthy Learning Environments	FBA Report Classroom Management Plan
Participates as a member of a behavior intervention team to develop, implement, and modify behavior support plans.	TPE 3: Interpretation and Use of Assessments TPE 8: Learning about Students	M/M Standard 4: Positive Behavior Support ASD Standard 3: Collaborating with Other Service Providers and Families	Standard 4: Effective Communication and Collaborative Partnerships Standard 5: Assessment of Students	FBA Report

Course Competencies:

- (1) Demonstrate expertise with a variety of programs and strategies for teaching appropriate behaviors and develop intervention plans for more than one student, according to student need.
- (2) Demonstrate advanced ability to work with behavior intervention team to examine the viability and value of needed accommodations to ensure behavior/social supports.
- (3) Delineates theoretical approaches and their applications for students with complex emotional and behavioral needs.
- (4) Uses advanced non-intrusive management techniques to diffuse potential crisis situations and to implement before, during, and following a crisis episode.
- (5) Skillfully uses non-aversive procedures to modify target behaviors.
- (6) Participates as a member of a behavior intervention team to develop, implement, and modify behavior support plans.
- (7) Demonstrates advanced knowledge about the integration of behavior plans and systems with academic instruction.
- (8) Promotes transfer and generalization of learning strategies and social behaviors to varied learning situations and environments.
- (9) Collaborate with other agencies (Mental Health, Regional Center, Department of Rehabilitation) to address social, behavioral, vocational needs of individual students.

Course Requirements/Grading Policy:

- ❖ Punctual attendance is required for the course. There are no “excused” absences or make-up work for missed sessions. **Two or more absences *automatically* constitute a failing grade in the course.**
- ❖ Excessive tardies to class or back from break will negatively affect final grades. Students who are absent or late to class are responsible for obtaining class notes, handouts, and assignments from their classmates.
- ❖ Assigned class readings should be completed **prior** to each class meeting. Class assignments will be collected at the beginning of each class meeting.
- ❖ Students are required to act professionally toward all instructors and classmates.
- ❖ Cheating or plagiarism on any assignments will not be tolerated. This website provides definitions and examples of plagiarism <http://www.plagiarism.org/>. These incidents will be dealt with according to USF policy and will result in an automatic F for the course and possible expulsion from the credential program.
- ❖ **Students must complete all assignments by the last day of the course -- extensions and incompletes will not be given.**

Course Grades:

Final grades will be determined by the total sum of points earned on all of the course assignments, readings, participation in class, and punctual attendance. **Students must complete ALL assignments in order to receive a passing grade in the course.** There is a total possible **300** points for the course. Assignments will be graded for accuracy, quality, and completeness.

Notes:

-Assignments need to be word-processed and turned in at the beginning of class.

- Only complete assignments turned in by the due date are eligible for full credit or resubmission. ---Resubmits of written work will be accepted one time only at the following class session after receiving the initial grade.
- Late assignments will receive an automatic 10% deduction for every week past the due date.
- Assignments will not be accepted after the last day of class.

Point allotment/weight for course assignments—

1. Attendance, Participation, & Readings (80 points):

- ❖ Punctual class attendance & in-class participation (10 points each session)

2. Functional Behavioral Assessment Report (160 points)

See assignment sheet for detailed instructions.

- Part I: Summary & Protocols (10 points)
- Part II: Summary & Protocols (35 points)
- Part III: Summary & Protocols (10 points)
- Part IV: Summary & Protocols (5 points)
- Final FBA Report (100 points) *[must resubmit if receive less than 80 points]*

3. Project-based Learning Project (60 points)

- ❖ More information will be shared in class

A range= 90-100% of total possible points

B range= 80-89% of total possible points

C range= 70-79% of total possible points

***Note: Students who earn less than 70% of the total possible points will not receive a passing grade for the course.**

Required Text:

Scott, T. M., Alter, P. J., & McQuillan, K. (2010). Functional behavior assessment in classroom settings: Scaling down to scale up. *Intervention in School & Clinic, 46*(2), 87-94.

Tobin, C. E. & Simpson, R. (2012). Consequence maps: A novel behavior management tool. *Teaching Exceptional Children, 44*(5), 68-75.

McGrath, M. Z., Johns, B. H., & Mathur, S. R. (2010). Empowered or overpowered? Strategies for working effectively with paraprofessionals, *Beyond Behavior, 2*-6.

Recommended Text:

McConnell, M. E., Cox, C. J., Thomas, D. D., & Hilvitz, P. B. (2001). *Functional Behavioral Assessment: A systematic process for assessment and intervention in general and special education classrooms*. Denver, CO: Love Publishing Co.

****Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course must contact Disability Related Services (415) 422-2613 within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services (415) 422-6876.****

Canvas:


In order to support your learning, select materials of this course will be available through Canvas. All **electronic** lecture notes, presentations, and other instructional materials will be accessible to students on the Canvas site. In order to access these resources, students need to use <https://usfca.instructure.com/> and log in. If you have technological problems such as logging on or need your USF Connect password, contact ITS at 415-422-6668.

FREE USF Student Resources:

- ❖ Disability Related Services (DRS) located in UC 310 (415-422-2613; email: drs@usfca.edu)
- ❖ Gleeson Library/Geschke Learning Resource Center reference desk 415-422-2039, “Ignacio” online catalog (www.usfca.edu/library), Interlibrary loan 415-422-5385 (www.usfca.edu/library/ill.html)
- ❖ Student Health Clinic 2235 Hayes Street @ Shrader 5th Floor Room 11, 415-750-4980
- ❖ Learning & Writing Services, Cowell Hall 227, 415-422-6713
- ❖ Counseling Center lower level Gillson Hall, 415-422-6351, www.usfca.edu/counseling-center/
- ❖ Koret Health & Recreation Center, 415-422-6820, www.usfca.edu/koret/

BEHAVIOR Management
Course Schedule

Date	Topic(s)	Assigned Readings	Assignment Due in Class
Session 1 (Feb. 5)	<ul style="list-style-type: none"> ❖ Overview of spring syllabus and assignments ❖ Origins of Behavior Management 		
Session 2 (Feb. 12)	<ul style="list-style-type: none"> ❖ Target Behavior ❖ Functional Behavior Assessment Part I ❖ Collecting Baseline Data 	Scott, Alter, & McQuillan (2010)	❖ <i>Behavior Management Binder with Tabs (Sessions 1, 2, 3, 4, 5, 6, 7, Articles, Part I, II, III, IV)</i>
Feb. 19 b			❖ <i>Functional Behavioral Assessment Report: Part I</i>
Session 3 (March 12)	<ul style="list-style-type: none"> ❖ Functional Behavior Assessment Part II ❖ IRIS Module Part I ❖ Consequence Map 	Tobin & Simpson (2012)	
Session 4 (March 19)	<ul style="list-style-type: none"> ❖ Graphing Behavior ❖ Collecting Intervention Data ❖ Team Meeting ❖ Project-based Learning 		❖ <i>Functional Behavioral Assessment Report: Part II</i>
Session 5 (March 26)	<ul style="list-style-type: none"> ❖ Working with Paraprofessionals ❖ BSP Practice (intervention) 	McGrath, Johns, & Mathur (2010)	
Session 6 (April 9)	<ul style="list-style-type: none"> ❖ Working with parents ❖ Classroom Management Strategies 		❖ <i>Functional Behavioral Assessment Report: Part III</i>
Session 7 (April 16)	<ul style="list-style-type: none"> ❖ Principles for teaching social skills ❖ Presentations (FBA graphs) 		❖ <i>Project-based learning Project</i>

Session 8 (April 23)	<ul style="list-style-type: none"> ❖ Crisis Management ❖ Functional Behavior Assessment Part IV 		<ul style="list-style-type: none"> ❖ <i>Functional Behavioral Assessment Report: Part IV</i> ❖ <i>Final FBA</i>
Session 9 (May 7)	Graduation Celebration		

L&I 622 Instructional Uses of Technology for Learning Specialists

Kevin Oh, Ph.D.
Office Hours: ED 129 (Tues & Wed 2-4 & by appt.)
koh2@usfca.edu

Colleen Murphy (cmurph99@gmail.com)

SOE RM. 201, Wednesdays 4:45 – 8:35 P.M., Department of Learning & Instruction,
Education Specialist MA/Credential Program, 415-422-2099 (office), 415-422-5527 (fax)

Spring 2014 Calendar

<u>Date</u>	<u>Course</u>	<u>Topics</u>
<i>Jan. 22</i>	<i>Technology (Session 1)</i>	Law, History, & Practice
<i>Jan. 29</i>	<i>Technology (Session 2)</i>	<i>Tech Inventory</i>
<i>Feb. 5</i>	<i>Behavior Management</i>	*****
Feb. 12	Behavior Management	*****
<i>Feb.19</i>	<i>Technology (Session 3)</i>	<i>Project-based Learning</i>
<i>Feb. 26</i>	<i>Technology (Session 4)</i>	Lesson Plan/Second Life
<i>March 5</i>	<i>Technology (Session 5)</i>	Second Life
March 12	Behavior Management	*****
March 19	Behavior Management	*****
<i>March 26</i>	<i>Behavior Management</i>	*****
<i>April 2</i>	<i>Spring Break</i>	<i>NO CLASS!!!!</i>
April 9	Behavior Management	*****
<i>April 16</i>	<i>Behavior Management</i>	*****

April 23	Behavior Management	*****
<i>April 30</i>	<i>Technology (Session 6)</i>	<i>WATI/Presentations</i>
May 7	Behavior Management	Graduation Celebration

Assistive Technology

L & I 622

(2 units)

Course Description: This course is designed to prepare special education credential candidates in the advanced knowledge, skills, and competencies needed to implement systems that assess, plan, and provide instructional support for students with complex learning needs. Candidates will learn how to select, use, adapt, and evaluate a variety of educational technology for core content area instruction.

Course Objectives:

Course Topic	TPE	M/M Program Standard & ASD Standard	USF Program Standard	As Measured By
Using technology to reach diverse learners, enables teachers to help students where English is not their first language.	TPE 2: Monitoring Student Learning during Instruction TPE 7: Teaching English Learners	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities	Standard 3: Educating Diverse Learners Standard 10: Preparation to Teach English Language Learners	Technology Report
Select, use, adapt, and evaluate a variety of educational technology for core content area instruction.	TPE 5: Student Engagement	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction	Standard 13: Curriculum and Instruction of Students with Disabilities	Technology Report
Use educational technology to differentiate instruction and develop curriculum.	TPE 4: Making Content Accessible TPE 9: Instructional Planning	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction ASD Standard 2: Teaching, Learning for Students with ASD	Standard 6: Using Educational and Assistive Technology	Technology Report
Use adaptive technology software to enhance teaching in the content areas.	TPE 10: Instructional Time	M/M Standard 6: Case Management ASD Standard 3: Collaborating with Other Service Providers and Families	Standard 4: Effective Communication and Collaborative Partnerships	Goalbook project

Course Competencies:

1. Using technology to reach diverse learners, enables teachers to help students where English is not their first language.
2. Select, use, adapt, and evaluate a variety of educational technology for core content area instruction. (CTC 13 –b,f) (CTC 19-d)
3. Use educational technology to differentiate instruction and develop curriculum. (CTC 13 –b) (CTC 19-d)
4. Incorporate online educational media into differentiated classroom instruction. (CTC 13-b,f) (CTC 19-d)
5. Use adaptive technology software to enhance teaching in the content areas. (CTC 13-b) (CTC 19-d)
6. Demonstrate the ability to design and use a website for educational purposes.

Course Requirements/Grading Policy:

- ❖ Punctual attendance is required for the course. There are no “excused” absences or make-up work for missed sessions. **Two or more absences automatically constitute a failing grade in the course.**
- ❖ Excessive tardies to class or back from break will negatively affect final grades. Students who are absent or late to class are responsible for obtaining class notes, handouts, and assignments from their classmates.
- ❖ Assigned class readings should be completed **prior** to each class meeting. Class assignments will be collected at the beginning of each class meeting.
- ❖ Students are required to act professionally toward all instructors and classmates.
- ❖ All **cellular/smart phones** must be **turned off** during class time.
- ❖ Cheating or plagiarism on any assignments will not be tolerated. This website provides definitions and examples of plagiarism <http://www.plagiarism.org/>. These incidents will be dealt with according to USF policy and will result in an automatic F for the course and possible expulsion from the credential program.
- ❖ **Students must complete all assignments by the last day of the course -- extensions and incompletes will not be given.**

Course Grades:

Final grades will be determined by the total sum of points earned on all of the course assignments, readings, participation in class, and punctual attendance. **Students must complete ALL assignments in order to receive a passing grade in the course.** There is a total possible **300** points for the course. Assignments will be graded for accuracy, quality, and completeness.

Notes:

- Assignments need to be word-processed and turned in at the beginning of class.
- Only complete assignments turned in by the due date are eligible for full credit or resubmission. ---Resubmits of written work will be accepted one time only at the following class session after receiving the initial grade.
- Late assignments will receive an automatic 10% deduction for every week past the due date.
- Assignments will not be accepted after the last day of class.

Point allotment/weight for course assignments—

1. Attendance, Participation, & Readings (60 points):

- ❖ Punctual class attendance & in-class participation (10 points each session)

2. Assistive Technology Report (100 points)

See assignment sheet for detailed instructions.

- Technology Binder (10 points)
- Part I: AT Inventory (25 points)
- Part II: Lesson Plan + AT (25 points)
- Part III: Implementation and Artifacts (20 points)
- Part IV: Reflection (20 points)

3. Second Life (50 points)

See assignment sheet for detailed instructions.

- ❖ Teacher candidates will participate in a 7-Step Virtual Worlds Teacher Preparation Workshop that will guide them in a variety of critical and purposeful virtual explorations, framed by an inquiry-based approach.

4. Goalbook (50 points)

See assignment sheet for detailed instructions.

- ❖ You will connect with at least two of your colleagues (one must include a general education teacher) on Goalbook and create a **Student Characteristic Fact Sheet** for one of your shared students. After that, you will create an **IEP Cheat Sheet** and post it on on Goalbook, please use the same student that was used for the assignment above.

5. Assistive Technology Project Project-based Learning (40 points)

- ❖ With your partner(s) (Team of Two or Three), please share your project-based learning activities you implemented in your classrooms. (More information will be provided in class)

A range= 90-100% of total possible points

B range= 80-89% of total possible points

C range= 70-79% of total possible points

***Note: Students who earn less than 70% of the total possible points will not receive a passing grade for the course.**

Required Text:

- Research articles will be provided in class and posted on Canvas.

****Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course must contact Disability Related Services (415) 422-2613 within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services (415) 422-6876.****

Canvas:

In order to support your learning, select materials of this course will be available through Canvas. All **electronic** lecture notes, presentations, and other instructional materials will be accessible to students on the Canvas site. In order to access these resources, students need to use <https://usfca.instructure.com/> and log in. If you have technological problems such as logging on or need your USF Connect password, contact ITS at 415-422-6668.

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- ❖ Student Health Clinic 2235 Hayes Street @ Shrader 5th Floor Room 11, 415-750-4980
- ❖ Learning & Writing Services, Cowell Hall 227, 415-422-6713
- ❖ Don email account: <https://spirit2.usfca.edu> , ITS help desk, Harney 222, 415-422-6668
- ❖ Counseling Center lower level Gillson Hall, 415-422-6351, www.usfca.edu/counseling-center/
- ❖ Koret Health & Recreation Center, 415-422-6820, www.usfca.edu/koret/

Assistive Technology
Course Schedule

Date	Topic(s)	Assigned Readings	Assignment Due in Class
Session 1	<ul style="list-style-type: none"> ❖ Overview of spring syllabus and assignments ❖ Assistive Technology 		
Session 2	<ul style="list-style-type: none"> ❖ AT and Tech Inventory ❖ Case Study ❖ Goalbook 	Sayeski (2009)	<ul style="list-style-type: none"> ❖ Part I: AT Inventory (25 points) ❖ Technology Binder (10 points) Tabs: <ul style="list-style-type: none"> • Sessions 1, 2, 3, 4, 5, 6 • Articles • AT Report I, II, III, IV
Session 3	<ul style="list-style-type: none"> ❖ Project-based Learning ❖ AT and Tech (Demonstration) ❖ UDL (Demonstration) 		
Feb	Second Life activity Feb 22nd or 23rd		You will be joining your cohort in a virtual exploration using SL.
Session 4	<ul style="list-style-type: none"> ❖ AT (stations: math, writing, and reading)) ❖ Lesson Plan ❖ Tech Enhanced Instruction 	Bausch (2008)	<ul style="list-style-type: none"> ❖ Goalbook (50 points)
Session 5	<ul style="list-style-type: none"> ❖ Issues in Technology ❖ Second Life presentations 		<ul style="list-style-type: none"> ❖ Part II: Lesson Plan + AT (25 points)
Session 6	<ul style="list-style-type: none"> ❖ WATI ❖ Jing and Youtube ❖ Evaluations 		<ul style="list-style-type: none"> ❖ Part III: Implementation Data (20 points) ❖ Assistive Technology Project-based Learning Presentation (40 points)

L&I-640-01 Intern Teaching Seminar II
Dr. Kevin Oh
Office Hours: ED 121
Office hours: Tues & Wed 2-4 & by appt.
(415) 422-4387 (direct)
koh2@usfca.edu

Date	Time	Room
February 20th	4:45 p.m. – 8:15 p.m.	ED 002
April 17th	4:45 p.m. – 8:15 p.m.	ED 002

This course includes the second of four courses of supervised, full-time teaching in a special education classroom with students identified as having mild-to-moderate disabilities from diverse, cultural, linguistic, and/or ethnic backgrounds. Teacher candidates are observed, evaluated, and supported in the classroom by a USF Fieldwork Supervisor, a District Support Provider, and at USF by the Fieldwork Coordinator. They are expected to demonstrate adequate progress toward the requirements of the preliminary Mild/Moderate Education Specialist Instruction Credential.

University classwork consists of a variety of practicum sessions with heterogeneous and job alike groupings of members of the cohort group. Candidates analyze, discuss, and make decisions regarding critical incidents from their classrooms and general topics of concern in the field. They reflect upon their field experiences in urban school settings. They read about, receive instruction, and participate in activities in areas related to special education including student transition to adult life, lesson planning for academically, culturally, linguistically diverse learners, as well as student and classroom issues related to special education. Coursework will include classroom sessions as well as discussions, activities, and electronic assignments on Canvas. Candidates will also be observed in their classrooms by fieldwork supervisors. They will receive additional assistance from district support providers and the fieldwork coordinator.

During this course, candidates continue to develop professional portfolios that demonstrate their acquisition of the knowledge and skills defined in the Teaching Performance Expectations (TPEs). They develop written assignments and participate in class and threaded discussions on Canvas designed to enhance their skills and examine their competencies. In addition to the assignments and evaluations, candidates are graded based on their attendance and participation in the USF class. Passing the course is also dependent on candidates' performances in the field, which will be evaluated by the fieldwork supervisor and site administrator at the end of the semester, as well as by the fieldwork coordinator throughout the semester.

Information for Students with Disabilities

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course must contact Disability Related Services at (415) 422-2613 (v/tdd). Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Competencies

The following competencies will be examined to recognize personal professional growth, provide support where needed, and determine whether candidates are progressing toward the California requirements for the Teaching Credential.

Each teacher candidate will:

- (1) Discuss and demonstrate knowledge of the California Teaching Performance Expectations (TPEs) as required for the preliminary Mild/ Moderate Disabilities, Education Specialist Instruction Credential.
- (2) Select goals within each TPE and identify strategies for facilitating personal growth in targeted areas.
- (3) Identify key aspects of each TPE that best reflect personal skills on the continuum from beginning to advanced teaching practice and demonstrate progress toward achievement of those skills by presenting evidence in the TPE Electronic Portfolio.
- (4) Demonstrate the ability to plan and design instruction that engages diverse students in meaningful learning while addressing state standards.
- (5) Demonstrate a variety of personal communication skills for interacting with peers including problem solving, conflict resolution, collaborative decision-making, active listening, and supportive feedback.
- (6) Demonstrate the ability to develop and implement appropriate classroom management techniques and effective solutions for undesired behaviors.
- (7) Demonstrate ability to link assessment to classroom instruction in order accommodate students' individual abilities and achievement levels.
- (8) Demonstrate ability to locate or develop, collect, organize, and employ a variety of resources from peers, school, district, community, business, Internet, library, media, and literature to enrich the learning experiences of diverse learners.
- (9) Demonstrate ability to draw upon students' prior knowledge and experiences using developmentally and culturally appropriate techniques and assessments.
- (10) Demonstrate responsibility for planning and implementing the timelines and completing requirements of the evaluation processes as described in the Fieldwork Handbook.
- (11) Demonstrate the ability to adapt general education lessons and activities to improve the learning experiences of students with disabilities and English language learners.
- (12) Demonstrate the ability to locate and apply effective strategies, tools, and technologies for improving the learning experiences of students with disabilities and English language learners.

Required Texts (Already purchased last semester):

Vaughn & Bos, (2009). *Strategies for Teaching Students with Learning and Behavior Problems (7th Ed.)*. Allyn & Bacon. ISBN 0-205-60918-X (Also required in L&I-631 & 633)

Shelton & Pollingue, (2005). *The Exceptional Teacher's Handbook (2nd Ed.)*
Corwin Press. ISBN 0-7619-3196-1 (Also required in L&I-631 & 633)

Echevarria, J., Vogt, M., & Short, D. (2007). *Making Content Comprehensible for English Learners (3rd ed.)*. Boston, MA: Pearson Education, Inc. ISBN 0-205-51886-9 (Also required in L&I-631,633, 636, & 665)

Other Required Readings and Subscription

California Teaching Performance Expectations (TPEs) (located in the Fieldwork Handbook)

California K-12 Content Standards (available from www.cde.ca.gov)

Task Stream Subscription (Pearson Education)

* Supplementary readings, instructions, and discussion topics will be handed out in class or posted on Canvas.

Intern teaching Seminar II - Spring 2014 Calendar

February 20, 2014

- I. **Multisensory Instruction**
- II. **Lesson Planning**
- III. **Classroom Issues**
- IV. **TPE**
- V. **Fieldwork Documents**

April 17, 2014

- I. **Instructor, Supervisor, and DSP Evaluations**
- II. **IEP**
- III. **Teaching practice**
- IV. **Collaboration and First year reflection**
- V. **Employment Verification Letter**

Course Grades

1. Attendance is required at all sessions. One absence will result in an automatic course grade deduction, for example, from a grade of “A” to a grade of “B”, ***WITHOUT EXCEPTION***. This includes pre-arranged and “excused” absences. Missing half of course require seat time will result in an automatic grade of “F” (Fail), ***WITHOUT EXCEPTION***.
2. Punctuality and participation are expected and will be graded. Candidates are expected to arrive at 4:45 pm sharp, share classroom experiences, participate in all activities, actively listen, and give constructive feedback to others both in class and on Canvas.
3. Candidates should come to every session prepared to discuss the required readings, with reflective thoughts, questions, ideas, and specific classroom examples on the topic.
4. Candidates must bring textbooks and other required materials to class.
5. Completion of all assignments, as assigned and by the specified due date are required for both the course and the credential. Any assignment turned in late will receive an automatic 10% grade reduction for each week late unless otherwise specified.

6. If you wish to revise and re-submit a graded assignment in order to raise the grade, you must turn it in within two weeks of the original date that it was returned to you. You must also include the original paper that was marked and graded.
7. All written assignments, unless instructions state otherwise, must be typewritten, double spaced, in a 12 point font such as Arial or Times New Roman, with one-inch margins on all sides.
8. Final course grades will be determined by the combination of attendance, participation, and assignment grades as listed below.
9. Final responsibility is yours for submitting all assignments.

Point Allotment for Each Assignment:

❖ Punctuality & Participation (15 points each session)	30
❖ Lesson Plan and Demonstration	30
❖ Collaboration Report	30
❖ First Year of Teaching Reflection Paper	20
❖ 3 Observations/Conference Reports	15
❖ Professional Educator TPE Portfolio	140
❖ Evaluation of Fieldwork Supervisor	5
❖ Evaluation of DSP	5
❖ Employment Verification Letter	5
❖ DSP Checklist	5
❖ Summative Self Assessment	5
❖ 3-Way Evaluation	5
❖ 10 total hours of Gen Ed classroom observation	<u>5</u>
Total points possible	300

A range = 90-100% of total possible points (90-100)

B range = 80-89% of total possible points (80-89)

C range = 70-79% of total possible points (70-79)

(*Note: Students who earn less than 70% of the total possible points will not receive a passing grade for the course and will not move on to the research methods in the summer or the Fall 2014 semester unless this grade is made up. Students with less than a B grade point average for all courses at the end of this semester will be on academic probation and must raise their average to a B or higher by the end of the next semester or they will be dropped from the program).

Overview of Spring 2014 Intern Teaching seminar II Assignments

Graded Assignments

Reflection on First Year of Teaching Paper – (Due April 23, 2014) (20 points)

At the end of the first year of the program, you must write a 300-400 word essay describing your experience in teaching in a diverse, urban school environment. You should describe your feelings and developing philosophy about teaching special education, as well as working with students, parents, peers, and administrators. This assignment will be graded by the instructor as part of your Intern Teaching Seminar II course and should be submitted to that instructor.

Collaboration Report – (Due April 17, 2014) (30 points)

At the end of each year of the program you must complete the Collaboration Report describing your collaboration with others in your teaching and assisting your students. See **Appendix B, pp. 62-64** for a copy of the format. The first page is fill-in. The next two pages require you to complete short essay questions. You may copy this form from dropbox and type in the spaces or copy the first page from the handbook and then complete the essay questions by typing the questions and answers. This assignment will be graded by the instructor as part of your Intern Teaching Seminar II course and should be submitted to that instructor.

TPE Formative Evaluation Goals (complete 13):

- **3 Goal sheets – Due February 28, 2014**
- **4 Goal Sheets – Due March 31, 2014**
- **7 Artifacts – Due April 30, 2014**

You must continue to develop a set of Expected Goals for demonstrating achievement of the thirteen TPEs in the first year of the program. These goals focus your learning, as you develop a set of rhetorical questions about how you will demonstrate this achievement. Then you answer these questions by offering activities or strategies you will use, describe any outcomes expected for student learning, give dates by which you expect to see the outcomes, and determine possible portfolio evidence to demonstrate what you have done. You will produce these expected goals and provide copies to the Fieldwork Coordinator.

***You must request comments from the L&I SPED Manager through Taskstream when you are ready for feedback.**

You must continue developing your Electronic, Web-based, portfolio of your achievement of the thirteen Teaching Performance Expectations for Special Education (TPEs) from the Commission on Teacher Credentialing (CTC). By the end of the **first year** you should have the portfolio framework and at least **13** artifacts included. As you complete the portfolio, your progress will be assessed and feedback will be given by the Fieldwork Coordinator and/or Instructor. See the TPEs on pp. 30 - 44 and Portfolio Information in Appendix D.

REQUIRED FIELDWORK DOCUMENTATION FOR YEAR 1 SEMESTER 2

These documents and activities are required by the program and by the CCTC to demonstrate your progress toward the Education Specialist Teaching Credential. Not all of these are graded, but you are required to submit all of them to pass the fieldwork courses each semester. Fieldwork documents must be submitted to the USF Fieldwork Coordinator via Dropbox. In addition, a fieldwork deposit box will be available in class to submit documents that need to be signed by the Fieldwork Coordinator prior to being uploaded to Dropbox.

3 Observation and Conference Reports (Due by 2/28, 3/31, 4/30)

Each time the fieldwork supervisor makes a visit either for an observation or conference, he or she completes the Observation and Conference Report form, which is an evaluation of your performance in the situation observed, recommendations for improvement, ideas for resources, and other comments. You must have 3 supervisor visits during the second semester. See **Appendix A** in your handbook, for a sample of this form, which is filled out in triplicate. You must submit the top, white copy, to the Fieldwork Coordinator after it is signed by both the fieldwork supervisor and yourself, along with a copy of the lesson plan for any lesson observed. If you did not have an observation of an IEP meeting in the first semester, one of the 3 visits must be an observation of an IEP meeting for a student on your caseload. One visit may also be a conference with your fieldwork supervisor.

Field Evaluation of Credential Candidate (3-Way Evaluation) (Due by May 7, 2014)

At, or near, the end of each semester, you must arrange a meeting that includes your site administrator, your fieldwork supervisor, and yourself. At this meeting all three of you will discuss your performance in various areas of teaching over the semester. Each of you will complete a copy of the 2-sided Evaluation form, which includes Likert scaled and narrative items, during this meeting. See **Appendix A in your handbook** for a copy of this form. You must provide all three of these original forms to the Fieldwork Coordinator.

Evaluation of the Fieldwork Supervisor (Done in class: Due April 17, 2014)

At the end of each semester, you must evaluate your Fieldwork Supervisor. This form provides both Likert scaled and narrative items which are used by the University to evaluate the performance of the fieldwork supervisor.

District Support Provider Contact Checklist (Due April 17, 2014)

Each semester you must provide a triplicate form that describes some of the support activities which your District Support Provider (DSP) performed. The DSP and you must

complete this together. You must submit a copy to dropbox with both of your signatures to the Fieldwork Coordinator.

Evaluation of the District Support Provider – (Due April 17, 2014)

At the end of each year of the program, you will complete an evaluation of your district support provider. This form provides both Likert scaled and narrative items which are used by the University to evaluate the performance of the DSP. See **Appendix B** in your handbook for a copy of this form. You must submit this completed form to the Fieldwork Coordinator.

Twenty hours of General Education Classroom Observations (Due May 14, 2014)

You must complete, by the end of the first year, a total of 20 hours of classroom observations in one or more general education environments at the elementary school level. Ten hours of observations must be in classes where reading is being taught in any grade K-3. Ten hours must be in classes where any subject(s) are being taught in any grade k-5. Prior documented observations, volunteer work, or employment in these types of classes may be used to waive this requirement. The teacher, of each class observed, and you must submit to the fieldwork coordinator the three forms for each 10 hours. See **Appendix C in your handbook** for copies of the needed documentation forms.

Employment Verification Letter – (Due May 7, 2014)

At the end of each school year, you must have your site administrator (principal) provide a signed letter on school or district letterhead, which states that you have been employed as a full (or whatever part time FTEs) teacher for the school year (or whatever part of the school year you were employed. If you had more than one employer during the school year, you will need a separate letter from each administrator. See **Appendix B** for a sample letter. **The letter must contain all of the following:**

- a. On school or District Letterhead
- b. Date
- c. That you were employed continuously, Full time (or whatever part of an FTE)
- d. Type of position(s) you held, i.e., RSP, SDC, etc.
- e. That you taught in Mild/Moderate Special Education
- f. The grade(s) you taught
- g. Signature of the Administrator

You must provide a copy of this letter to the fieldwork coordinator. Please keep the original in a safe place. You will need all originals of these letters for the two years of employment when you apply for the preliminary credential.

If you have any questions about any of these documents or assignments, please ask the fieldwork coordinator or instructor for clarification as soon as possible.

TIER II: Data-based Instruction (3 units)
L & I-675-01
Fall 2013

SOE RM. 201, Wednesdays 4:45 – 8:15 P.M., Department of Learning & Instruction,
 Education Specialist MA/Credential Program, 415-422-2099 (office), 415-422-5527 (fax)

<p>Mary Howland, Ed.D. Office Hours: Tuesdays, 3 PM - 5 PM and by appointment (Skype or in-person) mhowland@usfca.edu or char797@aol.com (415) 422-5721 or (650) 468-1119 (cell)</p>	<p>Karen Sanford, M.Ed. karen_sanford@att.net</p>
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Course Description-- This course offers the opportunities for students to advance previously acquired skills regarding language and literacy, assessment, curriculum development and modification, and adapting instruction for students with mild to moderate disabilities. Candidates will demonstrate advance understanding of requirements and regulations pertaining to assessment, curriculum and instruction. Each candidate will master the planning and delivery of literacy instruction, based on appropriate formal and informal assessment and evaluation results to meet the needs of all students, including English Language Learners.

Information for Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

RICA Preparation: Much of what you will learn in this course is included on the Reading Instruction Competence Assessment (RICA). Test dates and registration deadlines can be found on the RICA website: <http://www.rica.nesinc.com>. It is recommended that you take the RICA shortly after completing this course if you have not already taken it.

Course Objectives

At the end of the course, candidates will demonstrate skill with and knowledge of the following (1) course topics, (2) California Teaching Performance Expectations (TPEs), (3) Mild/Moderate (M/M) Program Standards, (4) Autism Spectrum Disorder (ASD) Added Authorization Standards, and (5) CTC program standards:

Table 1. Course Objectives

Course Topic	TPE	M/M Program Standards or ASD Standards	CTC Program Standards	As Measured By
Issues, law, policies, and procedures related to non-biased assessment for students with disabilities, including those who are English learners.	TPE 12: Professional, Legal, and Ethical Obligations TPE 7: Teaching English Learners	M/M Standard 2: Assessment and Evaluation of Students with M/M Disabilities ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD	Program Standard 2: Professional, Legal and Ethical Practices Program Standard 3: Educating Diverse Learners	Observation during class discussions, written reflections on assigned readings, and appropriate choice and use of assessments when completing Reading Portfolio
Assessment of skills related to reading using formal norm-referenced and informal assessments, including the selecting, administration, and interpretation of these assessments. Evaluating students' English language proficiency as part of the assessment process.	TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessments TPE 7: Teaching English Learners	M/M Standard 2: Assessment and Evaluation of Students with M/M Disabilities ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD	Program Standard 5: Assessment of Students	Appropriate choice, interpretation, and use of assessments when completing Reading Portfolio.
Communicating the results of formal and	TPE 1: Specific Pedagogical Skills in English	M/M Standard 3: Planning and Implementing	Program Standard 4: Effective Communication	Participation in small group discussion of

<p>informal assessments and making recommendations for instruction.</p> <p>Using performance data and input from various sources to make or suggest appropriate modifications in a broad spectrum of learning environments.</p>	<p>Language Arts.</p> <p>TPE 4: Making Content Accessible</p> <p>TPE 6: Developmentally Appropriate Teaching Practices</p> <p>TPE 8: Learning about Students</p> <p>TPE 9: Instructional Planning</p>	<p>M/M Curriculum and Instruction</p> <p>M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities</p> <p>ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD</p>	<p>and Collaborative Partnerships</p> <p>Program Standard 13: Curriculum and Instruction of Students with Disabilities</p>	<p>using formal and informal assessments to plan instruction and the development of an appropriate instructional plan as part of the Reading Portfolio.</p>
<p>Using appropriate reading instruction across a variety of settings for students with disabilities who have culturally and linguistically diverse backgrounds.</p>	<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in English Language Arts.</p> <p>TPE 9: Instructional Planning</p> <p>TPE 10: Instructional Time</p>	<p>M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities</p> <p>M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction</p> <p>M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities</p>	<p>Program Standard 9: Preparation to Teach Reading/Language Arts</p> <p>Program Standard 10: Preparation to Teach English Language Learners</p> <p>Program Standard 13: Curriculum and Instruction of Students with Disabilities</p>	<p>Development of an appropriate instructional plan and individual lesson plans as part of the Reading Portfolio.</p>
<p>Selecting, modifying, and evaluating curriculum that is specific and appropriate for projected</p>	<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in English Language Arts.</p>	<p>M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction</p>	<p>Program Standard 13: Curriculum and Instruction of Students with Disabilities</p>	<p>Development of an appropriate instructional plan and individual lesson plans as</p>

outcomes.	TPE 9: Instructional Planning	M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities		part of the Reading Portfolio.
Reading and writing skills that are relevant to independent living with an emphasis on future employment and/or education.	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in English Language Arts. TPE 9: Instructional Planning	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction	Program Standard 7: Transition and Transitional Planning Program Standard 9: Preparation to Teach Reading/Language Arts	Observation of participation in class discussion and activities. Development of an appropriate individual lesson plans as part of the Reading Portfolio.
Using technology as part of reading assessment and teaching reading skills.	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction in English Language Arts. TPE 3: Interpretation and Use of Assessments TPE 9: Instructional Planning	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction	Program Standard 6: Using Educational and Assistive Technology	Observation of appropriate use of technology in the development of an instructional plan and individual lesson plans as part of the Reading Portfolio. Observation of appropriate use of technology when scoring formal assessments.

Required Text:

- Birsh, J. R. (2011). *Multisensory teaching of basic language skills* (3rd edition). Baltimore, MD: Paul Brookes.

****Supplemental mandatory readings will be handed out in class or posted on Canvas. You are responsible for completing those readings before class as well.

Recommended Texts & Resources:

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.
- Beers, K. (2003). *When kids can't read: What teachers can do (a guide for teachers 6-12)*. Portsmouth, NH: Heinemann.
- **Strongly recommended if you still need to pass the RICA:** Carrekder, S. & Birsh, J. R. (2011). *Multisensory teaching of basic language skills: Activity book*.
- **Strongly recommended:** Honig, B., Diamond, L., & Gutlohn, L. (2000). *CORE teaching reading sourcebook*. Novato, CA: Arena Press
- Leslie, L., & Caldwell, J. (2006). *Qualitative reading inventory-4*. Boston, MA: Pearson/Allyn Bacon.
- Richek, M., Caldwell, J., Jennings, J., & Learner, J. (2002). *Reading problems: Assessment and teaching strategies* (4th ed.). Needham Heights, MA: Allyn and Bacon.

Canvas

In order to support your learning, this course will be available through Canvas. All electronic lecture notes, presentations and other instructional materials will be accessible to students on the Canvas site. In order to access these resources, you must login to Canvas through the USF Connect website (<https://connect.usfca.edu/cp/home/displaylogin>) and then click on the Learning Technologies tab and login to Canvas. If you have technological problems such as logging on or need your USF Connect password, contact ITS at 415-422-6668. If you have problems with the self-enrollment process, email instructor.

FREE USF Student Resources:

- ❖ Student Disability Services (SDS) located in LL-20 (lower level of Gleeson Library) (415-422-2613; email: drs@usfca.edu)
- ❖ Gleeson Library/Geschke Learning Resource Center reference desk 415-422-2039, “Ignacio” online catalog (www.usfca.edu/library), Interlibrary loan 415-422-5385 (www.usfca.edu/library/ill.html)
- ❖ Student Health Clinic 2235 Hayes Street @ Shrader 5th Floor Room 11, 415-750-4980
- ❖ Learning & Writing Services, Cowell Hall 227, 415-422-6713
- ❖ Don email account: <https://spirit2.usfca.edu>, ITS help desk, Harney 222, 415-422-6668
- ❖ Counseling Center lower level Gillson Hall, 415-422-6351, www.usfca.edu/counselingcenter/
- ❖ Koret Health & Recreation Center, 415-422-6820, www.usfca.edu/koret/

Course Requirements/Grading Policy: As graduate students of the School of Education at the University of San Francisco, professional and courteous behavior is expected at all times, inside and outside of class. To maximize the learning for all, please follow these guidelines.

- ❖ Class starts promptly at 4:45 p.m. and ends at 8:15 p.m. with a 20 minute break starting between 6:00 and 6:15 p.m. Please do not come to class late or make arrangements to leave early as this is very distracting to the learning and teaching.
- ❖ Punctual attendance is absolutely necessary to pass the course. There are no “excused” absences or make-up work for missed sessions. One absence generally constitutes losing a half grade (A- to B+). Two absences generally constitute losing an entire grade (A to B). **Three or more absences automatically constitute a failing grade in the course.**
- ❖ Excessive tardies will also negatively affect final grades. Students who are absent or late to class/returning from break are responsible for obtaining class notes, handouts, and assignments from their classmates.
- ❖ Assigned class readings should be completed **prior** to each class meeting. Homework assignments must be emailed **prior** to each class meeting.
- ❖ University discipline policies for conduct and plagiarism will be strictly enforced. Cheating or plagiarism on any assignments will not be tolerated. This website provides definitions and examples of plagiarism <http://www.plagiarism.org/>. These incidents will be dealt with according to USF policy and will result in an automatic F for the course and possible expulsion from the credential program. If you have questions about correct citations, please contact the instructor.
- ❖ Please be respectful of the instructors and your classmates and refrain from having side conversations during class as this can be very distracting to the teaching and learning. Open discussion and talking is encouraged during in-class activities and/or topics related to the course.
- ❖ Turn off all cell phones, pagers, or anything that makes noise. Laptops should be used only when relevant to course topics or activities (i.e., no checking email). Please inform the instructor if you need to use a laptop for taking notes.
- ❖ Grades for late assignments will be lowered by 10% if they are one week late and 20% if they are two weeks late. After the second week, late assignments will receive an F. If students redo an assignment, the maximum amount of points that may be regained is one-half of the points lost originally. Exceptions to this policy may only be made through a letter from the Disability Office.
- ❖ Students are required to complete **all** assignments **by the last day** of the course (December 4, 2013)—extensions and incompletes will not be given except in exceptional cases involving illness or family emergencies. An incomplete needs to be remedied by the beginning of the next semester or the student will not be allowed to register in remaining classes of the program.
- ❖ ***The course will be co-taught by instructors Dr. Howland and Ms. Sanford. Both instructors have the authorization to view students’ assignments and make decisions, changes, etc. regarding the course as necessary.***

Course Grades:

Final grades will be determined by the total sum/weight of points earned on each component of the Reading Portfolio assignment, in-class activities, study questions, and attendance/participation in class. Students must complete **ALL** assignments in order to receive a passing grade. There is a total possible **364** points for the course. Assignments will be graded for accuracy, quality and completeness.

Note:

Assignments are due by 4:45 pm on the date due. Filename must be in the following format, with the number representing the assignment's number (see next section)

lastname_name_of_assignment

Example: Howland_Formal_reading_assessment - Only complete assignments turned in by the due date are eligible for full credit. Resubmits of written work must be submitted by the following class session after receiving the initial grade. The maximum points that can be covered in a resubmit is one-half of the points lost. In-Class and Formative Assignments or bulky assessment assignments may be placed directly in "inbox" (Tier II classwork file box) during class meeting.

Point allotment/weight for course assignments:

I. Punctual Attendance & Participation (in-class activities) (110 points):

- ❖ Punctual class attendance with active participation during in-class activities (110 points-10 points each session). In-class activities include:
 1. Independent vs. dependent readers
 2. State assessment Summary
 3. Adapted Lesson Plan
 4. Assessments and activities (Phonemic Awareness/Phonics)
 5. Syllable Patterns
 6. Practice IRI
 7. Assessment and activities (Vocabulary/Morphology)
 8. Assessment and activities (Comprehension)
 9. Introduction to Commercial Programs (Word Identification, Read Naturally, Reading Mastery)
 10. Curriculum Unit/advising
 11. Assessment and activities (Spelling)
 12. Others as assigned

II. Reading Portfolio (244 points):

1. Reading Portfolio Binder with Tabs & Table of Contents (5)
2. Case study narrative (with parent interview attached) (20)
3. Summary of Student Attitudinal Data (with interview, survey attached) (15)
4. One Completed Formal Reading Assessment (protocol & summary) (10)
5. Two Completed Informal Reading Assessments (protocols & summary) (24)
6. Plan for Instructional Reading Program (25)
7. One Formal Reading 5-Step Lesson Plan (15)
8. Final Reading Portfolio (130) ***[must resubmit if receive less than 104 points]***

III. Other Assignments (10 points)

1. List of formal and informal assessments used at your school (10 points)

Final Course Grades:

A range= 90-100% of total possible weighted points


B range= 80-89% of total possible weighted points

C range= 70-79% of total possible weighted points

Course Schedule, Fall 2013

Date	Topic(s)	Assigned Readings	Assignment Due in Class
August 21 Session 1	Learning Disability/Reading Overview <ul style="list-style-type: none"> ▪ Workshop ▪ Review of Fall syllabus ▪ Reading Portfolio ▪ The Big Picture 	❖ Chapter One	<ul style="list-style-type: none"> ✓ Purchase course texts ✓ Check Canvas
August 28 Session 2	Data-Based Instruction: Formal and Informal Assessments <ul style="list-style-type: none"> ▪ Workshop ▪ Chapter 14 ▪ Interpreting Standardized/norm-referenced Assessments ▪ Informal Assessment Instruments - Overview ▪ Miscue analysis (Informal Reading Inventory-IRI) 	<ul style="list-style-type: none"> ❖ Chapter Fourteen - Assessment ❖ Select a case study student from your class 	<ul style="list-style-type: none"> ✓ Reading Portfolio Binder with Tabs & Table of Contents ✓ Bring a list of informal and formal assessments used at your school ✓ Bring your class's CST test scores, any existing formal or informal assessment data for case study student ✓ Chapter 14 Assignment (in-class) ✓ Practice administering/scoring IRI (in-class)
September 4 MA Thesis 8:20 - 9 PM	Supervised Teaching Part I (Fieldwork and ITP)	Supervised Teaching	<ul style="list-style-type: none"> ✓ Case study narrative (report and parent interview) ✓ Due IRIS module write-up
September 11 Session 3	5-Step Formal Lesson Plans <ul style="list-style-type: none"> ▪ Workshop ▪ Lesson plan format ▪ Common Core Standards ▪ Multisensory ▪ ELL ▪ Differentiated Instruction 	<ul style="list-style-type: none"> ❖ Chapter Three - Development of Oral Language and Its Relationship to Literacy ❖ Chapter Four - The History & Structure of Written English 	<ul style="list-style-type: none"> ✓ Student Attitudinal Data (summary, survey, & sentence starter)
September 18 Session 4	Phonemic Awareness/Phonics <ul style="list-style-type: none"> ▪ Workshop ▪ Phonemic awareness activities & assessments 	<ul style="list-style-type: none"> ❖ Chapter Five - Teaching Phonemic Awareness ❖ Chapter 	<ul style="list-style-type: none"> ✓ One Completed Formal Reading Assessment (protocol & summary) ✓ Phonemic Awareness & Phonics activities/Practice

	<ul style="list-style-type: none"> ▪ Phonics activities & assessments ▪ DIBELS 	Eight Teaching Reading: Accurate Decoding	administering & scoring informal assessments (in-class)
September 25	Supervised Teaching Part II	Supervised Teaching	See Supervised Teaching Syllabus
October 2 Session 5	Phonics/Syllable Patterns <ul style="list-style-type: none"> ▪ Workshop ▪ Phonics activities ▪ Syllable patterns Teaching Sight Words	❖ Chapter Six Alphabet Knowledge: Letter Recognition, Naming, and Sequencing	<ul style="list-style-type: none"> ✓ Completed Informal Reading Assessment #1 [protocol(s) and summary] ✓ Phonics Activities/Practice teaching syllable patterns (in-class)
October 9 Session 6	<ul style="list-style-type: none"> ▪ Workshop ▪ Planning instruction using data ▪ Develop instructional plans 	<ul style="list-style-type: none"> ❖ Chapter 11 - Word Learning and Vocabulary Instruction ❖ Townsend (Vocabulary ELLs) 	<ul style="list-style-type: none"> ✓ Completed Informal Reading Assessment #2 [protocol(s) & summary] ✓ Bring all your assessments (state, formal, informal), parent interview, and student attitudinal data information.
October 16 Session 7	Vocabulary/Morphology <ul style="list-style-type: none"> ▪ Workshop ▪ Vocabulary strategies ▪ Morphology ▪ Morpheme patterns ▪ Assessments 	<ul style="list-style-type: none"> ❖ Ebbers (Root Awakening) ❖ Zwiers (Academic Language) 	<ul style="list-style-type: none"> ✓ Plan for Instructional Reading Program for Reading Portfolio ✓ Schedule an observation with your fieldwork supervisor ✓ Morphology activities (in-class*)
October 23 Session 8	Reading and Listening Comprehension <ul style="list-style-type: none"> ▪ Workshop ▪ Comprehension strategies ▪ Assessments ▪ Audio accommodations 	<ul style="list-style-type: none"> ❖ Chapter Twelve Reading Comprehension ❖ Chapter Thirteen Composition 	<ul style="list-style-type: none"> ✓ Due One Formal 5-Step Reading Lesson Plan ✓ Reading comprehension activities/assessments (in-class*)
October 30	Supervised Teaching Part III	Supervised Teaching	✓ Due ITP plan
November 6 Session 9	Fluency/Direct Instruction Content Area Literacy <ul style="list-style-type: none"> ▪ Workshop 	❖ Chapter Ten Fluency	

MA Thesis 8:20 - 9 PM	<ul style="list-style-type: none"> ▪ Fluency—Read Naturally ▪ Reading A to Z ▪ Academic Language 		
November 13 Session 10	Writing and Spelling <ul style="list-style-type: none"> ▪ Workshop ▪ Writing ▪ Spelling 	<ul style="list-style-type: none"> ❖ Chapter Nine - Teaching Spelling ❖ Chapter Eighteen - Learning Strategies and Study Skills 	✓ Spelling Assessment and activities (in-class)
November 20 Session 11	<ul style="list-style-type: none"> ▪ Workshop ▪ Open Lab ▪ Supervisor & Instructor Evaluations 	<ul style="list-style-type: none"> ❖ Work on Reading Portfolio ❖ Chapter Sixteen - ❖ Instruction for Older Students with a Word-level Reading Disability 	<ul style="list-style-type: none"> ✓ Supervision (15 mins each) ✓ Bring all the materials you need to work on your Reading Portfolio ✓ <i>At this point you should have completed all the reading instruction and be prepared to conduct the two post-assessments</i>
November 27	Thanksgiving Break 	Eat, rest, sleep	✓ Take some time to relax as well as working on assignments
December 4 Session 12	<ul style="list-style-type: none"> ▪ Winter Party!!!! 		✓ Final Reading Portfolio due

University of San Francisco
L&I-678-01 Intern Teaching Seminar III
Fall 2013

Wednesdays 4:45 – 8:15 p.m.

9/7/11, 9/28/11, 11/2/11, + (1/2 of Class, 11/30/11)

Mary Howland, Ed.D. Department of Learning & Instruction/ Special Education Credential Program Office Hours: Tuesdays, 3 - 5 PM or by appointment	Email: mhowland@usfca.edu or char797@aol.com Phone: (650)468-1119 (cell) (415)422-5721 (office)
Aisha Bolds, M. Ed.	Email: arbolds@usfca.edu Phone: (415)422-5622 (office)

Course Description

This course provides instruction, related discussions and assignments for fieldwork supervision in the second year of the Mild/Moderate Special Education Credential Program. The course emphasizes and coordinates the ongoing candidate support for professional self-assessment, goal setting, and components of the California Standards for the Teaching Profession (CSTPs). The fieldwork practicum requires candidates to continue examining their professional teaching progress and practices as second-year special educators. Fieldwork supervision and district support continues, including observations, conferences, advisement, mentoring, and a three-way evaluation among the candidate, university fieldwork supervisor and a school-site administrator. Candidates are expected to assess, reflect, discuss and strengthen professional beliefs about working with culturally and linguistically diverse students with disabilities in urban settings. They enhance and refine teaching strategies, participate in decision making and collaboration, as well as set goals and identify resources for meeting future training needs that support the breadth and depth professional practice. Candidates are graded on various written assignments, a project, online discussions, as well as attendance and participation in USF classes.

Information for Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Course Objectives

At the end of the course, candidates will demonstrate skill with and knowledge of the following (1) course topics, (2) California Teaching Performance Expectations (TPEs), (3) Mild /Moderate (M/M) Program Standards, (4) Autism Spectrum Disorder (ASD) Added Authorization Standards, and (5) CTC program standards:

Table 1. Course Objectives for Intern Teaching Seminar III

Course Topic	TPE	M/M Program Standard or ASD Standard	CTC Program Standards	As Measured By
<p>Candidate will be able to (CWBAT) reflect on personal and professional growth as well as needs for additional competencies as a special educator.</p> <p>CWBAT set and describe professional goals to improve teaching and student learning of subject matter, concepts, and skills.</p>	TPE 13: Professional Growth			<p>Completion of TPE Summative Self-Assessment and Three-way Evaluation</p> <p>Completion of reflection section of Reading Portfolio and class assignments using journal entries.</p> <p>Chart of TPE ratings from 3 Fall observations</p>
<p>CWBAT demonstrate the ability to develop and implement effective Individualized Educational Plans (IEPs) for culturally and linguistically diverse learners.</p>	<p>TPE 2: Monitoring Student Learning During Instruction</p> <p>TPE 3: Interpretation and Use of Assessments</p> <p>TPE 7: Teaching English Learners</p>	<p>M/M Standard 2: Assessment and Evaluation of Students with M/M Disabilities</p> <p>M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction</p> <p>ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD</p>	<p>Program Standard 2: Professional, Legal and Ethical Practices</p> <p>Program Standard 3: Educating Diverse Learners</p> <p>Program Standard 10: Preparation to Teach English Language Learner</p>	<p>Observations by fieldwork supervisor.</p> <p>TPE Portfolio</p> <p>Three-way Evaluation</p>

	TPE 9: Instructional Planning			
CWBAT demonstrate the ability to develop and implement effective Individualized Transition Plans (ITPs) for culturally and linguistically diverse learners, including those with ASD	TPE 7: Teaching English Learners TPE 8: Learning about Students TPE 12: Professional, Legal, and Ethical Obligations	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD	Program Standard 2: Professional, Legal and Ethical Practices Program Standard 10: Preparation to Teach English Language Learners Program Standard 7: Transition and Transitional Planning	Completion of IRIS Module and write up. Successful completion of Individual Transition Plan (ITP) project Completion of in- class activity focused on transition activities for students with ASD
CWNAT integrate multiculturalism and English language learner strategies into lesson plans and daily activities to support and celebrate students' diverse backgrounds and languages.	TPE 7: Teaching English Learners TPE 9: Instructional Planning	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction	Program Standard 10: Preparation to Teach English Language Learners Program Standard 13: Curriculum and Instruction of Students with Disabilities	Fieldwork supervisor observations Completion of classroom activities involving use of SIOP activities.
CWBAT demonstrate collaborative skills and abilities with peers, students' families, administrators, and other service providers to improve student educational outcomes.	TPE 11: Social Environment TPE 12: Professional, Legal, and Ethical Obligations	M/M Standard 6: Case Management	Program Standard 4: Effective Communication and Collaborative Partnerships	Three-way evaluation TPE Portfolio Successful completion of ITP project

<p>CWBAT demonstrate advanced ability to use a variety of instructional procedures in a variety of settings for students with mild to moderate disabilities from culturally and linguistically diverse backgrounds.</p>	<p>TPE 7: Teaching English Learners</p> <p>TPE 9: Instructional Planning</p> <p>TPE 10: Instructional Time</p>	<p>M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction</p> <p>M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities</p> <p>ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD</p>	<p>Program Standard 10: Preparation to Teach English Language Learners</p> <p>Program Standard 13: Curriculum and Instruction of Students with Disabilities</p>	<p>Fieldwork supervisor evaluations</p> <p>Three-way evaluation</p> <p>TPE portfolio</p>
<p>CWBAT develop and use community resources to support students and involve their families.</p>	<p>TPE 12: Professional, Legal, and Ethical Obligations</p>		<p>Program Standard 4: Effective Communication and Collaborative Partnerships</p>	<p>Successful completion of ITP project</p> <p>Written responses to the activity on page 9 of IRIS Module</p>
<p>CWBAT develop a personal philosophy of teaching that guides and motivates one to enhance instruction, address inequities in education, and promote social justice.</p>	<p>TPE 13: Professional Growth</p>			<p>Journal entries done in class</p> <p>Revision of Educational Credo / Philosophy Statement that is part of professional portfolio on TaskStream</p>

Required Texts

Echevarria, J., Vogt, M., & Short, D. (2007). *Making Content Comprehensible for English Learners (3rd ed. or 4th ed.).* Boston, MA: Pearson Education, Inc. ISBN 0-205-51886-9 (Also required in 0701-631,633, 636, & 665)

Others as assigned.

Suggested Texts

Hill, J.D. & Flynn, K.H. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, Va: Association for Supervision and Curriculum Development.

ISBN 1-4166-0390-5

Flexer, R. W., Simmons, T. J, Luft, P, & Baer, R. M. (2004). *Transition Planning for Secondary Students with Disabilities (3rd Ed.)*. Upper Saddle River, NJ: Prentice-Hall.

ISBN 0-13-238763-8

Miller, R. J., Lombard, R. C., & Corbey, S. A. (2007). *Transition Assessment, Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities*. Boston, MA: Allyn & Bacon. ISBN 0-205-32727-3

Rosenberg, M. J., O’Shea, L. J., & O’Shea, D. J. (2006). *Student teacher to master teacher (4th ed.)*. Upper Saddle River, NJ: Prentice-Hall. ISBN 0-13-117311-1

Schloss, P. J, Schloss, M. A., & Schloss, C. N. (2007). *Instructional Methods for Secondary Students with Learning Disabilities (4th ed.)*. Needham Heights, MA: Allyn & Bacon.

ISBN 0-205-44236-6

Intern Teaching Seminar III Course Grades

7. Attendance is required at all sessions. One absence will result in at least an automatic course grade deduction, for example, from a grade of “A” to a grade of “B”, **WITHOUT EXCEPTION**. This includes pre-arranged absences. Two absences will result in an automatic grade of “F” (Fail), **WITHOUT EXCEPTION**, as more than 50% of the required course seat time will have been missed.
8. Punctuality and participation are expected and will be graded. Students are expected to arrive at 4:45 pm sharp, share classroom experiences, participate in all activities, actively listen, and give constructive feedback to others.
9. Students should come to every session prepared to discuss the required readings and online discussions, with reflective thoughts, questions, ideas, and specific classroom examples on each topic.
10. Grades for late assignments will be lowered by 10% if they are one week late and 20% if they are two weeks late. After the second week, late assignments will receive an F. If students redo an assignment, the maximum amount of points that may be regained is one-half of the points lost originally. Exceptions to this policy may only be made through a letter from the Disability Office.
11. **Final course grades** will be determined by the combination of attendance, participation, and assignment grades as listed below.

Maximum Point Allotment for Each Graded Item:

1. Punctuality & Participation - 10 points per full sessions	30
2. Coursework	
a. IRIS Module (due 9/4)	40
b. Individual Transition Plan (due 10/30)	100
3. Fieldwork Requirements	
a. 3 Observations/Conference Reports (one due 9/30, 10/30, 11/30)	30
b. Professional Educator TPE Portfolio (5 points/artifact) (3 artifacts due 9/25) (5 artifacts due 10/30) (5 artifacts due 11/20)	65
c. Evaluation of Fieldwork Supervisor (due 11/27)	10
d. DSP Checklist (due 11/27)	10
e. TPE Summative Self-Assessment (due 11/27)	10
f. Chart TPE ratings from 3 Fall observations on graph (due 12/4)	10
g. 3-Way Evaluation (due 12/4)	10
h. 10 Total hours of SPED Classroom observations (Two sets of (5 hours) in different mild/mod classes of grade level and disability level other than what you teach. Due 12/11)	20
Total points possible	335

IMPORTANT: Students who either earn less than 70% of the total possible points or miss more than 33% of the seat time, or both, will not receive a passing grade for the course and will not move on to the Spring 2014 semester. Students who have not completed one or more assignments or items of required documentation will receive a grade of IP, which must be cleared by the first class of the Spring semester or it will change to an F. All fieldwork requirements must be finished in order to receive the preliminary Mild/Moderate Educational Specialist Credential.

Overview of Fall 2013 Intern Teaching Seminar III Assignments

Coursework Assignments

IRIS Module - individualized Transition Plan (Due Sept. 4, 2013 - 40 points)
Plan to spend 2-3 hours reading and completing the activities at <http://iris.peabody.vanderbilt.edu/cou2/chalcycle.htm>. You may email this assignment to the instructor or submit a hard copy:

1. Written responses to Transition Update questions at the bottom of page 6.
2. Written responses to the activity on page 9 (note: this requires some outside work to complete; more complex than item 2).
3. Written responses to questions 1, 2, and 4 on the Assessment.
4. Written response after reviewing the “Wrap Up” Section: Did your initial thoughts change, why or why not? (max 1 page)

Note: Instead of “school counselor”, focus on your role in the ITP process as a special educator.

Individualized Transition Plan (Due date October 30, 2013 – 100 points) – You will choose either a student on your caseload, if you have students over the age of 14 or if you only teach students under 14, information provided by the instructor, to complete a ITP using documents you create, questionnaires, and your district’s Individualized Transition Plan forms. You will design, or use published, interview protocols and interview the student, parent(s)/ guardian(s), other teachers and designated service providers. You will examine previous transition data collected in previous IEPs or ITPs. If you have a student over 14, you will also contact and discuss the student with the career specialist for the student’s school. You will then use the information you collect or which is given to you by the instructor to help you develop appropriate goals and objectives for this student’s ITP and complete the ITP forms. You must turn in an outline of the project at the second-class session. Copies of all documents, including interview protocols and responses, other data collected, the ITP forms, and a one to two page reflection on the process must be packaged and submitted to Dr. Howland by the final due date. Further instructions will be provided in class during the first and second sessions.

Supervised Teaching III: Course Schedule, Fall 2013

Date	Topic(s)	Readings	Assignments Due
9/4/13 Supervised Teaching Class Session 1	<ul style="list-style-type: none"> • Teaching Issues - Aisha • Instructions for Individual Transition Plan project • Multicultural Education/ELL • Family-School Partnerships 	IRIS Module	IRIS Module Assignment (plus L&I 675 Assignment)
9/25/13 Supervised Teaching Class Session 2	<ul style="list-style-type: none"> • Fieldwork Issues (problem solving) • Review of SIOP Method • Multicultural Education/ELL • Self-Determination • ITP Projects Update <p>Bring District Transition Plan forms to Class</p>	Echevarria Chapter 10 Review Echevarria Chapters 2 & 3 (covered in Fall, 2012)	ITP Project Outline ITP Project Questionnaires District Transition Plan Forms
10/30/13 Supervised Teaching Class Session 3	<ul style="list-style-type: none"> • Fieldwork Issues (problem solving) • Transition planning for students with ASD 	Articles selected by instructor and available on Canvas	Individual Transition Due

L & I 659
COLLABORATION AND CONSULTATION (3 units)

Dr. Mary Howland, Instructor

Location: SOE, Room 101	mhowland@usfca.edu
Day & Time: Wednesdays, 4:45-8:15pm	415.422.5721 (direct)
Instructor: Mary Howland, Ed.D.	415.422.2099 (office)
Department of Learning & Instruction	415.422.5527 (fax)
Special Education Credential Program	650.468-1119 (cell)
Doctoral Fellows: Nasa Cole Sylvia Brooks Yvette Mere-Cook	nlcole@usfca.edu sbrooks3@usfca.edu yrmerecook@dons.usfca.edu
Office Hours: Thurs. 3:30 – 5:00 and by appointment	

Course Description

This course focuses on interaction process skills for school professionals. Collaboration concepts are the pivotal points for the analysis of interpersonal problem solving as utilized with the service delivery models of teams, consultation, and co-teaching. The development of effective communication skills is paramount to case management in interdisciplinary settings for exceptional needs or at-risk students from diverse cultural, linguistic and/or ethnic backgrounds. Deliberations will include collaboration techniques for working with families and all student support personnel in order to develop effective Individualized Education Plans, Individual Transition Plans, or Accommodation Plans.

Course Objectives -

At the end of the course, candidates will demonstrate skill with and knowledge of the following (1) course topics, (2) preliminary credential program standards from the California Teaching Performance Expectations (TPEs), (3) Mild /Moderate (M/M) Program Standards, (4) Autism Spectrum Disorder (ASD) Added Authorization Standards, and (5) USF program standards:

Course Topic	TPE	M/M Program Standards or ASD Standards	CTC Program Standards	As Measured By
1. Demonstrate a variety of personal communication skills for interacting with students, parents, peers, administrators, other service providers, and paraprofessionals including problem solving, conflict resolution, collaborative decision making, active	TPE 5: Student Engagement TPE 8: Learning about Students	M/M Standard 4: Positive Behavior Support M/M Standard 6: Case Management ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with	Program Standard 4: Effective Communication and Collaborative Partnerships	Completion of: Project-based Learning Plan, Collaboration Project/ Research Paper, Collaboration Report Parts I & II, and Collaboration Service Learning Project

listening, as well as providing supportive feedback.		ASD		
2. Demonstrate knowledge and application of a variety of teaching strategies to facilitate cooperation between all students to improve the learning of students with mild/moderate learning disabilities and English learners.	TPE 7: Teaching English Learners	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD	Program Standard 10: Preparation to Teach English Language Learners	Completion of: Project-based Learning Plan, Collaboration Project/ Research Paper, Collaboration Report Parts I & II, and Collaboration Service Learning Project Quizzes
3. Demonstrate knowledge and application of special education laws and procedures in the development and implementation of effective Individualized Educational Plans (IEPs) and Individualized Transition Plans (ITPs).	TPE 12: Professional, Legal, and Ethical Obligations	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction ASD Standard 2: Teaching, Learning, and Behavior Strategies for Students with ASD	Program Standard 2: Professional, Legal and Ethical Practices Program Standard 7: Transition and Transitional Planning	Completion of fieldwork requirements
4. Locate, develop, and extend professional and community resources and peer coaching abilities.	TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	M/M Standard 6: Case Management	Program Standard 2: Professional, Legal and Ethical Practices Program Standard 4: Effective Communication and Collaborative Partnerships	Completion of Compilation of Resources
5. Demonstrate effective collaboration with site and district level personnel and	TPE 5: Student Engagement TPE 8: Learning about Students	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction	Program Standard 4: Effective Communication and Collaborative Partnerships	Completion of: Project-based Learning Plan, Collaboration Project/ Research

community leaders to promote positive student interactions as students with disabilities integrate into the school and community.	TPE 9: Instructional Planning			Paper, Collaboration Report Parts I & II, and Collaboration Service Learning Project
6. Create opportunities to facilitate collaboration and mutual exchange with colleagues, contributing research-based information from coursework and employing colleagues' expertise in the urban classroom.	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction TPE 9: Instructional Planning	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction M/M Standard 5: Specific Instructional Strategies for Students with M/M Disabilities	Program Standard 4: Effective Communication and Collaborative Partnerships Program Standard 13: Curriculum and Instruction of Students with Disabilities	Completion of: Project-based Learning Plan, Collaboration Project/ Research Paper, Collaboration Report Parts I & II, and Collaboration Service Learning Project
Promote positive dialogue and interactions with students, families, and colleagues to facilitate understanding of cultural and linguistic differences.	TPE 5: Student Engagement TPE 8: Learning about Students	M/M Standard 3: Planning and Implementing M/M Curriculum and Instruction M/M Standard 4: Positive Behavior Support	Program Standard 4: Effective Communication and Collaborative Partnerships	Completion of: Project-based Learning Plan, Collaboration Project/ Research Paper, Collaboration Report Parts I & II, and Collaboration Service Learning Project Completion of lesson plans using culturally responsive pedagogy
Demonstrate ability to locate or develop, collect, organize, and employ a variety of resources from peers, school, district, community, business, Internet, library,	TPE 7: Teaching English Learners TPE 12: Professional, Legal, and Ethical	M/M Standard 6: Case Management	Program Standard 2: Professional, Legal and Ethical Practices Program Standard 4: Effective Communication	Completion of Compilation of Resources

media, and literature to enrich the learning experiences of diverse learners.	Obligations TPE 13: Professional Growth		and Collaborative Partnerships	
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REQUIRED TEXT*:

Friend, Marilyn and Cook, Lynne. (2013, 7th edition). *Interactions: Collaboration skills for school professionals*. Boston: Allyn and Bacon.

**Supplementary readings will be handed out or available on Blackboard including:*

Schaaf, R.C., Toth-Cohen, S., Johnson, S.L., Outten, G. & Benevides, T.W. (2011). The everyday routines of families of children with autism: Examining the impact of sensory processing difficulties on the family. *Autism, 15*. 373-389. doi: 10.1177/1362361310386505

RECOMMENDED TEXT:

Potts, E. A. & Howard, L. A. (2011). *How to co-teach: A guide for general and special educators*. Baltimore, MD: Brookes Publishing Co.

BLACKBOARD:

In order to support your learning, select materials of this course will be available through Blackboard. Some presentations and other instructional materials will be accessible to students on the Blackboard site. In order to access these resources, students must self-enroll in Blackboard at <http://blackboard.usfca.edu/>. If you have technological problems such as logging on or need your USF Connect password, contact ITS at 415-422-6668. If you have problems with the self-enrollment process, email me.

Information for Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

FREE USF Student Resources:

- ❖ Disability Related Services (DRS) located in UC 310 (415-422-2613; email: drs@usfca.edu)

- ❖ Gleeson Library/Geschke Learning Resource Center reference desk 415-422-2039, “Ignacio” online catalog (www.usfca.edu/library), Interlibrary loan 415-422-5385 (www.usfca.edu/library/ill.html)
- ❖ Student Health Clinic 2235 Hayes Street @ Shrader 5th Floor, Room 11, 415-750-4980
- ❖ Learning & Writing Services, Cowell Hall 227, 415-422-6713
- ❖ Don email account: <https://spirit2.usfca.edu>, ITS help desk, Harney 222, 415-422-6668
- ❖ Counseling Center lower level Gillson Hall, 415-422-6351, www.usfca.edu/counseling-center/
- ❖ Koret Health & Recreation Center, 415-422-6820, www.usfca.edu/koret/

Course Requirements/Grading Policy:

- ❖ Punctual attendance is absolutely necessary to pass the course. There are no “excused” absences or make-up work for missed sessions. One absence generally constitutes losing a half grade (A- to B+). Two absences generally constitute losing an entire grade (A to B). **Three or more absences automatically constitute a failing grade in the course.**
 - ❖ Excessive tardies will also negatively affect final grades. Students who are absent or late to class/returning from break are responsible for obtaining class notes, handouts, and assignments from their classmates. On the other hand, punctual attendance and active class participation will positively influence final grades.
8. Students are required to act professionally toward all instructors and classmates (see behavior guidelines); university discipline policies for conduct and plagiarism will be strictly enforced. The penalty for plagiarism is an automatic **F** grade for the course.
 9. All cellular phones must be turned off during class time.
- ❖ Assigned class readings must be completed **prior** to each class meeting. Additional reading assignments may be assigned by the instructor. Class assignments will be collected at the **beginning** of each class meeting or should be sent to the instructor via email prior to the **beginning** of the class period.
 - ❖ All assignments must be submitted in **hard copy** and submitted at the beginning of each class meeting, unless otherwise stated by the instructor. Please check with the instructor prior to emailing assignments. All assignments must be word-processed in 12-point font and double-spaced; otherwise, points will be deducted.
 - ❖ Late assignments will receive lower grades. **All** assignments should be turned in by the last class session, **Wednesday, May 7, 2014**. Extensions and incompletes are not normally given.

POINTS

10. There are **10 points** for **complete attendance** during each session. Five (5) points will be deducted for each session you are late to class/returning from break or if you leave early. If you may be late because of a IEP meeting that could not be scheduled for a day other than Wednesday, please let the instructor know prior to the beginning of class.
11. Grades for late assignments will be lowered by 10% if they are one week late and 20% if they are two weeks late. After the second week, late assignments will receive an F. If students

redo an assignment, the maximum amount of points that may be regained is one-half of the points lost originally. Exceptions to this policy may only be made through a letter from the Disability Office. Assignments will not be accepted after May 15, 2014.

POINTS TOWARD GRADE:

<u>Consultation /Collaboration</u>	
Class attendance & Participation (10 points possible for each of 12 sessions; including in-class participation)	120
Project-based Learning Plan	100
Collaboration Project/ Research Paper	150
Collaboration Report Parts I & II	50
Compilation of Resources	50
Collaboration Service Learning Project	60
Quizzes (10 pts each)	100
Total Points Possible	630

GRADES

A range = 90 – 100% of total possible points

B range = 80 – 89% of total possible points

C range = 70 – 79% of total possible points

Non-passing grade = Below 70%

12. USF Student Honor Pledge: As a University of San Francisco student, I pledge to honor the Jesuit values of the University by upholding the highest standards of honesty and integrity in my academic work and respect in my personal interactions with members of the USF community. I also intend to use the knowledge and skills I gain through my education for the common good.

Spring 2013

COURSE SCHEDULE

Session	Content	Readings/Assignments Readings from 6th edition Quizzes are due at midnight a week after being assigned
1. 1/22/13 L&I-659 Chapter 1 Fundamentals of Collaboration	<ul style="list-style-type: none"> • Course Overview • Survey of <u>Collaborative Practices</u> • Characteristics • Components • IDEA 	Friend & Cook, CH 1 Fundamentals of Collaboration Complete on-line quiz on Chapter 1

<p>2. 1/29/113 L&I-659 Chapter 5 Interpersonal Problem-Solving</p>	<ul style="list-style-type: none"> • <u>Problem-Solving</u> • Reactive/Proactive • Brainstorming • Steps in Problem-Solving • Diversity • Project-based Learning • Review project-based learning assignment 	<p>Friend & Cook, CH. 5 Interpersonal Problem-Solving Complete on-line quiz on Chapter 5</p> <p>DUE: Possible article to use for Collaboration Project/Research Paper</p>
<p>3. 2/5/13 L&I-659 Chapter 6 Teaming</p>	<ul style="list-style-type: none"> • Service Delivery Options • <u>Teaming</u> – Concepts • Models • Effectiveness • Conducting Meetings • Collaboration & Teams 	<p>Friend & Cook, CH 6 School Services & Applications Teaming Complete on-line quiz on Chapter 6</p> <p>DUE: Collaboration Report Parts I & II</p>
<p>4. 2/12/13 L&I-659 Chapters 7,8 Consultation/Co-Teaching</p>	<ul style="list-style-type: none"> • <u>Consultation</u> – Concepts • Models • Applications • Consultation & Collaboration • <u>Co-Teaching</u> – Concepts • Approaches • Co-Teaching & Collaboration 	<p>Friend & Cook, CH. 7, 8 School Services & Applications Consultation & Co-Teaching Complete on-line quiz on Chapters 7 and 8</p>
<p>6. 2/19/14 L&I-659 Chapter 10 Paraeducators</p>	<ul style="list-style-type: none"> • <u>Paraeducators</u> • Qualifications • Roles & Responsibilities • Working with Paraeducators • Paraeducators & Collaboration 	<p>Friend & Cook, CH 10 Paraeducators Complete on-line quiz on Chapter 10</p> <p>DUE: Project-based Learning Plan</p>
<p>5. 2/26/14 L&I-679 Intern Seminar #1</p>	<p>See Intern Teaching Seminar IV Syllabus</p>	
<p>7. 3/5/14 L&I-659 Chapter 13 Practical Matters</p>	<ul style="list-style-type: none"> • Developing, Implementing and Evaluating a <u>Collaboration Intervention Plan</u> 	<p>Friend & Cook, CH 13 Practical Matters Complete on-line quiz on Chapter 13</p> <p>DUE: On Blackboard post your six resources in the discussion section.</p>
<p>8. 3/12/14 L&I-659 Chapter 11 Families</p>	<ul style="list-style-type: none"> • <u>Working with Families</u> • Barriers • Strategies 	<p>Read Schaaf article Friend & Cook, CH 11 Families Complete on-line quiz on Chapter 11</p> <p>DUE: Compilation of Resources (Binder)</p>

<p>9. 3/19/13 L&I-659 Chapters 2,3 Interpersonal Communication/Using Statements</p>	<ul style="list-style-type: none"> • <u>Interpersonal Communication</u> • Communication Types • Listening • Nonverbal Communication • A Cultural Self-Awareness Journey (Appendix A) • <u>Using Statements</u> • Purpose of Statements • Verbal Feedback 	<p>Friend & Cook, CH 2, 3 Communication Skills Interpersonal Communication Using Statements Complete on-line quiz on Chapters 2 and 3</p> <p>DUE: One paragraph progress report on Collaboration Project/Research Paper</p>
<p>10. 3/26/14 L&I-679 Intern Seminar #2</p>	<p>See Intern Teaching Seminar Syllabus</p>	<p>Due: Modified Lesson Plan for Culturally Diverse Students with Disabilities</p>
<p>SPRING BREAK 4/2/14</p>	<ul style="list-style-type: none"> • NO NO CLASS 	
<p>11. 4/9/14 L&I-659 Chapter 4 Asking Questions</p>	<ul style="list-style-type: none"> • <u>Asking Questions</u> • Purposes • Characteristics • Effectiveness • Conducting Interviews • Using Statements and Asking Questions 	<p>Friend & Cook, CH 4 Communication Skills Asking Questions Complete on-line quiz on Chapter 4</p> <p>DUE: Collaboration Service Learning Project EMAIL First Draft of Case Study to Peers.</p>
<p>12. 4/16/14 L&I-659 Chapter 9 Difficult Interactions</p>	<ul style="list-style-type: none"> • <u>Difficult Interactions</u> • Understanding Conflict • Understanding Resistance 	<p>Friend & Cook, CH 9 Difficult Interactions Complete on-line quiz on Chapter 9</p> <p>EMAIL Peer Response Back on First Draft of Case Study</p>
<p>13. 4/23/14 L&I-659 Chapter 12 Perspectives & Issues</p>	<ul style="list-style-type: none"> • <u>Perspectives & Issues</u> • Collaboration Project /Research Presentations 	<p>Friend & Cook, CH 12 Perspectives & Issues – no quiz</p> <p>DUE: Collaboration Project Research Paper</p>
<p>14. 4/30/14 L&I-679 Intern Seminar #3</p>	<p>See Intern Teaching Seminar Syllabus</p>	<p>❖ Transition plan is due ❖ Final Version of Social Skills Case with Case Update is due. Also submit peer response sheets.</p>
<p>15. 5/7/13 L&I-659</p>	<ul style="list-style-type: none"> • Course Wrap Up and Evaluations • Celebration!!!! 	<p>Last day to turn in late work</p>

- ❖ *This syllabus serves the student only as a general outline. The instructor reserves the right to add, delete, or clarify the contents as needed to meet course requirements.*

ASSIGNMENTS

(1) Collaboration Project Research Paper (150 points)

Select a current (within 5 years) empirically-based research article from *Teaching Exceptional Children*, a peer reviewed journal that addresses consultation, collaboration, co-teaching, and/or inclusion. The focus of the article should be a “best practice” that can be used to impact students with mild/moderate disabilities or programs in Special Education. After you read the article and outline the steps of the intervention or program development plan activity, implement the collaboration plan at your site. Then, write a response paper indicating: (1) the rationale for choosing the article, (2) a brief description of the intervention / plan from the article and how you will use it in your school, (3) a description of the targeted population(s) in the article and in your sample, (4) a collaboration implementation plan demonstrating how you will implement the practice, (5) a plan to evaluate/measure the impact of the collaboration, (6) a summary of the results based on your implementation of the practice, (7) include samples of materials used in the project, such as student work, collaboration forms, strategies, and other relevant program data, (8) a critique of the practice and recommendations for modification, (9) a personal reflection of your experience, and (10) attach a copy of the article. Be prepared to present your plan and results in class on April 23. (See the attached *Collaboration Research Paper Grade Sheet*.)

(2) Collaboration Report (2 PARTS) (50 points)

This assignment is intended to get you familiar with the existing and potential collaboration possibilities at your site. (See the attached *Collaboration Report Part 1 and Collaboration Report Part 2*).

(3) Project-based Learning Plan (100 points)

Identify a general education teacher or a classroom at the school where you work that might be open to collaborating on a project-based learning unit with you and the students in your program. Select a content area that could be addressed. Find appropriate **Common Core standards** that could be met through the project. Develop an instructional plan that: (a) describes the students involved, (b) what Common Core standards would be addressed in the unit, (c) how you and the other teacher would collaborate on the project, (d) how the students in the two classrooms would collaborate, (e) a list of activities that would be completed by the students in your program and in the general education program, (f) how the student learning in the unit could be evaluated, and (g) a reflection on problems that might arise and you and your colleague might resolve them. You do not have to teach the unit; however, you do need to show your instructional plan to a general education teacher that you might work with and have her evaluate whether she feels it would be appropriate. Her comments need to be submitted with the plan.

(4) Compilation of Resources (50 points)

Locate or develop, collect, and organize a variety of (1) Professional resources, (2) Community resources to support learning and students’ post-secondary needs, and

(3) Resources from peers, school, district, community, business, Internet, library, media, and literature to enrich the learning experiences of diverse learners. Each student is to submit a minimum of 2 items for each of the 3 categories, totaling 6 items worth 5 points each. These 6 items need to be made available to the other students in the class through the discussion board on Blackboard. Students are to compile their personal resources (6 items) and a minimum of 15 submissions (5 per category) from colleagues within a 3-ring binder, having tabs for the following main sections: #1-Professional Resources; #2-Community Resources; and #3-Additional Resources. (See the attached *Rubric for Compilation of Resources*.)

5) Collaboration Service Learning Project (60 points)

Develop in collaboration with a paraeducator, parent(s), or students from another classroom a service learning project. The project should involve some service to the school or community. The students in the project should plan the project (including getting permissions and materials as necessary), perform the service, and then reflect on what they have learned. The project can be as small as picking up litter around the school with another classroom or making posters about why smoking is bad for you or as large as organizing a food drive that involves the entire school. Your write up about the service learning project needs to include (1) a description of the student planning process; (2) how the project involved collaboration with the paraeducator, parent(s), or students from another classroom; (3) a report about what the students felt they learned; and (4) a reflection on the strengths and weaknesses of the project and service learning projects in general for your students.

L & I-679 Intern Teaching Seminar IV
Spring 2011
Wednesdays 4:45pm to 8:15pm

Kevin Oh Ph.D.
L & I Department
Special Education Credential Program

koh2@usfca.edu
415.422.4387

Course Description:

This course structures the last semester of fieldwork supervision. Advanced self assessment and goal setting in preparation for transition into the final induction phase of the internship. Three way collaboration and advisement between the candidate, district support provider, and university advisor establish the parameters for supplemental field work experiences needed or continued observation and feedback in a specific area. The course is structured in seminar style and is designed to prepare special education credential candidates in the advanced knowledge, skills, and competencies needed to implement systems that assess, plan, and provide academic and social skills instruction for students with complex behavioral and emotional needs. Candidates will learn how to plan transition services for culturally and linguistically diverse students with disabilities, access educational, mental health and other community resources for students and their families in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning and social environment.

Course Competencies:

1. identify continued professional goals to improve teaching of key subject matter concepts, skills and applications
2. self-assess progress on professional goals within the California Teaching Performance Expectations (CTC 19)
3. develop a variety of formative and summative assessment strategies to improve professional teaching practice
4. demonstrate peer coaching skills and abilities
5. develop conflict resolution strategies for resolving personal and professional conflicts
6. expand research-driven professional teaching practice (CTC 19-B, D)

Service Learning Competencies:

1. work with district support provider to focus on areas of professional growth specific to the school site and district consistent with best practice expectations of the university (CTC 19)
2. engage in thoughtful dialogue and reflection with colleagues/district support provider to solve teaching related problems (CTC 13-e,f,g)
3. demonstrate effective communication with site and district level personnel
4. create opportunities to facilitate collaboration and mutual exchange with colleagues, contributing your research-based information from coursework and colleagues' experienced expertise in the urban classroom (CTC 7A-b,d,g,i,j)
5. participate in making and implementing school and/or district-wide decisions and projects with colleagues
6. develop and use community resources to support student learning and post secondary needs
7. promote positive dialogue and interactions with students, families and colleagues (CTC 7A-c; 19-J,K)

Course Requirements/Grading Policy

12. Attendance is required at all sessions. One absence will result in an automatic course grade deduction, for example, from a grade of “A” to a grade of “B”, **WITHOUT EXCEPTION**. This includes pre-arranged absences as there are no “excused” absences in this course. Two absences will result in an automatic grade of “F” (Fail), **WITHOUT EXCEPTION**, as 50% of the required course seat time will have been missed.
13. Participation is expected. Students are expected to share classroom experiences, to actively listen and give constructive feedback to others.
14. Individual and group activities will require that everyone come prepared to each session. Students are expected to come to each session prepared to discuss the required readings, with reflective thoughts, questions, ideas, and specific classroom examples on the topic.
15. Completion of all assignments, as assigned and by the specified due date is expected. Any assignment turned in late will receive an automatic 10% grade reduction.
16. **Final** course grades will be determined by the culmination of attendance, participation, and assignment grades.

Students with Disabilities

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services (415) 422-2613 (v/tdd) within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Required Texts:

Banks, J. & Banks, C. (1997). *Multicultural education: Issues and perspectives* (5th ed.).

Richeck, M., Caldwell, J. S., Jennings, J. H., & Lerner, J. W. (2002). *Reading Problems* (4th ed.).

California Candidates of English Learners (CTEL) Examination: Knowledge, skills and abilities in

Appendix A of the official coded correspondence (#05-0013) dated June 24, 2005.

Echevarria, J., Vogt, M., & Short, D. (2004). *Making Content Comprehensible for English Learners* (2nd ed.). Boston, MA: Pearson Education, Inc.

Hill, J.D. & Flynn, K.H. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, Va: Association for Supervision and Curriculum Development.

WestEd (2003). *The Map of Standards for English Learners* (4th ed.). San Francisco, CA: WestEd Publishing.

**Selected readings and handouts will be given in class. Assigned readings must be completed prior to the scheduled class session.*

DESCRIPTION OF ASSIGNMENTS

Professional Induction Plan Forms

1. Collaboration Report (form provided on May 4, 2011)
2. District support provider contact checklist (see Fieldwork Handbook)
3. TPE Self-Evaluation

Spring Fieldwork Forms

1. Three completed observation forms
2. One lesson plan; Three completed 3-way evaluation forms from the supervisor, administrator or assistant administrator, and student
3. Supervisor/District Support Provider/Instructor Evaluations (In-Class requirement on May 4, 2011; forms provided)
4. Supervisor's Evaluation of your professional competency

Supplemental Fieldwork Observation Forms

20 Hours SPED (2 sets of 10 hrs each)

(Out of your current grade level and service provider area)

REQUIRED FORMS FOR EACH OBSERVATION:

1. Fieldwork Experience Record
2. Clinical Observation and Participation Activity Checklist
3. Cooperating Teacher's Report

Professional Specialization Documentation

Documentation of 25 hours or 2 units of professional specialization emphasis is due.

Demonstration of a Model Lesson: English Language Development

You will develop and teach a lesson that incorporates the 3 domains for the California Teacher of English Learners: Language and Language Development, Assessment and Instruction, and Culture and Inclusion. This lesson must include use of SDAIE methods and must be video taped.

Intern Teaching Seminar IV: Course Schedule - Spring 2011

Session	Topic(s)	Assigned Readings	Assignment Due in Class
Session 1	<ul style="list-style-type: none"> ❖ Review Spring Syllabus ❖ Fieldwork/Credential Check ❖ Educational Equity for Culturally and Linguistically Diverse Students with Disabilities (Creating a lesson) ❖ Behavior Management 	Banks & Banks <i>Ch:</i> 9,13	
Session 2	<ul style="list-style-type: none"> ❖ Fieldwork/Credential Check ❖ Approaches to Assessment, Multicultural Teaching and Learning for Students with Disabilities in K-5 and 6-12 in inclusive and exclusive settings ❖ ELD (SDAIE Method) ❖ Lesson Plan 	Banks & Banks <i>Ch:</i> 10, 14	<ul style="list-style-type: none"> ❖ USF Supervisor observation forms set #1 ❖ USF Supervisor observation forms set #2
Session 3	<ul style="list-style-type: none"> ❖ Fieldwork/Credential Check ❖ Language Diversity in Special Education ❖ Presentation of lessons ❖ Evaluations 	Banks & Banks <i>Ch:</i> 12	<ul style="list-style-type: none"> ❖ USF Supervisor observation forms set #3 ❖ Professional Specialization Documentation ❖ Supplemental Fieldwork Observation Hours 20 Total (20 Special Ed. hours) ❖ Three 3-way Evaluation forms ❖ District Support Provider Contact Checklist ❖ Evaluations (District Support Provider, USF Supervisor, & Instructor - In Class) ❖ Collaboration Report ❖ Video and Lesson plan for the Model ELD Lesson

University of San Francisco
HEALTH EDUCATION
TEC 642-03

Instructor: Christopher White, PhD
Email: cswwhite2@usfca.edu
Office hours: by appointment
Class Meeting: Sat, 9am – 12:15pm
Dates: 4/11, 4/25, 5/2, 5/9

CATALOGUE DESCRIPTION

Study of the subject-matter content and instructional methods, materials, media, and technology used in teaching personal, family, and community health, including hygiene, nutrition, and the psychological and social effects of the abuse of alcohol, tobacco, and dangerous drugs. CPR Certificate not included.

COURSE OVERVIEW

Health Education is designed with two primary purposes 1) to increase knowledge of school health education content, practices, and policies to foster the inclusion of an optimal school health education program at the school site; and 2) to increase personal knowledge and skills to encourage participants to opt for a healthy lifestyle, thereby providing positive role models for students and colleagues. The course will familiarize students with current health and health related issues common to classroom experience. Students explore strategies and practices designed to enhance and foster optimal student achievement by encouraging healthful behaviors.

This course will focus on providing students and their families the information, resources, and skills for adopting healthy lifestyles and promoting healthy behaviors. Students will be provided opportunities to practice teaching skills and strategies for health promotion. Students will be encouraged to examine health disparities of various student populations with regard to race/ethnicity, socioeconomic class, sexual orientation, gender identity, and disability to better understand how to help ALL students live healthier lives.

This course meets the Health Education requirement for the California Clear Credential set forth by the California Commission on Teacher Credentialing. (Professional Teacher Preparation Programs, SB 2042, Program Standard 10)

This course does NOT fulfill the requirements for First Aid and CPR.

LEARNING OUTCOMES

By the end of this course, students will be able to do the following:

1. describe the elements of the Comprehensive School Health Model (TPE 1B);
2. illustrate strategies for fostering health promoting behaviors in the classroom (TPE 5,6);
3. identify local and online health resources for students (TPE 7,11);
4. demonstrate teaching strategies for health education/behavior change (TPE 1B);
5. describe local, state, and federal policies related to health education (TPE 12).

COURSE TEXT AND MATERIALS

Students will be provided with handouts, links, and other materials related to health education.

EXPECTATIONS AND USF POLICIES

Meeting Dates/Assignments

Students are expected to attend ALL three class meetings and complete assignments by the week following the last class meeting.

Attendance Policies

Attendance policies governing students in the USF Teacher Education program are dictated by the requirements of California legislation for state credential programs (CCTC). Attendance and punctuality for all TED courses and field placements are mandatory. Absences should be for major illness or family emergencies ONLY. In such instances, students are responsible for contacting the course instructor and completing work missed due to absence.

Students who are absent for more than the following amount of time will not receive credit for a course:

1 unit course = 2 hours 2 unit course = 4 hours 3 unit course = 6.25 hours

Four (4) instances of incomplete attendance for any given class period (arriving late or leaving early) constitutes 2 hours of absence.

Students who exceed the maximum amount of absence time allowed will be required to withdraw from a course, re-enroll and pay course tuition again in a subsequent semester.

Instruction and Academic Expectations

Instruction in the various courses for each program is offered either by full-time faculty members in the School of Education or by highly qualified adjunct instructors, many of them practitioners in the field. Students are expected to attend all classes, participate fully in class activities, and to fulfill, in a scholarly and professional manner, the requirements of each course. Students must maintain a "B" average in all work undertaken in the degree and credential programs of the School or be subject to academic probation. The grading policy of the School is designed to provide feedback on the quality of the student's work. Symbols A, B, C, F, I, and IP are used in grade reporting as defined below:

A (+/-) Distinguished, clearly superior work showing high quality of insight, depth of knowledge, and with no fundamental deficiencies

B (+/-) Fully acceptable acquisition of basic subject and/or skill mastery

C (+/-) Does not show graduate level mastery of the full range of knowledge and skills; the course must be repeated

F Inadequate work or the absence of work

I An Incomplete (I) grade is only assigned when required student work is not completed before the end of the course, and there is a reasonable expectation that such work can be completed in a timely manner over the following semester. Incomplete grades may only be issued after consultation with, and approval by, the instructor. An Incomplete Grade/Course Completion Form must be filled out, signed by both the student and instructor, and submitted to the Dean's Office. Incomplete (I) grades will automatically be changed to a Failing (F) grade after one full semester unless the Incomplete Grade/Course Completion Form stipulates a longer period of time. If the Incomplete Grade/Course Completion plan is not completed before the agreed upon deadline, the Failing (F) grade will stand, and the student must re-enroll in the course and pay tuition. Students who exceed the maximum number of hours for absences in a course ARE NOT ELIGIBLE to receive an Incomplete grade.

Final grades will be based on the following scale:

93-100%	A/A+	87-89%	B+	77-79%	C+	67-69%	D+	0-59%	F
90-92%	A-	83-86%	B	73-76%	C	63-66%	D		
		80-82%	B-	70-72%	C-	60-62%	D-		

WRITING CENTER

Some students may wish to obtain editorial assistance with grammar, syntax, and style, which is acceptable. Editorial assistance for content is unacceptable. If you need help with the former, the Writing Center is located in Cowell Hall 227 on the main campus. Phone 415-422-6273 to arrange an appointment. The Writing Center will arrange for a writing coach to work with you at no cost. Help is also available online.

AMERICANS WITH DISABILITIES ACT

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with any type of disability who will need reasonable accommodations for this course should contact the office of Student Disability Services as soon as possible for assistance and support. Students may contact the office at (415) 422-2613 or at (415) 422-5834 (TDD) or by email at sds@usfca.edu. Further information about the services that the Student Disability Services office provides can be found on their website at www.usfca.edu/sds.

UNIVERSAL PRECAUTIONS

In addition, in the Health Education course, our candidates will (a) increase knowledge of school health education content, practices and policies to foster the inclusion of an optimal school health education program at the school site, and (b) to increase personal knowledge and skills to encourage participants to opt for a healthy lifestyle, thereby providing positive role models for students and colleagues. Also, this course will familiarize candidates with current health and health related issues common to classroom experience and explore strategies and practices designed to enhance and foster optimal student achievement by encouraging healthful behaviors. They learn about universal precautions required to protect the health and safety of candidates and students.

Possible resource links:

<http://www.jmu.edu/coe/esc/admissions/up.shtml>

<https://www.osha.gov/SLTC/etools/hospital/hazards/univprec/univ.html>

COURSE CONTENT

The content listed below will be covered in class readings, discussion, and presentations. Students are expected to come to class prepared and ready to engage with the material.

According to the *World Health Organization*, health is defined as not merely the absence of disease or infirmity but of complete mental, social, physical, environmental, and psychological well-being.

National and Local Trends in School Health

Comprehensive Health Education
Comprehensive School Health Programs
National Priority Areas
Standards-based Health Education
Common Core
Healthy People 2020
U.N. Millennial Health Goals

Health Education Content Areas

The ten content areas of health education as identified by the California State Health Framework and national health education organizations are:

1. Accident prevention and safety
2. Community health
3. Diseases and disorders
4. Environmental health
5. Family health
6. Growth and development
7. Mental and emotional health
8. Nutrition
9. Personal health
10. Substance use prevention

The following are six priority areas identified by the Centers for Disease Control as national targets:

1. Behaviors that result in intentional or unintentional injuries
2. Use of alcohol and other drugs
3. Tobacco use
4. Behaviors that result in STDs, HIV infection, and unintended pregnancy
5. Unhealthy dietary patterns
6. Inadequate exercise

COURSE READINGS

1. California Health Education Content Standards (2008) - available online at

- <http://www.cde.ca.gov/be/st/> (COMMON READING)
- Centers for Disease Control and Prevention, Components of Coordinated School Health (2013) – available online at <http://www.cdc.gov/healthyyouth/cshp/components.htm>
 - Centers for Disease Control and Prevention, The Case for Coordinated School Health (2013) – available online at <http://www.cdc.gov/healthyyouth/cshp/case.htm>
 - Centers for Disease Control and Prevention, Adolescent and School Health, Health Topics (2012) – available online at <http://www.cdc.gov/healthyyouth/healthtopics/index.htm>
 - University of Texas, Center for Effective Teaching, Experiential Learning Defined (2014) – available online at <http://ctl.utexas.edu/teaching/engagement/experiential-learning/defined>
 - Centers for Disease Control and Prevention, Evaluation Brief on Writing SMART Objectives (2009) – available online at <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>
 - Silberman, M. (2006), *Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips, Chapters 5, 6, and 7*, John Wiley & Sons, San Francisco, CA. – pdf provided via CANVAS.

Students will be expected to search for current articles related to their assignments.

COURSE ASSIGNMENTS

- All written assignments must typed and double spaced
- Assignment #1 is due on November 8
- Assignment #2 will be presented on November 22
- Assignment #3 will be due November 22

Assignment #1: Classroom Resource Poster (20 points)

Objective: Create a poster with images/text/graphics that can be displayed in school setting to help students and their parents identify health resources in their community and online. The poster should be designed with the following in mind:

1. The target population including age, appropriate content, reading level (3 points)
2. Elements of design – make something that is useful and looks good (2 points)
3. Readability – ensure that the poster is not too small and not too cluttered (2 points)
4. Resources – must list at least four local/online resources (8 points)
5. Message – clear, unifying message regarding health promotion (6 points)

Assignment #2: Health Education Lesson/Activity (30 points)

Objective: Design a teaching strategy to effectively engage students in learning about their health and adopting healthy behaviors. Students will work on this assignment in class and facilitate the activity with their classmates during our last class meeting (September 27). They should identify the target population, utilize effective teaching strategies, and describe expected outcomes.

1. Teaching strategy is effective and appropriate for target population (6 points)
2. Content is clear, easy to understand, and appropriate (6 points)
3. Activities are engaging, useful, and fun (6 points)
4. Materials are clear, interesting, and well-utilized (6 points)
5. Follow up discussion is relevant and leads to next steps (6 points)

Assignment #3: Healthy School Year Action Plan (30 points) (COMMON ASSIGNMENT)

Using concepts discussed in this course and covered in course reading materials, students will develop a nine-month Healthy School Year Action Plan. The action plan should include the following:

1. Two actions to model health in your classroom (5 points each for 10 points);
2. Two actions to promote healthy behaviors (asset building and/or positive behavioral interventions) (5 points each for 10 points);
3. Two actions you will take to create a safe and supportive environment (5 points each for 10 points).

Each action (a total of six) should include the following (5 points each):

- Description of the action – what you plan to do and how (1 points);
- Timeline for actions – when you plan to complete it (1 point);
- Collaborations – who can help you (community-based organizations, parents, other teachers) (1 point);
- Potential challenges/barriers you might face and how you'll address them (1 point);
- Additional or supportive resources to include (1 point).

Grading

Grades will be based on the following points:

- Assignment 1 20 points
- Assignment 2 30 points
- Assignment 3 30 points
- Participation 20 points

TOTAL 100 Points

COURSE OUTLINE

Day One

- I.** Individual Introductions
- II.** Course Overview/Expectations
- III.** Introduction to Health Education Concepts
 - a.** health education/health promotion
 - b.** holistic health
 - c.** wellness
 - d.** health disparities/health inequities
- IV.** Assignment #1 Instructions and Overview

Day Two

- I.** Overview of Coordinated School Health Programs
- II.** Local, State, and Federal Laws and Policies
- III.** Health Education Standards
- IV.** Identifying Local Resources
- V.** Creating Environments to Promote Healthy Behaviors
- VI.** Assignment #2 and #3 Instructions and Overview

Readings 1,2,3,4 (see Course Readings above)

Day Three

- I.** Check In and Updates/Current Events
- II.** Health Education Topics
- III.** Effective Teaching Strategies for Health Education
- IV.** Creating Safe and Supportive Classroom Environments
- V.** Health Education for the Non-Health Education Teacher
- VI.** Brainstorm and Group Work on Teaching Strategies

Readings 5,6,7 (see Course Reading above)

Day Four

- I.** Check in and Updates/Current Events
- II.** Assignment #2: Group Instructional Presentations
- III.** Incorporating Learning Material into Classroom Activities
- IV.** Questions and Closing

SECTION THREE

PROGRAM SUMMARY

APPENDIX I

UNIVERSITY OF SAN FRANCISCO EDUCATIONAL SPECIALIST PROGRAM SEQUENCE AND SUMMARY

USF SPECIAL EDUCATION PROGRAM COURSES

YEAR 1

Early Summer

TEC-621	Early Literacy (may be transferred from another institution)	3 units
TEC-613	Curriculum and Instruction, Science (may be transferred from another institution)	<u>3 units</u>
L&I-637	Fieldwork Practicum – Teaching Diverse Groups	<u>2 units</u>

Late Summer

L&I-665	Development of Legal and Educational Foundations	3 units
L&I-636	Educational Practices for the Learning Specialist	<u>3 units</u>
		<u>14 units</u>

Fall

L&I -633	Assessment in Special Education	3 units
L&I -631	C&I for Students with Mild/Moderate Disabilities	2 units
L&I -639	Intern Teaching Seminar 1	<u>2 units</u>
		<u>7 units</u>

Spring

L&I -676	Behavior Management	3 units
L&I -622	Instructional Uses of Technology for Learning Specialists	2 units
L&I -640	Intern Teaching Seminar 2	<u>1 unit</u>
		<u>6 units</u>

Total Units Year One

27 units

YEAR 2

Fall

L&I -675	Data-Based Instruction	3 units
L&I -678	Intern Teaching Seminar 3	1 unit
		<u>4 units</u>

Spring

L&I -659	Collaboration and Consultation	3 units
L&I -679	Intern Teaching Seminar 4	<u>1 unit</u>
		<u>4 units</u>

TEC -642	Health Education (may be transferred from another institution or taken any time during the program)	<u>1 unit</u>
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Total Units for Credential

36 units

Mild/Moderate Education Specialist Credential Program Assessment Program Summary

Program Design

The University of San Francisco Mild/Moderate Education Specialist Internship Credential Program was developed to prepare candidates who work full time in inner-city, multi-cultural and multi-linguistic schools teaching students with mild-to-moderate disabilities in a range of settings. The possible settings include full-time special education classes and resource specialist programs in elementary, middle schools and high schools.

The USF Mild/Moderate Program is a two-year long program that began in 2002 and is delivered through a cohort model. For the 2009-2010 and 2010-2011 academic years, the program was an integrated Level I/Level II internship program. In other words, our students were accepted into the program with the understanding that they would remain in the program until the completion of Level II, upon which they earned a Clear Level II Education Specialist Mild/Moderate Teaching Credential. In response to changes in CTC standards and beginning with the cohort graduating in 2012, the program has changed to an Education Specialist Mild/Moderate Preliminary credential program that continues to be delivered through an internship and cohort model.

Our coursework is taught in modules that spiral throughout the Mild/Moderate program coursework. We design it this way in order to meet our students' needs. In the summer before intern employment we teach the beginning competencies in order to prepare students for fall employment. Then, in fall, we teach the competencies that they need first on the job. Because our students are employed as full-time special education candidates or specialists after the first summer of the program, their "fieldwork" runs continuously. Everything taught in class is applied on the job, then revisited again in class, and then refined on the job, again and again. This is also part of our teaching spiral.

Candidates complete 162.5 hours, 14 semester units, of pre-service coursework during the summer preceding their first teaching position. This is required to obtain the enhanced Internship credential needed to work as a teacher of record with students with mild/moderate learning disabilities. It also means that they obtain over 40 hours of instruction on working with English language learners. Then, during the next two school years, candidates must complete an additional 24 semester units of coursework related to teaching students with mild/moderate learning disabilities. During the completion of coursework, candidates must understand the importance of culturally responsive pedagogy, early intervention, classroom management and curriculum design. Grades are based on classroom participation and course assignments (e.g. portfolios, presentations, papers, and reports), which are linked to the measurement outcome of this program. To complete coursework successfully, candidates must also correctly complete all assignments from one semester before being allowed to move on to the next semester and demonstrate understanding of these concepts that build candidates who are accountable.

The Mild/Moderate Education Specialist Credential Program represents collaboration within the School of Education and coordination between USF teacher education faculty, USF special education faculty, selected doctoral students in the Learning and Instruction Department, and several Bay Area school districts. The program has been developed by faculty from the School

of Education with feedback from practitioners in the field and advisory board members, and has passed successfully through the review and approval process stipulated by University policy.

The special education teaching unit, Drs. Bui, Oh, and Simpson work closely with the Program Assistant and the staff of the Dean's office, who are responsible for processing applications, grades, credential applications, and program evaluations.

The special education teaching unit is fully integrated into other departments within the School of Education. Drs. Bui and Oh teach courses in the Learning and Instruction Doctoral Program. Dr. Oh teaches courses in Teacher Education as well as special education. Selected Learning and Instruction doctoral students who are advanced doctoral fellows with special education backgrounds co-teach course modules in the Education Specialist Credential Program.

The faculty is in on-going communication with local LEAs whose candidates are enrolled in the USF program. Drs. Bui, Oh, and Simpson coordinate the fieldwork component with the school districts. Representatives of the LEAs, including the following: special education administrators, special class candidates, resource specialists, and district support providers give feedback, support, and evaluation of the student progress and the program effectiveness. They support the candidates on the job in their district roles and some also serve as university field supervisors, district support providers and advisory board members for the credential program. Special Education faculty and doctoral students also serve on several district new teacher support councils and provide consulting and in-service activities as needed by districts.

Course of Study (Curriculum and Field Experience)

Summer coursework preceding the Fall teaching assignment includes fieldwork components in both general education and special education settings to prepare the candidate to assume the role of the full time teacher. The two general education courses, Early Literacy (TEC 621) and Curriculum and Instruction (TEC 613), familiarize the students with the basic state frameworks and strategies for delivering instruction in the core subject areas. Candidates complete a series of field experiences that include observation and participation with diverse learners in general education and special education classrooms that demonstrate relevant skills. Areas of emphasis include delivering direct instruction in core subjects, lesson and unit planning, assessment, and classroom management.

Experiences in the special education courses, Educational Practices for the Learning Specialist (L & I 636) and Development of Legal and Educational Foundations (L & I 665), include introductory special education experiences in modifying and adapting of the core curriculum, grouping for instruction, IEP development, using a team process model, and managing conduct.

Candidates must demonstrate knowledge of and/or skill of course competencies organized into instructional modules in order to successfully complete the program. These competencies cover areas of instruction outlined in the standards, for example: classroom management, assessment, collaboration, consultation and interpersonal communication, parent relationships, multicultural issues, foundations, and technology.

Since learning, language, and communication are inextricably bound, these areas are examined together regarding the theoretical bases for assessment and instruction of the mild/moderate students with disabilities in Teaching Diverse Groups (L & I 637), Assessment in Special

Education (L & I 633), and Curriculum and Instruction for Students with Mild/Moderate Disabilities (L & I 631). In the above courses, candidates learn the theories and principles of first and second language development and strategies to accommodate student needs during assessment and instruction. This includes analyzing the optimal environment for English language learners, and learning the various assessment and instructional methodologies and curriculum for each stage of the second language acquisition process. In addition, behavior management techniques, including student characteristics vs. disciplinary styles, are addressed in Behavior Management course (L & I 676) in our candidates first year in the program.

Once the fieldwork support practicum or internship placement begins in the Fall semester, candidates assume all roles and responsibilities of a full time Mild/Moderate Education Specialist at their school site for the duration of the school year and for the two full semesters of University training. Candidates are expected to use effective instructional practices and procedures across subject areas while refining their teaching skills with diverse learners.

The courses Assessment in Special Education (L & I 633), Collaboration and Consultation (L & I 659) and Intern Teaching Seminars I, II, III, and IV (L & I 639, 640, 678, 679) include fieldwork activities, case analyses, and collaboration assignments with parents, candidates, and students, which integrate the fieldwork experiences with educational theory. In addition, the university field supervisor and the district support provider observe, guide, and assist candidates at the school site and provide on-going feedback. Candidates are expected to do self-assessment of their progress and goal setting throughout the two-year program. Intern Teaching Seminar sessions include job-alike groupings, heterogeneous groupings, secondary/elementary groupings, and special focus groupings. These seminars allow candidates to participate in analytic and reflective discussions of classroom case based situations with other members of the cohort group and University faculty to examine decision-making, critical incidents, and /or topics of concern in their field practice.

During the candidates second year, candidates also complete supplemental fieldwork experiences in K-12 special education classes different from their primary job placement. For example, if a candidate is teaching in a high school resource specialist position, he/she would need to have supplementary observation/ participation experiences with elementary and middle school special education classes and at least one of those experiences would need to be in a special day class setting. Students have individual advisement and assistance to arrange these experiences during year one and year two on an individual basis.

Assessment of Candidates

The Learning and Instruction Masters and Special Education Credential Program is based on the California Standards for the Teaching Profession (CSTP), which reflects the expectation that the education of diverse students is likely to be most productive when candidates use effective research-based pedagogical principles and practices.

Sample Evaluation activities include completion of field assignments, related course assignments, recorded observations and formal three-way evaluations by university supervisors and district support providers, self-assessment and goal-setting using the California Standards of the Teaching Profession, and field observation logs. In addition, candidates compile, over the course of the program, a portfolio of materials that illustrate their professional progress including

such material as: a student assessment, an IEP, a modified and adapted lesson plan or unit, a discipline plan or parent letter, a setting analysis, substitute plan, etc.

Each semester the candidate, fieldwork supervisor, and an administrator from the candidate's employment site meet and complete a three-way evaluation of the candidate's performance, knowledge, and skills on the job. Each participant completes a Likert scaled survey and makes written and oral comments. This allows the candidate to discuss his or her strengths, weaknesses, and needs with those who can provide additional supports at the job site. These data are used by the fieldwork coordinator and the program instructors to determine candidates' strengths and weaknesses throughout the program, tailor instruction and supports to improve candidates' performances, and make determinations about how to improve areas of the program to strengthen every candidate's achievement of all TPEs.

Prior to being recommended to the CTC for a Preliminary Credential, candidates must have completed all fieldwork courses that are required with a minimum overall GPA of 2.75 and a grade of C or better in each course. Fieldwork is designed to meet the Council for Exceptional Children (CEC) professional standards and aligned with the requirements of the California Commission on Teacher Credentialing (CTC) and the Teaching Performance Expectations (TPEs).

For TPE assessment, credential candidates develop a set of goals for mastering each of the 13 TPEs as they progress through the program. They also develop an Electronic, Web-based, portfolio, demonstrating achievement of the thirteen TPEs through artifacts they create or provide. The portfolio is constructed in TaskStream, a web-based development site to which candidates are required to subscribe at the beginning of the program. They complete the goals and portfolio over the first year of the program, with assessment of their progress performed by the Fieldwork Coordinator and/or Instructor during and at the end of each semester. Finally, at the end of each semester, the candidates complete a self-assessment of their own achievement of the 13 TPEs using a Likert scaled questionnaire. During the program, the fieldwork supervisor observes the candidate, who is teaching and/or performing other responsibilities of the position. This process occurs a minimum of five times during the first semester and three times each during the subsequent three semesters. Each observation lasts at least one class period, an average of 50 minutes, followed by an additional 30 to 60 minutes of discussion. The fieldwork supervisor also completes a report that provides a rating of the candidate on each of the 13 TPEs that were observed. The supervisor also makes comments on the document and orally discusses these with the candidate after each observation. The fieldwork coordinator reviews these documents and discusses the ratings with the fieldwork supervisors when the candidates' performance appears to need improvement or extra support. If the candidate continues to perform below expectations in the classroom based on either the supervisor observations or the school administrator's evaluation for two consecutive semesters, the candidate will be counseled out of the program.

This combination of coursework and field experiences are multiage/multigrade and take account of the need for supplementary experiences with diverse learners throughout the K-12 range of the credential for candidates working on-the-job and in the internship program.

APPENDIX II

UNIVERSITY OF SAN FRANCISCO **Educational Specialist Program Assessment**

Assessment Tools (Reported in the Biennial Report)

Faculty Feedback

Individual and group meetings with full time and adjunct faculty in the Mild/Moderate Educational Specialist Program highlight overlap and gaps in the curriculum and help to identify areas of improvement. The Program Coordinator is in frequent contact with each faculty member (several times a semester) and we meet as a group at least once a semester. Meetings with Fieldwork supervisors are two times a semester. Faculty members review syllabi, course content, competencies, student performance, fieldwork experiences, training goals, program materials, and course sequence. Summa Information systems tool is used to evaluate our adjunct faculty members. ([Faculty Evaluation form attached](#))

Course review of assignments and activities

Course syllabi, assignments, and curricular activities are reviewed for overlap, assessment of program goals, and an evaluation of the standards in the program. The Program Coordinator meets with core faculty once a week to discuss program issues such as curriculum, training, partnerships, faculty, staff, student performance, hiring, planning, and areas of improvements. A large part of these discussions include course review of assignments and activities. All faculty members in the program meet once a semester to discuss course overlap, content, and assignments. Fieldwork instructors meet two times a semester to discuss course content and assignments.

Feedback from District administration and staff

The Program and Fieldwork Coordinator meets regularly with the San Francisco Unified School District (SFUSD) staff, Principals, and other Bay Area District staff about our training program and goals. Fieldwork Coordinator is in frequent contact with most of these stakeholders (several times a semester) and this feedback is used to improve course content, course assignments, and training experiences. This feedback is also used to identify pressing issues and future needs in public schools so our curriculum may respond accordingly.

Program Evaluation: Candidate Exit Survey and Teaching/Support Team

Exit survey was developed and implemented in order to make comparisons with entry surveys to determine whether students' knowledge, beliefs, interests, and values have changed over the course of the two-year program. ([Survey attached](#))

Candidates evaluate the performance of their instructors, fieldwork supervisors, district support providers, and the fieldwork coordinator four times, at the end of each semester, using Likert-scaled ratings. These documents are used by the University to make determinations about instructor quality and to make future decisions about their provision of instruction, supervision, and support to these candidates. ([District Support Provider Evaluation form attached](#))

Intern Field Teaching Experiences Assessments

Each semester the candidate, fieldwork supervisor, and an administrator from the candidate's employment site meet and complete a three-way evaluation of the candidate's performance ([Form attached](#)), knowledge, and skills on the job. Each of our fieldwork supervisors complete a Likert scaled survey and makes written and oral comments ([Form attached](#)). This allows the candidate to discuss his or her strengths, weaknesses, and needs with those who can provide additional supports at the job site. These data are used by the fieldwork coordinator and the program instructors to determine candidates' strengths and weaknesses throughout the program, tailor instruction and supports to improve candidates' performances, and make determinations about how to improve areas of the program to strengthen every candidate's achievement of all TPEs. ([TPE Self Assessment Form attached](#))

APPENDIX III

UNIVERSITY OF SAN FRANCISCO FIELDWORK HANDBOOK 2011

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SPECIAL EDUCATION PROGRAM OVERVIEW

The Education Specialist Mild/Moderate Disabilities Credential Program in the Learning and Instruction Department at the University of San Francisco was developed to address shortage of credentialed special education candidates in Bay Area urban schools. This two-year program is designed to prepare special education candidates to serve culturally and linguistically diverse K-12 students in special day class, resource, and inclusive settings. Candidates participate in over 160 hours of preservice coursework prior to beginning teaching as Interns. Then they attend evening classes, one night per week, and, during the first year, they also participate several full Saturdays at USF. In two years, candidates can complete all the requirements for a preliminary credential in special education for students with mild to moderate disabilities, and an optional master's degree. They also become fully certified to teach English language learners in English only classrooms. They become fully certified to teach learners with Autism Spectrum Disorders in mild/moderate programs. The Education Specialist Mild/Moderate Disabilities Preliminary Credential Program is fully approved by the California Commission on Teacher Credentialing (CCTC). Graduates also meet many Highly Qualified Teacher requirements of the Federal No Child Left Behind law, 2002.

Candidates must complete two years of supervised teaching under an internship credential; all components of the Mild/Moderate Special Education Credential coursework, evaluations, assessments, and documentation; and pass the Reading Instruction Competency Assessment (RICA) before recommendation of an Education Specialist Mild/Moderate Disabilities Preliminary Credential can be made.

The goal of the program is to provide experiences to assist new special education candidates in transforming research-based knowledge into practical best practices. It is based on the belief that on-the-job training provides credential candidates with realistic classroom preparation and is more learner-responsive than traditional approaches. As such, candidates become skilled practitioners who are highly experienced with diverse special education populations and who provide effective instruction and supervision of students, while working in urban, multicultural classrooms.

The Education Specialist Preliminary Credential for Mild/Moderate Disabilities is a stand-alone credential. Holders may teach in K-12 mild/moderate special education positions, but not as general education candidates. Additional guidelines on highly qualified teacher certification requirements can be found in Title IX, Section 9101 of the No Child Left Behind Act.

Coursework is rigorous, requiring candidates to become proficient candidates of reading, writing and mathematics, develop and implement lesson, unit, and classroom management plans, implement and interpret informal and formal assessments, collaborate and consult with peers and other professionals, develop and implement Individualized Educational Programs (IEPs) for students with disabilities, provide effective strategies for teaching English language learners,

demonstrate proficiency with personal and classroom technologies, become researchers of educational literature, advocate for social justice in education, and become lifelong learners.

UNIQUE FEATURES OF THE PROGRAM

- **Expedient**—Candidates are trained while they work in special education classrooms being paid as candidates of record. A Special Education Preliminary Credential with optional Master’s degree can be completed in two years (including summer courses).
- **Realistic**—Candidates work in culturally diverse Bay Area classrooms while they earn their degrees. Instruction is targeted to the realities of urban school concerns.
- **Credible**—Candidates are trained by expert practitioners with extensive knowledge and experience in special education. Urban, diverse learner populations and current research-based best practices are emphasized.
- **Collaborative**—The program incorporates collaboration into every aspect of training. The university collaborates with district personnel in recruitment, selection, training and evaluation of teacher candidates. Instructors model collaborative teaching in all instruction. Candidates work collaboratively with peers to solve classroom problems.
- **Integrated instruction**—The program offers an integrated curriculum. Curriculum is taught in spiraled modules of instruction from all program courses delivered in a sequence aligned to school year job demands, as well as new special education candidates’ needs.
- **Teamwork**—Candidates are trained in cohorts and remain with the same cadre of fellow trainees to promote peer support. Faculty and skilled urban practitioners with K-12 experience co-teach all course modules and are available to candidates both in class and by appointment.
- **Intensive support**—Support is provided by the USF faculty, staff, fieldwork supervisor and school district support providers, as required by the California Commission on Teacher Credentialing (CCTC). This ensures high levels of candidate support and guidance.

The field experience consists of three components:

- Summer coursework in general and special education with related observation experiences. Candidates take coursework in Fieldwork, English Learners, Early Literacy, Math/Science Curriculum and Instruction, and complete 10 hours of general education observations of elementary age students in public school settings.

- Successful placement in a special education teaching position in either an elementary, middle, or secondary school for two school years as an Intern.
- Additional 40 hours of mild/moderate special education observation and participation experiences in K-12 public school settings.

GENERAL PROFESSIONAL GUIDELINES

Education Specialist Credential candidates represent the University of San Francisco's credential program both on and off campus. A Candidate's conduct, demeanor, and appearance, both at the school site and at the university, must be professional. Lack of professionalism will affect a candidate's fieldwork grade and may affect continuation in the USF program. Candidates are not fully credentialed and do not have tenure in the school district. They should be responsible for their actions and employ self-management strategies to maintain a positive environment and rapport. A candidate's main goal is to establish collaborative relationships school-wide. The following guidelines will help to make the first few years as a teacher more successful.

Communication

- Communicate with others in a responsible and sensitive manner. Use non-confrontational language when making requests or clarifications, such as:
 - “It would help me if...”
 - “Would it work for you if...”
 - “I’m noticing that...”
 - “It is my understanding that...”
 - “Could you tell me more about...”
- Use discretion. All students have a right to privacy. Only those with a legitimate responsibility for the student's achievement and well being should have access to information about disabilities, IEP goals and objectives, or special services required by the student. Candidates need to help their colleagues view their students in a positive light. Set an example by discussing current, observable, measurable behaviors rather than students' labels and unfavorable perceptions. Provide general education candidates with strategies, accommodations, and modifications they can use to help provide the student with an appropriate education.
- If a problem or conflict arises with someone, work it out non-confrontationally. Be direct, empathetic, and sensitive to the other person's feelings. Listen carefully and make sure you understand his or her point of view. Offer solutions or compromises. Sometimes people need to blow off steam and no response is required.
- Keep all agreements. Do not promise anything which cannot be delivered.

Participation

Candidates should participate in school activities:

- Introduce one's self to all school staff as opportunities arise.
- Attend faculty, department and/or grade level meetings, as well as in-service trainings.
- Communicate with parents as much as possible.
- Spend time socializing in the faculty room.
- Volunteer for playground, lunch and bus duty.
- Serve on committees.
- Be aware of and follow school rules and policies regarding discipline, field trips, fire drills, injuries and emergencies.

Professionalism in the Classroom

- Be a responsible teacher in control of the classroom.
- Project warmth and caring for the students without becoming defensive when others criticize or complain about students.
- Define the expectations for behavior and follow through with natural and logical consequences that are in line with school policies and your classroom rules/practices.
- Observe the professional school dress and appearance codes for candidates in the school and dress accordingly.
- Become familiar with the school and district forms, procedures, and files of the school and use them as appropriate.
- Be prompt to school and department meetings. If attendance at a meeting is impossible, inform the administrator and ask someone to take notes.
- Inform the principal of the dates of USF classes and arrange your schedule to allow you to be on time and in class at USF at every class meeting.
- When an issue or a situation arises that needs the administrator's involvement, seek advice from others before action is taken and follow proper procedures.

Professionalism in USF Classes

- Come to all classes prepared and on time.
- Bring textbooks, fieldwork handbook, and other requested materials to class.

- Turn in all assignments on time and be prepared to make revisions or corrections.
- Participate actively and constructively in class discussions both in class and online.
- Listen actively to instructors and peers and respect their points of view.
- Make formal appointments to meet with instructors outside of class.
- Avoid using computers or cell phones without prior permission of the instructor.

USF GUIDELINES AND EXPECTATIONS

- Except for summer, evening classes start at **4:45 p.m.** and all day classes start at **8:30 a.m.** sharp. Come to class on time every week. Since we only have a few hours a week and a lot of content to cover, we need to maximize our instructional time. If you cannot avoid arriving late, please come in as quickly and quietly as possible without disrupting the classroom (wait to sign in at the break). Quiet entries/exits to the restroom are also appreciated. Missed seat time will result in lowered grades.
- While in class, we expect your full attention. You must avoid talking, whispering, doing other work in class (e.g., lesson planning /grading papers), using cell phones or other electronics, during instruction. **Computers may not be used during instruction without prior permission of the instructor.** These behaviors are extremely distracting and disrespectful to the instructor(s) and your classmates and will affect your grades.
- Please discuss issues, turn in or pick up assignments, obtain food or drinks, and/or check out items at the Curriculum Resource Center either before class starts, during breaks, or after class. Students are not excused during class. Time away will result in lowered grades.
- The allocated break and return times are clearly designated every class meeting. We realize that it is not a lot of time, but a longer break would mean staying later. Students who come back late from breaks will be marked as missing class time.
- Evening Classes end at **8:45 p.m.** for Tier 1 and **8:15 p.m.** for Tier 2. The all day classes end at **4:30 p.m.** Leaving class early will also be marked as missed class time.
- We understand that absences or tardiness may be related to illness, personal/family emergencies, mandatory school events, etc. However, they will also adversely affect your grade. Minimum seat time requirements will be provided in your syllabi.
- The student is responsible to obtain class work, homework, notes, and/or handouts as a result of any tardiness or absence.

- The course syllabi provide further clarification about expectations, assignments, grading, required texts and materials, readings, and class activities. The student is responsible to read the syllabus for each class and ask for any needed clarification.
- This handbook and the syllabi are guidelines but actual coursework, assignments, dates, and times may be changed, added, modified, or deleted as necessary to attain the goals of the program or accommodate for unforeseen difficulties. Students must remain flexible and understand that unexpected changes may occur from time to time.

USF SPECIAL EDUCATION PROGRAM COURSES

YEAR 1

Early Summer

TEC-621	Early Literacy (may be transferred from another institution)	3 units
TEC-613	Curriculum and Instruction, Science (may be transferred from another institution)	<u>3 units</u>
L&I-637	Fieldwork Practicum – Teaching Diverse Groups	<u>2 units</u>

Late Summer

L&I-665	Development of Legal and Educational Foundations	3 units
L&I-636	Educational Practices for the Learning Specialist	<u>3 units</u>
		<u>14 units</u>

Fall

L&I -633	Assessment in Special Education	3 units
L&I -631	C&I for Students with Mild/Moderate Disabilities	2 units
L&I -639	Intern Teaching Seminar 1	<u>2 units</u>
		<u>7 units</u>

Spring

L&I -676	Behavior Management	3 units
L&I -622	Instructional Uses of Technology for Learning Specialists	2 units
L&I -640	Intern Teaching Seminar 2	<u>1 unit</u>
		<u>6 units</u>

Total Units Year One

27 units

YEAR 2

Fall

L&I -675	Data-Based Instruction	3 units
L&I -678	Intern Teaching Seminar 3	1 unit
		<u>4 units</u>

Spring

L&I -659	Collaboration and Consultation	3 units
L&I -679	Intern Teaching Seminar 4	<u>1 unit</u>
		<u>4 units</u>

TEC -642	Health Education (may be transferred from another institution or taken any time during the program)	<u>1 unit</u>
Total Units for Credential		<u>36 units</u>
Master's (Year 2 or Year 3)		
<u>Summer</u>		
L&I-641	Special Education Research Methods	3 units
<u>Fall or Spring</u>		
L&I -638	Thesis	3 units
Total Units for Master's Degree		<u>6 units</u>
Total Units for Credential w/ Master's Degree		<u>42 units</u>

REQUIRED FIELDWORK DOCUMENTATION

These documents and activities are required by the program and by the CTC to demonstrate your progress toward the Education Specialist Teaching Credential. Not all of these are graded, but you are required to submit all of them to pass the fieldwork courses each semester. Documents must be submitted upon completion to the USF Fieldwork Coordinator. A fieldwork deposit box will be available in class or at the Fieldwork Coordinator's office.

YEAR 1 - Semester 1

5 Observation and Conference Reports

Each time the fieldwork supervisor makes a visit either for an observation or conference, he or she completes the Observation and Conference Report form, which is an evaluation of your performance in the situation observed, recommendations for improvement, ideas for resources, and other comments. You must have five supervisor visits during the first semester. See **Appendix A, p. 42** for a sample of this form, which is filled out in triplicate. You must submit the top, white copy, to the Fieldwork Coordinator after it is signed by both the fieldwork supervisor and yourself, along with a copy of the lesson plan for any lesson observed. One of the 5 visits may be an observation of an IEP meeting for a student on your caseload. One visit may also be a conference with your fieldwork supervisor.

Field Evaluation of Credential Candidate (3-Way Evaluation)

At, or near, the end of each semester, you must arrange a meeting that includes your site administrator, your fieldwork supervisor, and yourself. At this meeting all three of you will discuss your performance in various areas of teaching over the semester.

Each of you will complete a copy of the 2-sided Evaluation form, which includes Likert scaled and narrative items, during this meeting. See **Appendix A, pp. 47-49** for a copy of this form. You must provide all three of these original forms to the Fieldwork Coordinator.

Substitute Plan

Most principals require candidates to have a substitute plan on file within the first few weeks of school in case there is an emergency absence. Please leave a detailed substitute plan for any absence. You must complete a substitute plan to be turned into the University Fieldwork Coordinator. See **Appendix A, p. 50** for substitute plan requirements. Be sure to include a copy of the school's emergency and evacuation plan with your substitute plan.

Setting Analysis

The setting analysis assignment describes the school site, the school demographics, and how this information is used to organize the classroom for effective instruction. See **Appendix A, p. 51** for the setting analysis directions and questions. You must complete this early in the Fall semester as a part of preparing your classroom environment.

Evaluation of the Fieldwork Supervisor

At the end of each semester, you must evaluate your Fieldwork Supervisor. This form provides both Likert scaled and narrative items which are used by the University to evaluate the performance of the fieldwork supervisor. See **Appendix A, pp. 52-53** for a copy of this form. You must turn in this completed form to the Fieldwork Coordinator.

Ten hours of General Education Classroom Observations

You must complete by the end of the first semester 10 hours of classroom observations in one or more general education environments at the elementary school level. Observations must be in classes where reading is being taught in any grade K-3. Prior documented observations, volunteer work, or employment in these types of classes may be used to waive this requirement. The teacher, of each class observed, and you must complete three forms for each 10 hours. See **Appendix C, pp. 78-80** for copies of the needed documentation forms.

Professional Educator TPE Portfolio initial development

You will begin to develop an Electronic, Web-based, portfolio of your achievement of the thirteen Teaching Performance Expectations for Special Education (TPEs) from the Commission on Teacher Credentialing (CTC). You will revise and supplement this portfolio over the two years of the program. This portfolio will double as a presentation portfolio that you can provide to potential employers. The portfolio is

constructed in TaskStream, a web-based development site to which you will be required to subscribe at the beginning of the program. By the end of the first semester you should have the portfolio framework and at least 15 artifacts included. As you complete the portfolio, your progress will be assessed and feedback will be given by the Fieldwork Coordinator and/or Instructor. See the TPEs on **pp. 28 - 37** and Portfolio Information in **Appendix D, pp. 81-94**.

District Support Provider Contact Checklist

Each semester you must provide a triplicate form that describes some of the support activities which your District Support Provider (DSP) performed. See **Appendix B, p. 57** for a sample of this form. The DSP and you must complete this together. The top copy with both of your signatures must be turned in to the Fieldwork Coordinator.

TPE Formative Evaluation Goals (choose 7 of 13)

You will develop a set of Expected Goals for demonstrating achievement of the thirteen TPEs in the first year of the program. These goals focus your learning, as you develop a set of rhetorical questions about how you will demonstrate this achievement. Then you answer these questions by offering activities or strategies you will use, describe any outcomes expected for student learning, give dates by which you expect to see the outcomes, and determine possible portfolio evidence to demonstrate what you have done. You will produce these expected goals and provide copies to the Fieldwork Coordinator. In the first semester you will choose seven TPEs for which to write goals. See **Appendix B, pp. 62-64** for copies of the TPE Formative Evaluation forms.

TPE Summative Self – Assessment

Each semester you will complete a self – assessment checklist in which you rate yourself on achievement of each of the TPEs. You rate yourself as Emerging, Satisfactory, or Advanced in your achievement of the TPEs based on a number of statements provided for each TPE. See **Appendix B, pp. 65-73** for copies of the Self – Assessment forms.

Evaluation of Professional Competency

Each semester your Fieldwork Supervisor will review with you your progress in the 13 TPEs during your field experience. The supervisor will complete, with you, this 2 page, 4 part NCR form, which you both must sign. You must return the top copies to the Fieldwork Coordinator. The Fieldwork Supervisor, your District Support Provider, and you will each keep a copy. You are responsible for distributing these copies. See **Appendix A, pp. 54-55** for Sample Evaluation of Professional Competency Forms.

YEAR 1 - Semester 2

3 Observation and Conference Reports

During the second semester you must be observed three times by the fieldwork supervisor. One of these may be a conference. If you were not observed holding an IEP meeting in the first semester, then one of these three observations must be an IEP meeting. See **Appendix A, p. 42** for a copy of this form, which is filled out in triplicate. You must turn in the top, white copy, to the Fieldwork Coordinator after it is signed by both the fieldwork supervisor and yourself, along with a copy of the lesson plan for any lesson observed.

Field Evaluation of Credential Candidate (3-Way Evaluation)

At, or near, the end of each semester, you must arrange a meeting that includes your site administrator, your fieldwork supervisor, and yourself. At this meeting all three of you will discuss your performance in various areas of teaching over the semester. Each of you will complete a copy of the 2-sided Evaluation form, which includes Likert scaled and narrative items, during this meeting. See **Appendix A, pp. 47-49** for a copy of this form. You must provide all three of these original forms to the Fieldwork Coordinator.

Evaluation of the Fieldwork Supervisor

At the end of each semester, you must evaluate your Fieldwork Supervisor. This form provides both Likert scaled and narrative items which are used by the University to evaluate the performance of the fieldwork supervisor. See **Appendix A, pp. 52-53** for a copy of this form. You must turn in this completed form to the Fieldwork Coordinator.

District Support Provider Contact Checklist

At the end of each semester you must provide a form that describes some of the support activities which your District Support Provider (DSP) performed. See **Appendix B, p. 57** for a sample of this form. The DSP and you must complete this together. The top copy with both of your signatures must be turned in to the Fieldwork Coordinator.

Evaluation of the District Support Provider

At the end of each school year, you must evaluate your District Support Provider. The evaluation is a Likert Scaled survey that rates the DSP and activities in several categories. See **Appendix B, p. 58** for a copy of this form.

Reflection Paper

At the end of the first year in the program you will write a two to three page paper describing your experience teaching in a diverse, urban school environment. You will describe your feelings and developing philosophy about teaching, special education, as well as working with students, parents, peers, and administrators.

Collaboration Report

At the end of each year of the program, you will complete the Collaboration Report Form in **Appendix B, pp. 59-61**. This report form provides a number of short answer questions that describe any collaboration or inclusion activities at your school in which you participated during the entire previous year.

TPE Formative Evaluation Goals (choose 6 of 13)

During the second semester you will continue to develop goals for achieving the thirteen TPEs. You must include the final six TPEs, for which you will write goals, which will be added to the seven sets completed in the first semester. See **Appendix B, pp. 62-64** for the TPE Formative Evaluation forms.

Ten Hours General Education Observations

Before or during the first year of the program, you are required to observe one or more K-5 general education classes. The observed teacher and you must complete three forms for each 10 hours. See **Appendix C, pp. 78-80** for copies of the 3 forms.

TPE Summative Self – Assessment

Each semester you will complete a self – assessment checklist in which you rate yourself on achievement of each of the TPEs. You rate yourself as Emerging, Satisfactory, or Advanced in your achievement of the TPEs based on a number of statements provided for each TPE. See **Appendix B, pp. 65-73** for copies of the Self – Assessment forms.

Professional Educator TPE Portfolio

During the semester, you will revise and supplement your electronic professional portfolio of your achievement of the thirteen TPEs in TaskStream, with assessment of your progress performed by the Fieldwork Coordinator. By the end of this semester, this portfolio should have approximately 30 artifacts, each of your TPE Formative Assessment Goals, a resume, two or more letters of recommendation, a credo statement, and other supporting documents. See the TPEs on **pp. 28-37** and Portfolio Information in **Appendix D, pp. 81-94**.

Employment Verification Letter

At the end of each school year, you must have your site administrator provide a signed letter on school or district letterhead, which states that you have been employed as a full time teacher for the entire school year. It describes the type of position you held and grade level of the students. If you were employed at more than one school during a single year, you must obtain letters from all schools in which you were employed during that year. See **Appendix B, p. 74 for a sample letter**.

RICA Test Attempt

You are required during the first year to attempt this test at least once in order to continue into the second year of the program. You must pass this test by the end of the program in order to complete the program and receive an Education Specialist Preliminary Credential in California.

Evaluation of Professional Competency

Each semester your Fieldwork Supervisor will review with you your progress in the 13 TPEs during your field experience. The supervisor will complete, with you, this 2 page, 4 part NCR form, which you both must sign. You will return the top copies to the Fieldwork Coordinator. The Fieldwork Supervisor, your District Support Provider, and you will each keep a copy. You are responsible for distributing these copies. See **Appendix A, pp. 54-55** for the Evaluation of Professional Competency Forms.

YEAR 2 – Semester 1

3 Observation and Conference Reports

During the third semester you must be observed three times by the fieldwork supervisor. One of these may be a conference. See **Appendix A, p. 42** for a sample of this form, which is filled out in triplicate. You must turn in the top, white copy, to the Fieldwork Coordinator after it is signed by both the fieldwork supervisor and yourself, along with a copy of the lesson plan for any lesson observed.

Field Evaluation of Credential Candidate (3-Way Evaluation)

At, or near, the end of each semester, you must arrange a meeting that includes your site administrator, your fieldwork supervisor, and yourself. At this meeting all three of you will discuss your performance in various areas of teaching over the semester. Each of you will complete a copy of the 2-sided Evaluation form, which includes Likert scaled and narrative items, during this meeting. See **Appendix A, pp. 47-49** for a copy of this form. You must provide all three of these original forms to the Fieldwork Coordinator.

Evaluation of the Fieldwork Supervisor

At the end of each semester, you must evaluate your Fieldwork Supervisor. This form provides both Likert scaled and narrative items which are used by the University to evaluate the performance of the fieldwork supervisor. See **Appendix A, pp. 52-53** for a copy of this form. You must turn in this completed form to the Fieldwork Coordinator.

District Support Provider Contact Checklist

At the end of each semester you must provide a form that describes some of the support activities which your District Support Provider (DSP) performed. See **Appendix**

B, p. 57 for a copy of this form. The DSP and you must complete this together. The top copy with both of your signatures must be turned in to the Fieldwork Coordinator.

Twelve Hours Special Education Observations

Before or during the second year of the program, you are required to observe two different mild/moderate special education classes, approximately 6 hours each. Each observation must be of a grade level and disability level other than what you teach. The observed teacher and you must complete three forms for each observation. See **Appendix C, pp. 78-80** for copies of the 3 forms.

TPE Summative Self – Assessment

Each semester you will complete a self – assessment checklist in which you rate yourself on achievement of each of the TPEs. You rate yourself as Emerging, Satisfactory, or Advanced in your achievement of the TPEs based on a number of statements provided for each TPE. See **Appendix B, pp. 65-73** for the Self – Assessment forms.

Professional Educator TPE Portfolio

During the semester, you will revise and supplement your electronic professional portfolio of your achievement of the thirteen TPEs in TaskStream, with assessment of your progress performed by the Fieldwork Coordinator. By the end of this semester, this portfolio should have approximately 45 artifacts, all TPE Formative Assessment Goals, a resume, two or more letters of recommendation, a credo statement, and other supporting documents. See the TPEs on **pp. 28-37** and Portfolio Information in **Appendix D, pp. 81-94**.

Evaluation of Professional Competency

Each semester your Fieldwork Supervisor will review with you your progress in the 13 TPEs during your field experience. The supervisor will complete, with you, this 2 page, 4 part NCR form, which you both must sign. You will return the top copies to the Fieldwork Coordinator. The Fieldwork Supervisor, your District Support Provider, and you will each keep a copy. You are responsible for distributing these copies. See **Appendix A, pp. 54-55** for sample Evaluation of Professional Competency Forms.

YEAR 2 - Semester 2

3 Observation and Conference Reports

During the fourth semester you must be observed three times by the fieldwork supervisor. One of these may be a conference. See **Appendix A, p. 42** for a sample of this form, which is filled out in triplicate. You must turn in the top, white copy, to the Fieldwork Coordinator after it is signed by both the fieldwork supervisor and yourself, along with a copy of the lesson plan for any lesson observed.

Field Evaluation of Credential Candidate (3-Way Evaluation)

At, or near, the end of each semester, you must arrange a meeting that includes your site administrator, your fieldwork supervisor, and yourself. At this meeting all three of you will discuss your performance in various areas of teaching over the semester. Each of you will complete a copy of the 2-sided Evaluation form, which includes Likert scaled and narrative items, during this meeting. See **Appendix A, pp. 47-49** for a copy of this form. You must provide all three of these original forms to the Fieldwork Coordinator.

Evaluation of the Fieldwork Supervisor

At the end of the fourth semester, you must evaluate your Fieldwork Supervisor. This form provides both Likert scaled and narrative items which are used by the University to evaluate the performance of the fieldwork supervisor. See **Appendix A, pp. 52-53** for a copy of this form. You must turn in this completed form to the Fieldwork Coordinator.

District Support Provider Contact Checklist

At the end of the fourth semester you must provide a form that describes some of the support activities which your District Support Provider (DSP) performed. See **Appendix B, p. 57** for a copy of this form. The DSP and you must complete this together. Turn in the top copy with both signatures to the Fieldwork Coordinator.

Evaluation of the District Support Provider

At the end of the second year, you must evaluate your District Support Provider. The evaluation is a Likert Scaled survey that rates the DSP and activities in several categories. See **Appendix B, p. 59** for a copy of this form.

Collaboration Report

At the end of each year of the program, you will complete the Collaboration Report Form in **Appendix B, pp 59-61**. This report form provides a number of short answer questions that describe any collaboration or inclusion activities at your school in which you participated during the entire previous year.

Twelve Hours Special Education Observations

Before or during the second year of the program, you are required to observe two different mild/moderate special education classes, approximately 6 hours each. Each observation must be of a grade level and disability level other than what you teach. The observed teacher and you must complete three forms for each observation. See **Appendix C, pp. 78-80** for copies of the 3 forms.

TPE Summative Self – Assessment

Each semester you will complete a self – assessment checklist in which you rate yourself on achievement of each of the TPEs. You rate yourself as Emerging, Satisfactory, or Advanced in your achievement of the TPEs based on a number of statements provided for each TPE. See **Appendix B, pp. 65-73** for the Self – Assessment forms.

Professional Educator TPE Portfolio

During the semester, you will revise complete your electronic professional portfolio of your achievement of the thirteen TPEs in TaskStream, with assessment of your progress performed by the Fieldwork Coordinator. By the end of this semester, this portfolio should have at least 60 artifacts with a minimum of 4 in each TPE folder, all TPE Formative Assessment Goals, a resume, two or more letters of recommendation, a credo statement, and other supporting documents. See the TPEs on **pp. 28-37** and Portfolio Information in **Appendix D, pp. 81-94**.

Evaluation of Professional Competency

Each semester your Fieldwork Supervisor will review with you your progress in the 13 TPEs during your field experience. The supervisor will complete, with you, this 2 page, 4 part NCR form, which you both must sign. You will return the top copies to the Fieldwork Coordinator. The Fieldwork Supervisor, your District Support Provider, and you will each keep a copy. You are responsible for distributing these copies. See **Appendix A, pp. 54-55** for the Evaluation of Professional Competency Forms.

Employment Verification Letter

At the end of the second school year, you must have your site administrator provide a signed letter on school or district letterhead that states that you have been employed as a full time teacher for the entire school year. It describes the type of position you held and grade level of the students. If you were employed at more than one school during a single year, you must obtain letters from all schools in which you were employed that year. See **Appendix B, p. 74 for a sample letter**.

RICA Test Passing Score

At the end of the two year program, you must have passed the Reading Instruction Competency Test (RICA). You may not receive a credential in California without having passed this test.

Transition Plan to Clear Credential

Near the end of the two year program you will work with your advisor to develop an individualized plan to transition from the Preliminary Credential to the Clear Credential after leaving the program. The Transition Plan may include your choices of professional development activities, courses, and/or district supports. The plan will assist

the Clearing Program (i.e. school district, university, or both) to determine your needs and goals for the clearing process and develop an Individualized Induction Plan. You will then have 5 years after obtaining the Preliminary Credential to clear that credential. See **p. 23** for a description.

ADDITIONAL PROGRAM REQUIREMENTS

Grade Point Average

Throughout the program you must maintain a 3.0, or above, GPA. If your GPA falls below 3.0 for any semester, you may be placed on academic probation or counseled out of the program. If given probation, your overall GPA must be raised above 3.0 in the next semester for you to remain in the program. Students with lower than a 3.0 GPA during the second semester will not be allowed to take the research methods course that summer. Students with lower than a 3.0 GPA at the end of the program will not be allowed to complete the Master's degree.

Current CPR

You need to maintain, throughout the program, a current status from a recognized Cardio-Pulmonary Resuscitation trainer certified by ASHI or EMSA in Adult, Child, and Infant CPR. Generally, these certificates are valid for two years from the date of issue.

Current TB Test

You need to maintain, throughout the program, a current negative Tuberculosis test status from a doctor or clinic. Records of this test must include the status of "Negative" and are generally good for two years from the date of the reading of the test.

U. S. Constitution

You must provide proof during the first summer of the program, either through coursework acceptable to the USF credentials analyst or through passing an online test offered through USF, of your knowledge of the United States Constitution.

Other Assignments, Assessments, and/or Documentation

Course syllabi may contain additional assignments and documentation not described in this handbook, which may be required to pass the courses or complete requirements for the Preliminary Teaching Credential. Additional assessments may be developed and required as the program proceeds to determine your achievement of the program requirements and/or State requirements for the credential.

Exit Survey and Updated Personal Information

This data is collected to comply with all record keeping requirements and to help improve the program.

Formal Request for Credential Recommendation

Upon completion of all requirements of the program and Credential, you must provide certain documentation to the USF Credentials Analyst in order to apply for the teaching credential. If all requirements have been met, you may apply for the Education Specialist Mild/Moderate Disabilities Preliminary Credential. You must complete the Formal Request for Credential Recommendation form, which describes the requirements and documents required by the Credentials Analyst. See **pp 40-41 for further explanation and Appendix D, pp. 108-109 for this form.**

ADVISEMENT

At the end of each semester in the program, your advisor will hold a short advisement meeting with you to review your completion of the requirements of the program to date. You will be advised not only about your progress, but about your continuation in the program based on your grades, performance in the field, and/or completion of assignments or documentation.

If your performance in the field is unsatisfactory during a semester, as reported by the fieldwork supervisor, school or district administrator, or any other person charged with observing your performance by either the school district or USF, you may be dropped from the program or placed on a conditional status as determined by the program coordinator or dean. If you lose your teaching position for cause, you will be dropped from the program. If your teaching position is eliminated by the school, you must obtain an appropriate teaching position prior to the beginning of the next semester or take a leave of absence from the program for one year. If you do not obtain an appropriate teaching position during the leave, you will be dropped from the program. You must complete two years of teaching under the Internship credential in order to earn a Preliminary Education Specialist Teaching Credential.

If your GPA falls below 3.0, you may be placed on academic probation. You may be advised of additional activities or work you must do in order to remain. If you do not regain a 3.0 or higher GPA during probation, you will be dropped from the program. If you fail one or more courses, receive an incomplete in one or more courses, or if additional items or documentation are required, you may be recommended for conditional status or dropped from the program at the discretion of the program coordinator or dean. Under conditional status, you may either be allowed to continue attending while you satisfy the conditions or be required to take a leave of absence for one year, during which you must satisfy those conditions or repeat the failed course(s).

If your GPA at the end of the entire program is below 3.0, you may not graduate. If you have reached the end of the program and have failing or incomplete grades to make up, you may be required to repeat them at your expense during the next semester in which those classes are offered. If you then need to take either of the master's classes in order to complete your master's degree, you may be advised to continue into the next year or you may be advised that you will not be eligible to complete the master's degree at the discretion of the program coordinator or dean. Master's work must be completed within three years of your initial entry into the program unless a one year leave of

absence has been granted during the program, in which case an additional year may be allowed to complete the master's work.

If, at any time, you wish to drop out of the program or take a leave of absence for personal reasons, you must inform your advisor so that plans can be made for your return. See **Appendix D, pp. 105-107 for the advisement form.**

DISCLAIMER NOTICE

This handbook is meant to provide general guidelines and information for the candidate to use in completing the requirements of the Mild/Moderate Disabilities Education Specialist Preliminary Teaching Credential. However, adjustments, changes, additions, and/or updates to the coursework, documentation, expectations, requirements, and/or regulations may be made at any time by the State of California, USF Instructors, Fieldwork Coordinator, Program Coordinator, or other USF officials, which may change, override, or nullify anything written in, or inferred from, this handbook.

INFORMATION FOR STUDENTS WITH DISABILITIES

Pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities who will need reasonable accommodations for any course must contact Disability Related Services at (415) 422-2613 (v/tdd) no later than two weeks prior to the beginning of the course. Students with Learning Disabilities may contact Learning Disability Services at (415) 422-6876.

Because this is an internship program that requires Interns to work as candidates in special education classrooms during the program, and intern's inability to obtain or remain in an appropriate teaching position due to a disability may necessitate dropping the Intern from the program.

CANDIDATE'S FIELDWORK ASSIGNMENTS AND DOCUMENTATION

Year 1, Fall

The following assignments and activities are required and documentation must be turned in to the University Fieldwork Coordinator

- | |
|---|
| • A substitute plan with lessons, classroom management, and emergency procedures |
| • A setting analysis paper describing classroom demographics and organization |
| • Evaluation of the Fieldwork Supervisor at the end of the semester |
| • Verification of 10 Hours of General Education Classroom Observations, K-3 Reading |
| • District Support Provider Contact Checklist |

Assessment Activities (See Appendix B)

- | |
|--|
| <ul style="list-style-type: none"> • Five Observation and Conference Forms completed by the Fieldwork Supervisor. <ul style="list-style-type: none"> ▪ Only one may be a conference ▪ A formal lesson plan must be written for each observed lesson. Two of the lesson plans for the Reading Unit Assignment must be observed by the Supervisor, and the formal written lesson plans must be turned in to the University fieldwork file ▪ One IEP summary sheet (if an IEP observation occurs in the Fall semester). Do not turn in the actual IEP forms. The IEP observation must be conducted within the first year of the program |
|--|

<ul style="list-style-type: none"> • One completed three-way evaluation from the Fieldwork Supervisor, site administrator and candidate for a total of three evaluation forms
<ul style="list-style-type: none"> • Electronic TPE Portfolio (1/4 complete). The portfolio is organized with labeled folders for the 13 Teaching Performance Expectations with at least 15 artifacts included: <ul style="list-style-type: none"> • TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction • TPE 2 – Monitoring Student Learning During Instruction • TPE 3 – Interpretation and Use of Assessments • TPE 4 – Making Content Accessible • TPE 5 – Student Engagement • TPE 6 – Developmentally Appropriate Teaching Practices • TPE 7 – Teaching English Language Learners • TPE 8 – Learning About Students • TPE 9 – Instructional Planning • TPE 10 – Instructional Time • TPE 11 – Social Environment • TPE 12 – Professional, Legal, and Ethical Obligations • TPE 13 – Professional Growth
<ul style="list-style-type: none"> • Formative Evaluation Goals for 7 of the 13 Teaching Performance Expectations (TPEs)
<ul style="list-style-type: none"> • TPE Summative Self Assessment
<ul style="list-style-type: none"> • Evaluation of Professional Competency
<ul style="list-style-type: none"> • Year One - Semester 1 Advisement Meeting

Year 1, Spring

The following assignments and activities are required and documentation must be turned in to the University Fieldwork Coordinator

Fieldwork Supervision Information (Appendix A)

• Evaluation of the Fieldwork Supervisor at the end of the semester
• Verification of 10 Hours General Education Classroom Observations, K-5 any
• Evaluation of the District Support Provider at end of the semester
• Letter(s) from Employer(s) Verifying Continuous Full Time Employment for Current School Year on school or district letterhead
• Verification of Attempting the Reading Instruction Competence Assessment (RICA) Test
• District Support Provider Contact Checklist

Assessment Activities (Appendix B)

• Three Observation and Conference Forms completed by the Fieldwork Supervisor. <ul style="list-style-type: none">▪ Only one may be a conference▪ A formal lesson plan must be written for each observed lesson. Two of the lesson plans for the Reading Unit Assignment must be observed by the Supervisor, and the formal written lesson plans must be turned in to the University fieldwork file.▪ One IEP summary sheet (if an IEP observation occurs in the Fall semester). Do not turn in the actual IEP forms. The IEP observation must be conducted within the first year of the program.
• Completed three-way evaluation from the Fieldwork Supervisor, site administrator and candidate for a total of three evaluation forms
• A 900-1200 word reflection paper on the teaching experience in an urban classroom
• Collaboration Report
• Formative Evaluation Goals for 6 of the 13 Teaching Performance Expectations (TPEs)
• TPE Summative Self Assessment
• Electronic TPE Portfolio additions and revisions, with at least 30 artifacts plus all TPE

Formative Assessment Goals
• Evaluation of Professional Competency
• Year One – Semester 2 Advisement meeting

Year 2, Fall

The following assignments and activities are required and documentation must be turned in to the University Fieldwork Coordinator

Fieldwork Supervision Information (See Appendix A)

• Evaluation of the Fieldwork Supervisor at the end of the semester
• District Support Provider Contact Checklist
• Verification of 12 Hours Special Education Classroom Observations, two different obs.

Assessment Activities (See Appendix B)

• Three Observation and Conference Forms completed by the Fieldwork Supervisor. <ul style="list-style-type: none">▪ Only one may be a conference▪ A formal lesson plan must be written for each observed lesson. Two of the lesson plans for the Reading Unit Assignment must be observed by the Supervisor, and the formal written lesson plans must be turned in to the University fieldwork file.
• Completed three-way evaluation from the Fieldwork Supervisor, site administrator and candidate for a total of three evaluation forms
• TPE Summative Self Assessment
• Electronic TPE Portfolio additions and revisions with at least 45 artifacts
• Evaluation of Professional Competency
• Year Two – Semester 1 Advisement Meeting

Year 2, Spring

The following assignments and activities are required and documentation must be turned in to the University Fieldwork Coordinator

Fieldwork Supervision Information (See Appendix A)

• Evaluation of the Fieldwork Supervisor at the end of the semester
• District Support Provider Contact Checklist
• Evaluation of the District Support Provider at the end of the semester
• Letter(s) from Employer(s) Verifying Continuous Full Time Employment for Current School Year on school or district letterhead
• Verification of 12 Hours Special Education Classroom Observations, two different obs.
• Transition Plan to Clear Credential after completion of program
• Exit Survey
• Personal Information Update

Assessment Activities (See Appendix B)

• Three Observation and Conference Forms completed by the Fieldwork Supervisor. <ul style="list-style-type: none">▪ Only one may be a conference▪ A formal lesson plan must be written for each observed lesson. Two of the lesson plans for the Reading Unit Assignment must be observed by the Supervisor, and the formal written lesson plans must be turned in to the University fieldwork file.
• One completed three-way evaluation from the Fieldwork Supervisor, site administrator and candidate for a total of three evaluation forms
• Collaboration Report on form provided
• TPE Summative Self Assessment
• Electronic TPE Portfolio Completed with at least 60 artifacts, all TPE Formative Assessment Goals, and required documentation.
• Evaluation of Professional Competency
• Verification of Passing the Reading Instruction Competence Assessment (RICA) Test
• Year Two Advisement Meeting (exit interview)

TRANSITION PLAN TO CLEAR CREDENTIAL

The California Mild/Moderate Disabilities Education Specialist Preliminary Credential requires a plan for successful induction of new candidates into the profession. The University Advisor will assist the candidate in developing a Transition Plan during the last 60 days of program. The advisor and candidate work together to create a list of the candidate's individual professional development needs and goals to complete induction and clear the credential within 5 years of earning the Preliminary Credential. The candidate will use this plan to assist in the development of an Individualized Induction Program (IIP) in the district where the teacher is employed

The Transition plan includes several components:

- Listing of the candidate's strengths and skills at the end of the preliminary credential program
- Listing of the candidates needs for professional development beyond that of the preliminary credential
- Listing of performance goals needed to meet the clear credential requirements
- Outline of coursework, individual assistance, and professional development opportunities selected by the candidate to meet these goals
- Strategies for achieving the goals
- Timelines for success with goals
- Process and means of determining progress in meeting the goals

SUPERVISION AND SUPPORT OVERVIEW

The fieldwork experience is a vital component of the special education credential at the University of San Francisco. Candidates work full time as candidates of record, providing special education services to students with mild-to-moderate learning disabilities in Bay Area school districts. The candidates receive support from the Fieldwork Supervisors and District Support Providers to help them clarify and define their roles and responsibilities as special education candidates and develop the components necessary for planning and delivering effective instruction with diverse populations of students.

The **Fieldwork Supervisor** provides both assistance to and evaluation of the candidate. He or she assists in the candidate's development and implementation of the induction plan and observes the candidate's performance in the classroom. It is important for the Fieldwork Supervisor to build a collegial relationship in which candidates feel able to seek advice and accept constructive comments.

The Fieldwork Supervisor must visit first year candidates five times in the Fall semester and three times in the Spring. Second year candidates must have three visits

each semester. During these visits the Fieldwork Supervisors complete observation records and provide immediate, constructive criticism after each observation. Fieldwork Supervisors and candidates must meet with a site administrator at the end of each semester for a three-way evaluation of the candidate. Additional visits may be set up to meet individual needs, but require prior approval from the University Fieldwork Coordinator.

In addition to a Fieldwork Supervisor, each candidate also has an on-site District Support Provider, who is a teacher with the knowledge and skills to provide collegial support and help with interpreting district policies and practices, as well as assistance with identifying specific needs in curriculum, instruction, strategies, assessment, classroom management, observations of other candidates, and professional development opportunities. The district support provider acts as a mentor, but does not evaluate the intern.

The **Intern Teaching Seminars** provide additional support to candidates and through practica sessions that allow grade level or job-alike groups to focus on common classroom issues.

The **fieldwork coordinator** also provides candidates with guidance and support, obtaining appropriate employment, and completing the requirements for the credential. The fieldwork coordinator is also available most weekdays by appointment for one-on-one sessions to assist with documentation, assessments, and other issues related to the program, fieldwork, and employment.

University instructors and doctoral fellows are also available on a weekly basis to answer questions and give instructional support across all grades and curriculum areas.

SUPERVISION COMPONENTS

Classroom observations by the Fieldwork Supervisor

The role of the Fieldwork Supervisor is to observe and evaluate the candidate in the classroom and also to assess the candidate in a formal evaluation with a school site administrator at, or near, the end of each semester of the credential program. The Fieldwork Supervisor will initially contact the candidate to establish communications. The candidate is then responsible to arrange dates and times with the supervisor complete the visits. Canceling visits should be avoided as supervisors may be working with more than one candidate and may have difficulty rescheduling. If rescheduling is necessary, it should be done as early as possible. Supervision contacts may include the following activities:

- Classroom observation of lessons, with specific feedback on teaching content
- At least one IEP meeting observation during the first year
- Co-teaching
- IEP preparation and conferences
- Parent teacher conferences

- Conferences with candidate (limited to one formal conference per semester unless otherwise pre-approved by the University Fieldwork Coordinator)
- Instructional demonstrations / Modeling using research-based instructional practices

Observation of a Lesson

- The candidate must follow these procedures when scheduling a lesson to be observed:
- Write up a formal lesson plan and give a copy to the supervisor at least **24 hours before** the observation. See **Appendix A, pp. 43-46 for lesson plan instructions and format.**
- Schedule a 20 minute or longer time period **after** the lesson to debrief with the supervisor. If the discussion cannot happen immediately after the lesson, schedule an after school, phone, or on-line conference with the supervisor.
- Submit copies of the formal lesson plans, along with the original white copy of the Observation and Conference Report form, to the University Fieldwork Coordinator at the next USF class meeting after the observation. The candidate should keep the yellow copy and the Fieldwork Supervisor should keep the pink copy of this form. See form, **Appendix A, p 42.**

Observation of an IEP conference

The candidate must have one observation of an IEP meeting sometime during the first year of the program. He or she chooses an appropriate student and obtains permission from the IEP team members, including parents or guardians, for the supervisor to attend. The supervisor does not participate in the meeting. After the meeting the supervisor will debrief the meeting with the candidate and discuss aspects of the candidate's participation in the IEP. The candidate must have a pre-prepared student report for the IEP team's review, a copy of which must be supplied along with the Observation and Conference Report to the Fieldwork Coordinator. The following procedures need to be followed in preparation for an IEP:

- **Notification** –Team members (including parents, special and general education candidates, administrators, designated instructional support persons, psychologists, and others involved in the student's education) must be given at least 10 days written notice about meeting date and time. The student's general education teacher(s) should be notified in writing 30 days in advance of a meeting to enable preparation of informal assessment results and plan time to attend.
- **Preparation**— Request reports from any involved professionals and agencies well in advance of the IEP meeting. Include current samples of the student's academic work. Review prior IEP goals and objectives and establish whether the student has met them. Develop any recommendations for the student based on the data obtained. Make copies of all relevant reports and assessment results for each team member. Have all necessary forms ready to be filled out. Request a language translator, if needed, to be present at the meeting. Prepare an agenda for all meetings as to guide the meeting in a timely fashion.

- **Participation**—The candidate should run the meeting, which requires professional attitude and attire. Begin the meeting with IEP team introductions. Then state the purpose of the meeting. Provide copy of the Parents’ Rights and explain to the parents. Next discuss the student’s strengths (based on observed data, e.g., work samples, assessment reports, etc.). Limit comments to observable and measurable student achievement and behaviors, phrasing comments positively. Support any comments with work or assessment documents or behavior documentation. If some disagreement between the parents and the district on some issues is anticipated, inform the administrator and psychologist prior to the meeting. Try to negotiate any differences before the meeting and be informed about the reasons behind each party’s argument. At the meeting, allow each member to be heard, in turn. Then clarify, facilitate, and focus all members on identifying the student’s needs in order to reach consensus. Next, address issues of placement, services, accommodations, and modifications, again supported by the data. If the student is over 16, a transition plan must also be developed that plans for the student’s wishes and goals for adult living. Outside agencies as well as district career specialists, who may be involved during and after the student leaves high school, should be invited. Goals and objectives must be written to support this transition. Often the candidate can be effective by keeping that goal in mind rather than taking sides or locking into a position with one side or the other in a conflict.

Conference with the Fieldwork Supervisor

After the supervisor has made one or two visits in the Fall semester of Year 1, you may schedule a conference to meet your supervisor and discuss concerns and ideas for curriculum, assessment, IEP preparation and other support with teaching related issues. One of your observation visits each semester may be a conference and must be recorded by the fieldwork supervisor on an Observation and Conference Report form, see **Appendix A, p. 42**.

Supervisor’s Evaluation of Candidate’s Professional Competence

At the end of each semester, the supervisor completes the Evaluation of Professional Competency form and discusses it with you. This is a two page, 4 part NCR, Likert scaled form that assesses your progress from Initial to Advanced stages of competency in the 13 TPEs. See form **Appendix A, pp. 54-55**. You are responsible for delivering the original, two page, signed copy to the fieldwork coordinator at the end of each semester.

Three-Way Evaluations

Candidates must arrange for a three-way meeting with their fieldwork supervisor and site administrator, to take place after, or on the date of, the last fieldwork supervisor visit of the semester. Three-way evaluations must be completed by the end date of **each** university semester (Fall and Spring). Candidates must obtain forms for the meeting, one for each of the 3 participants, available in **Appendix A, pp 47-49**.

- Prior to, or during, the three-way evaluation meeting, each participant must fill out the evaluation form independently. There must be evaluation forms from all three participants (including the student) in the fieldwork file at the end of each semester. **Each participant must complete the front and back and sign his/her form.**
- The fieldwork supervisor leads the evaluation meeting. The supervisor may suggest that the site administrator mark only those sections that apply to observations already conducted. The site administrator may also supplement the three-way evaluation with a recent administrator's evaluation of the candidate.
- All participants should give an honest assessment of the areas of the candidate's strengths and weaknesses. At the meeting participants can discuss their opinions with regard to the progress areas or difficulties that may have been identified by the team.
- The fieldwork supervisor and administrator will make specific commendations and recommendations to the student based on their observations throughout the semester. Candidates do not need to respond to every comment section, but they may make comments or clarifications on any section, especially if they disagree with one or both of the other participants.
- If conflicts or disagreements arise, the candidate should discuss the situation with the fieldwork supervisor and/or contact the university fieldwork coordinator for advice.
- After the three-way evaluation, the fieldwork supervisor should contact the District Support Provider by phone or in person to discuss the candidate's progress, set goals, and plan how to facilitate those goals.
- All copies of the three-way evaluation forms should be given to the candidate, who should make copies for his or her records. The candidate must then provide the originals to the university fieldwork coordinator as soon as possible following the meeting.

GUIDELINES FOR THE DISTRICT SUPPORT PROVIDER

Qualifications and Assignment of Support Provider

An essential component of the University of San Francisco Preliminary Education Specialist Credential program is the professional guidance of a District Support Provider (DSP) for each candidate. The school district and the University work together to identify an appropriate provider during the candidate's first 30 days of employment. DSPs must possess appropriate professional teaching credentials, must be recommended by their districts for their professional expertise, trained through their districts to coach new candidates, and must be willing to provide regular, on-going support at the school site.

Preparation of Support Providers

The University fieldwork coordinator and/or district provide an orientation to the roles and responsibilities of the DSP. The DSP is given a copy of the USF Education Specialist Handbook for District Support Providers, which also contains a description of the roles and responsibilities, DSP Contact Checklist form, and other relevant information.

Evaluation of Support Provider

At the end of each school year, the candidate will evaluate the District Support Provider on the Support Provider Evaluation form. See **Appendix B, p 59**

Contact with the District Support Provider

Candidates are responsible for documenting contacts with District Support Providers on the DSP Contact Checklist at the end of every semester. See **Appendix B, p. 57**

District Support Provider and Support Activities

The District Support Provider (DSP) works with the candidate and the University Fieldwork Supervisor to identify and provide activities and support the candidate's professional development. The DSP begins work with the candidate within 30 days of employment. Ideally, the DSP will stay with the candidate throughout the two years of the program. Depending on the district, candidates may or may not be allowed to choose their DSPs. After the fieldwork supervisor, site administrator, and candidate hold a 3-way evaluation of the candidate's progress at the end of each semester, it is the candidate's responsibility to share the evaluation results with the DSP and to seek assistance with areas noted for growth.

District Support Provider Activities Include:

- Collaborate with the candidate and the University Fieldwork Supervisor in the development and evaluation of identified needs and provide or facilitate the support activities needed.
- Facilitate candidate's development and achievement of his or her Teaching Performance Expectation formative evaluation goals, including assisting candidate with the collection of appropriate artifacts for the professional portfolio that demonstrate such achievement.
- Assist candidate in locating and completing professional development opportunities that move the candidate toward achievement of the TPEs.
- Maintain regular contact with the candidate, responding to requests for assistance and providing on-going support throughout the two years of the program.

- Provide constructive feedback to, but not evaluation of, the candidate and encourage the candidate to critically reflect on the teaching experience.
- Facilitate observations and conferences with other professionals. Support activities may occur in any of the following formats: (1) candidate observes in DSP's or other teacher's classroom, (2) DSP observes in the candidate's classroom, (3) candidate observes and participates in settings outside the classroom with facilitation by the DSP, and (4) candidate conferences with the DSP or other professionals in person or via phone or email.
- Demonstrate a range of teacher activities such as IEP and transition plan development and meetings, parent conferences, assessments, instruction, collaboration with general educators, and training and supervision of paraprofessionals.
- Facilitate candidate attendance at site and district functions such as student support team meetings, grade level meetings, and district inservices.
- Facilitate Candidate observations of programs for students with a range of disabilities, students from diverse cultural and linguistic backgrounds, and students at various grade levels. The intent is that the candidate has an opportunity to observe in a broad range of programs for students with mild/moderate disabilities.

SPECIAL EDUCATION TEACHING PERFORMANCE EXPECTATIONS

The Teaching Performance Expectations (TPEs), as adopted by the California Commission on Teacher Credentialing in 2010, describe what California special education candidates need to know and be able to do before being recommended for a Teaching Credential. These thirteen TPEs are divided into six Domains, A-E. The TPEs 1 and 6 are also subdivided to differentiate specific skills for different grade levels. Candidates should reference these before and during any evaluations or self-assessments to assist in making appropriate determinations about their own achievement levels of each TPE.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
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TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 has two categories since self-contained classroom candidates are responsible for instruction in several subject areas, while departmentalized candidates have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

Education Specialist candidates instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical

problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve

common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and

artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

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.

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

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

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for

teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12. ¹

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.

consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

Developmentally Appropriate Teaching Practices for Education Specialists

Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

² Candidates are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

Candidates demonstrate the ability to coordinate and communicate effectively with other special education service providers, general education candidates, 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.

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other candidates, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

SUPPLEMENTARY OBSERVATIONS

General Education Fieldwork Observations

All candidates are required to complete 20 hours of observation and participation in general education elementary education classrooms (in public schools only). Ten of these hours must be in reading instruction at the K-3 level. The remaining 10 hours must be within grades K-5, any instruction. These hours must be completed before you can apply for an internship credential. Most candidates complete these observations during the summer prior to their first full time employment. Sample forms to complete by the candidate and teacher being observed are included in **Appendix C, pp. 78-80**.

Special Education Fieldwork Observations

The Education Specialist Credential is a K-12 credential in special education. Therefore it is necessary to complete 24 hours of supplementary observation and participation hours in various special education activities. This should include environments that differ from the grade and disability levels in which the Candidate normally teaches and include such areas as educational practices, assessment, data-based instruction, and collaboration and consultation.

Each candidate is individually advised on what supplementary fieldwork is necessary. Records of each supplementary experience need to be turned into the fieldwork file. Any recent previous experiences in these settings prior to entering the program may be used, with approval

of the program coordinator, to satisfy this requirement. Sample forms for the candidate and teacher being observed are in **Appendix C, pp. 78-80**. Previous observation experience record forms are also available in **Appendix C, p. 77**.

INTERNSHIP CREDENTIAL FILING REQUIREMENTS

All candidates are required to obtain an Internship Credential at the beginning of the fieldwork (your first employment during the program) through the USF Credentials Analyst. You will need to teach for two full school years on this credential in order to qualify for the Preliminary Teaching Credential. You must apply for the Internship Credential for the County or district in which you are employed. You will complete this procedure by submitting the following documentation to the credentials analyst.

1. Provide a Certificate of Clearance obtained from the CTC. This certificate is obtained by doing the following:
 - a. Obtain a “Formal Request for Clearance Recommendation” and “41-LS Livescan” form from the USF Credentials.
 - b. Complete the Livescan through one of the services listed.
 - c. Return the completed “Formal Request for Clearance Recommendation and the “41-LS Livescan” form to the credentials analyst. The analyst will then submit an online recommendation to the CTC on your behalf. This will generate an email to you which will include a link to CTC’s online Clearance application.
 - c. Complete the online Certificate of Clearance application.
 - d. In approximately 2 to 4 weeks the CTC will issue the Certificate, which will appear online at the CTC website.
 - e. Provide a copy of the Certificate with you Internship Credential filing packet.

If you already have an active California Teaching Credential or Certificate of Clearance, you may provide copies of these in lieu of obtaining a new Certificate.

2. Complete the “Formal Request for Credential Recommendation” form provided by and returned to the credentials analyst with photocopies of **all** documents listed below.
3. BASIC SKILLS EXAM:
 - a. Provide photocopies of *passing* test scores on the California Basic Educational Skills Test (CBEST) or
 - b. photocopies of *passing* test scores on the “Writing Proficiency” test of the California Subject Examinations for Candidates (CSET).

4. SUBJECT MATTER COMPETENCE EXAM: Provide photocopies verifying *passing* scores on all of three subtests of the CSET Multiple Subjects. (Passing this test and the “Writing Proficiency” test as stated above in 2 (b), eliminate the requirement for the CBEST in 2 (a).

5. Provide *photocopies* of official transcripts for your BA or BS degree. Please Note: you do not need to submit official sealed transcripts. Photocopies are acceptable however they must be photocopies of official transcripts. Documents printed off the internet will not be accepted.

6. Provide proof of passing the US Constitution Exam or transcript from an approved equivalent US Constitution course (see the credentials analyst for coursework approval).

7. Provide a written offer of employment or employment contract on school or district letterhead signed by a school or district official, which states the dates of your employment and indicates that you are employed full time. If you are employed at two or more different locations, you will need letters or contracts from all employers.

After you apply for the internship credential, you should wait approximately 2-3 weeks for the CTC to provide a letter of approval. You may begin work in most cases with proof that you have applied, so keep evidence available for school district personnel.

If you change jobs into a new district during the program, you will need to renew your internship credential at that time.

FINAL CREDENTIAL FILING REQUIREMENTS

Upon successful completion of this program each candidate will be eligible to file for the Preliminary Education Specialist Credential: Mild/Moderate Disabilities. The University fieldwork coordinator and the credentials analyst will help the candidate complete the necessary documents and verify that requirements have been met for the credential. **It is required that each candidate attend all scheduled advisement meetings** throughout the program to ensure appropriate documentation of all the requirements for the credential. Credential components include the following:

- Satisfactory completion of the required General and Special Education coursework with a minimum GPA of 3.0 on official transcript.
- Successful evidence of subject matter competency through passing the CSET Multiple Subjects Exam, all three subtests.

- Satisfactory completion of the legislated requirements for technology and health education
- Current Adult, child, Infant CPR with appropriate CPR certificate (within last 2 years)
- Current negative TB test (within last 2 years)
- Verification of two years of teaching experience, full time as a mild/moderate special education teacher in accredited public school(s) or private school(s) with additional public school supplementary experience, under the Internship credential (employment contract copies DO NOT fulfill this requirement). Documentation must be on school letterhead and signed by site administrator(s).
- Possession of a valid California Internship Credential for two full school years.
- Successful passing of the RICA exam.
- Exit interview.

ORIGINAL DOCUMENTATION NEEDED TO APPLY FOR THE PRELIMINARY EDUCATION SPECIALIST CREDENTIAL

1. Complete the “Formal Request for Credential Recommendation” form provided by the credentials analyst and return to him with of **all** documents listed below. This document is being revised and will be available prior to your completing the program from the credentials analyst
2. Photocopy of an Internship Credential from the CTC. This can be downloaded from the CTC website. If you worked in two or more different districts, you may have Internship Credentials for each of them.
3. Photocopy copy of your current Adult, Child, and Infant CPR Card front and back. This card must be current at the time of application.
4. Photocopies of all letters from schools or districts that verify two full school years of employment in public schools as a mild/moderate special education teacher of record.
6. Photocopy of your official passing RICA test score.
8. Program completion letter verifying completion of all program requirements signed by the fieldwork coordinator or your advisor.

APPENDIX A

FIELDWORK/SUPERVISION INFORMATION

OBSERVATION AND CONFERENCE REPORT FORM

FORMAL WRITTEN LESSON PLAN FORMAT

THREE-WAY EVALUATION

SUBSTITUTE TEACHER PLAN

FIELD BASED SETTING ANALYSIS

SUPERVISOR EVALUATION FORM

EVALUATION OF PROFESSIONAL COMPETENCY FORM



Observation and Conference Report

Credential Candidate _____ Date _____ Time _____

Size of Group _____ Grade _____ School _____

Lesson: _____ Conference: _____ IEP: _____ Other (describe) _____

[A Lesson Plan must be attached to all reports where a lesson was observed]

Rating Scale: 1-Basic 2-Developing 3-Proficient 4-Advanced N-No Opportunity to Observe
P-Practice Not Consistent with Standard Expectations

- | | |
|---|--|
| <p>_____ 1. Specific Pedagogical Skills for Subject Matter Instruction
English-Language Arts Math Science Social Science (circle all that apply)</p> <p>_____ 2. Monitoring Student Learning During Learning</p> <p>_____ 3. Interpretation and Use of Assessments</p> <p>_____ 4. Making Content Accessible</p> <p>_____ 5. Student Engagement</p> <p>_____ 6. Developmentally Appropriate Teaching Practices for
Grades K-3 4-8 9-12 (circle one)</p> | <p>_____ 7. Teaching English Learners</p> <p>_____ 8. Learning About Students</p> <p>_____ 9. Instructional Planning</p> <p>_____ 10. Instruction Time</p> <p>_____ 11. Social Environment</p> <p>_____ 12. Professional, Legal and Ethical Obligations</p> <p>_____ 13. Professional Growth</p> |
|---|--|

Comments and Suggestions:

SAMPLE

Use multipart NCR Forms Only

Intern Signature

USF Fieldwork Supervisor Signature

DEVELOPING A FORMAL LESSON PLAN

Candidates must provide a written lesson plan for each lesson observed by the Fieldwork Supervisor. Candidates will also turn in selected lesson plans and as parts of course assignments.

Effective instruction strategies need to be incorporated into all teaching situations. There are six fundamental steps in the instructional sequence:

- Connection to previous study or setting a context for teaching
- Present new content and skills
- Guide student practice through modeling and/or demonstrations
- Give feedback and correction, and re-teach if necessary
- Provide time for independent practice of skills
- Conduct timely reviews to determine student mastery

Candidates will determine what to teach in each lesson by:

- Examining either grade level content standards
- Examining available resources and materials
- Reviewing past learning through informal questioning or work samples
- Assessing prerequisite skills for students or groups through class work or pretests
- Examining students' IEP goals and objectives
- Making decisions about how much time is needed to teach the concept(s) to the particular students
- Making decisions about how much information the particular students can absorb in the time allotted

Sections within the format of the Lesson Plan (see form p. 47)

Subject: What is the subject area (e.g. Math, English)

Grade Level(s): List the grade level or levels being taught and whether they are RSP or SDC.

Lesson Title: Represent the general goal aligned with the content standards the students are working on (e.g., Touch Math: It all adds up!). Catchy titles may pique student interest.

Grouping Structure(s) List the types of student groupings used in the lesson (e.g. whole class, small group, partners).

Students' Levels of English Language Proficiency: List levels other than fully English Proficient (Do not list individual students' names)

Expected Time Length of the lesson: List the number of hours, periods, or days needed to complete the lesson (allow extra time for reteaching and students' learning differences).

Objectives or Learning Goals: State the specific student objectives selected for this lesson. What will students know or be able to do at the end of the lesson? These should be objective and measurable

Teaching Performance Expectation(s): Select the appropriate TPE(s) that you demonstrate in developing and teaching this lesson.

State or District Content Standard(s): Specify stated-adopted, grade level, content standards to which you will align the basis of your instruction and subject matter being taught.

Key Vocabulary: What are the words that students will need to know in order to understand and discuss concept(s) being taught?

Adaptations to Address Individual Student Learning Needs: What will you do to adapt the lesson for students in your class with disabilities and/or language differences? (Do not list individual students' names)

Evaluation: In what ways will you evaluate your teaching of the assignment and students' understanding? How will you use this information?

Expectations for Student Behavior: What will students need to be doing? Will students be expected to listen quietly, participate actively, complete assigned work, etc.?

Materials: List all the materials needed to teach the lesson as well as all materials the students will need during the lesson. Include such items as graphic organizers, manipulatives, text books, etc.

OPEN (Into):

1. **Anticipatory Set:** The teacher explains the content clearly, how it relates to previous learning, and connects it to students' linguistic and cultural backgrounds, experiences, interests, and developmental levels.
 - a. Focus: Say or do something that will get students' attention
 - b. Objective: Explain what students should know and be able to do when they are done with the lesson, in language they understand.
 - c. Purpose: Provide rationale for learning (e.g. Why is this important to know?)

BODY (Through):

2. **Input:**
 - a. Provide clear information related to the objective. One or more of the following may be appropriate:

- Present definitions
 - Share critical attributes
 - Give examples and non examples
 - Model or demonstrate the concept in action
- b. Check for understanding, usually through questioning or student active participation.

3. Guided Practice:

- a. Allow students to practice the objective under your supervision using such techniques as
- Individual or group activities
 - Worksheets
 - Manipulatives
 - Experimentation
- b. Circulate to provide feedback to all learners. Employ praise-prompt-leave, where-in you give specific praise related to a student's effort, provide directions about what to improve, and then leave to check another student.

CLOSE (Beyond):

4. Closure:

- a. Observe all students performing the objective without your assistance using:
- A performance based assessment, activity, or project
 - A brief test or quiz
 - Demonstration

5. Independent Practice:

- a. Have students practice the newly acquired objective on their own, often as homework or during individual work time. (Note: some versions of the direct instruction model place independent practice before closure, however, that arrangement does not allow candidates to assess mastery before students practice alone.)
- b. Assess mastery or retention through:
- Tests or Reviews, written or oral
 - Written compositions
 - Performance based assessments
 - Projects
 - Portfolios

(IMPORTANT!: Lesson plans should be written as if the teacher were going to use the lessons again and again, as well as share them with other candidates. Care should be taken to use correct grammar, spelling, and punctuation. Do not use individual student's names in lesson plans.)

Formal Written Lesson Plan

(Please make sure all of the elements below are included in your lesson plan. Please type and include headings.)

Subject: _____ Grade Level(s): _____

Lesson Title / Topic: _____

Students' Levels of Language Proficiency (Range of ELD levels of students): _____

Expected Time Length of Lesson (minutes, periods, days): _____

Grouping Structure(s) (e.g. whole class; small group; partners): _____

Objective(s) / Learning Goal(s) (describe what students should know and/or be able to do as a result of the lesson):

Teaching Performance Expectation(s) (include specific expectations from the 13 TPEs):

State or District Standard(s): (include specific content standards to which you will be teaching or moving towards)

Key Vocabulary (words students need to know in order to learn lesson concepts):

Adaptations to Address Individual Student Learning Needs: (list accommodations and modifications to content and/or instruction to address student learning needs?):

Evaluation (describe teacher's evaluation of own teaching and methods of evaluating student learning):

Materials and Supplies (includes books, AV equipment, paper, pencils, lab equipment, computers & software, etc.):

Expected student behaviors (what students should do during lecture, group work, individual work, transitions, etc.):

Direct Instruction, Modeling, Demonstration, Facilitation	
Open (INTO) Time required: _____ Time required: _____ Time required: _____	1. Anticipatory set: <ul style="list-style-type: none"> ● Focus: Get students' attention. ● Objective: Explain what students should know and be able to do. ● Purpose: Explain why this is important to know.
Body (THROUGH) Time required: _____ Time required: _____ Time required: _____	2. Input: <ul style="list-style-type: none"> ● Provide input: Teach the lesson. Provide clear information; give instructions; model; demonstrate, facilitate, relate to prior knowledge. ● Check for understanding: Question, Probe, Students try examples with teacher. Re-teach as necessary. 3. Guided practice: <ul style="list-style-type: none"> ● Supervised Activity: Provide opportunities for students to try individually or in groups, with assistance as needed. Teacher circulates, commenting, offering suggestions, giving positive reinforcement.
Close (BEYOND) Time required: _____	4. Closure: <ul style="list-style-type: none"> ● Students perform: Take quiz, performance assessment, do an activity, answer questions, model, demonstrate, etc., independently, to show understanding. 5. Independent practice: <ul style="list-style-type: none"> ● Students work outside of class:



**Field Evaluation of Credential Candidate (3-way Evaluation)
Special Education Program (Mild/Moderate Specialist Credential)
COMPLETE BOTH SIDES**

Candidate _____ Date _____

School _____ Grade(s) _____ District _____

**Rating Scale: 1-Basic 2-Developing 3-Proficient 4-Advanced N-No Opportunity to Observe
P-Practice Not Consistent with Standard Expectations**

TPE Competencies

Demonstrates specific pedagogical skills for subject matter instruction and ability to teach the state content standards (TPE 1)	1 2 3 4 N P	Learns about students' abilities and individual differences and uses this knowledge to maximize learning opportunities for all students (TPE 8)	1 2 3 4 N P
Demonstrates ability to monitor students during instruction and use this information to pace instruction and reteach content (TPE 2)	1 2 3 4 N P	Plans, sequences, and differentiates instruction with short and long term goals for students' achievement of state content standards (TPE 9)	1 2 3 4 N P
Demonstrates ability to use and interpret various formal and informal assessments (TPE 3)	1 2 3 4 N P	Allocates and adjusts instructional time to maximize student learning opportunities (TPE 10)	1 2 3 4 N P
Demonstrates ability to make content accessible to students at their current levels of achievement and individual differences (TPE 4)	1 2 3 4 N P	Has clear expectations for student behavior and creates a positive climate for learning through rapport, respect, and fairness (TPE 11)	1 2 3 4 N P
Demonstrates ability to engage students in learning, keep them on task, and make instruction relevant (TPE 5)	1 2 3 4 N P	Takes responsibility for learning outcomes, using and modeling appropriate professional, legal, and ethical behavior (TPE 12)	1 2 3 4 N P
Uses appropriate teaching practices for the grade and developmental levels of students (TPE 6)	1 2 3 4 N P	Evaluates own practice and improves subject matter knowledge and pedagogy through goal setting, professional growth opportunities and solicitation of feedback (TPE 13)	1 2 3 4 N P
Demonstrates the ability to provide comprehensive instruction in English for English learners (TPE 7)	1 2 3 4 N P		

(OVER)

FIELD EVALUATION PART 2

Commendations or Self-evaluation: _____

Recommendations or Needs: _____

Next Steps and responsible persons: _____

Name: _____

Title and Position: _____

Signature: _____ Date: _____

THREE-WAY EVALUATIONS

FIELDWORK SUPERVISION EVALUATION CODES

Level 1 Basic (Initial application with assistance and modeling): The Teacher Candidate is introduced to the expectation/expectation elements and demonstrates a basic, initial application, level of knowledge and understanding with assistance and modeling. The Teacher Candidate is able to begin demonstrating, with assistance, the expectation / expectation element in a K-12 classroom or field setting and to evaluate, with assistance, the success of the teaching performance.

Level 2 Developing (Beginning Practice): The Teacher Candidate demonstrates an increasing knowledge and understanding of the expectation / expectation element. The Teacher Candidate is able to demonstrate, with increasing independence, the expectation / expectation element in a K-12 classroom or field setting and to evaluate, with assistance, the success of the teaching performance.

Level 3 Proficient (Maturing novice practice): The Teacher Candidate regularly demonstrates substantial knowledge and understanding of the expectation/expectation element. The Teacher Candidate demonstrates the ability to apply the expectation / expectation element in a K-12 classroom or field setting, and to assess the student learning and evaluate teaching performance independently. This is the level expected of well-prepared novice candidates.

Level 4 Advanced (Consistent practice as a part of teaching repertoire): The Teacher Candidate demonstrates comprehensive knowledge and understanding of the expectation / expectation element; can consistently apply the expectation / expectation element in a field setting; can skillfully integrate it into an overall lesson; and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.

Code N No Opportunity to Observe

Code P Practice not consistent with Teaching Performance Expectations: The Teacher Candidate is not demonstrating a knowledge and understanding of the expectation / expectation element in the K-12 classroom or field setting (circle one). The Teacher Candidate is not able to evaluate the success of his/her teaching performance. The Teacher Candidate is not able to assess student learning. **The Teacher Candidate needs an immediate plan of action for this competency.**

SUBSTITUTE TEACHER PLAN

Use the outline below as a guide. Do not fill in the blanks

Teacher Name:

Position:

Course(s)/Subject(s):

Instructional Assistant(s):

Duties of Instructional Assistant(s):

Students receiving medication (names/times/person(s) responsible):

Location of attendance sheets:

Location of lesson plan book:

Location of materials students and teacher will need:

Special Circumstances (e.g., behavior plans, diets):

Attachments:

- * Written Lesson Plan(s) covering time away
- * Daily Agenda for each day absent
- * List of classroom rules/rewards/consequences
- * List of helpful students and candidates or staff with phone numbers or other communication methods
- * Copy of emergency procedures
- * Seating Chart

FIELD BASED SETTING ANALYSIS

Write a 4-5 page paper in narrative form supplying the following information

(You may include photos and diagrams with explanations)

Name: _____ Date: _____ School District: _____ School Name: _____
Type of Setting: _____ Grade Level(s): _____

1. Describe the culture/climate of your school. Include the demographics. What ethnicities are represented in your class(es), school, community (percentages)? Are there significant numbers of AFDC children and families? Is there a prominent school safety concern and plans for handling altercations? Is there a frequent police presence at the school? Does the school seem well equipped with books, materials, and supplies?
2. Describe the arrangement of the physical space of your room. Indicate any special needs or student adaptations that influence your arrangement (e.g. use of centers, computers, work stations, assistive technology). Describe student seating arrangement decisions that you made when you arranged the room. How do you accommodate large and small group activities? Do you have places or seating to move students with behavior problems? Describe access to doors, teacher's and aide's desks, ADA requirements met or not met.
3. Describe the comfort of the room including lighting, temperature, air flow, seating, condition of fixtures and equipment, visual or auditory conditions, distance from other classrooms and school facilities, availability of a room for testing or meetings, and availability of technology and AV equipment.
4. Describe the overall attractiveness of the room. How do you use displays, boards, materials, display of student work, posters, classroom rules, standards, or a word wall? Does the room provide a gender, multicultural, and ELL friendly environment? Do you use Blackboard Configuration? If so, describe it.
5. Describe any office space, storage space, file space, IEP and records storage, places to hold student work or portfolios, deposit and return assignments, store lesson plans, worksheets, blank paper, classroom supplies.

6. What routines have you established for beginning class, class dismissal, in lunch room, during seat work, at recess, at learning centers, for transitions, etc.)? Are there any problems you are still concerned about?

7. Describe the members of the core curriculum teams (e.g., department chairs, content specialists, reading specialists)? How do you collaborate with them?

8. Describe your plans for the future of your classroom and how you may adjust your teaching or the current environment.

FIELDWORK SUPERVISOR EVALUATION (page 1 of 2)

Supervisor's name: _____ Your name: _____ Date: _____

Directions: Please rank the following items by circling the number and using this scale of 1 to 5 with 1 being the lowest and 5 the highest. This information will not be provided to fieldwork supervisors except as aggregated anonymous data.

Professional Qualifications - My Supervisor:

	Never	Rarely	Average	Usually	Always
1. appears knowledgeable about the field	1	2	3	4	5
2. displays knowledge of new educational advances	1	2	3	4	5
3. shows knowledge about students similar to mine	1	2	3	4	5
4. supplies pertinent educational resources and strategies	1	2	3	4	5

Comments: _____

Professional Responsibility - My Supervisor:

	Never	Rarely	Average	Usually	Always
1. keeps appointments promptly	1	2	3	4	5
2. maintains a supportive attitude	1	2	3	4	5
3. is available and returns my calls/emails in a timely fashion	1	2	3	4	5
4. is flexible in accommodating my needs	1	2	3	4	5
5. allows me to make classroom decisions	1	2	3	4	5
6. models appropriate behaviors around me and my students	1	2	3	4	5
7. acts as a mediator between me and other professionals	1	2	3	4	5

Comments: _____

Nature of feedback / evaluation - My Supervisor:

	Never	Rarely	Average	Usually	Always
1. provides honest, helpful, and appropriate feedback	1	2	3	4	5
2. discusses both my strengths and weaknesses as a teacher	1	2	3	4	5
3. relates support to the Teaching Performance Expectations	1	2	3	4	5
4. helps identify and clarify my concerns	1	2	3	4	5
5. helps me set and reach appropriate goals	1	2	3	4	5
6. is fair and flexible during the 3-way evaluation	1	2	3	4	5

FIELDWORK SUPERVISOR EVALUATION (page 2 of 2)

Comments: _____

Personal qualities - My Supervisor:

	Never	Rarely	Average	Usually	Always
1. has a sense of humor	1	2	3	4	5
2. is a good communicator	1	2	3	4	5
3. is inspirational and a good role model	1	2	3	4	5
4. is a good listener	1	2	3	4	5
5. is skilled in interpersonal relations	1	2	3	4	5
6. seems genuinely interested in me and my students	1	2	3	4	5

Comments: _____

Would you recommend this supervisor for other Interns?

	Never	Unlikely	Neutral	Probably	Always
	1	2	3	4	5

Evaluation of Professional Competency Form (2 PAGES)
Teaching Performance Expectations Progress Report
Supervised Field Experience and Seminar

 Teacher / Intern Candidate

 School and District

 Grades and Subject(s) Type of Class
 SDC-LH, RSP, Inclusion, Other

This is a progress report based on _____ visits
 of _____ minutes each.

The assessment is based on thirteen California Teaching Performance Expectations (TPEs) themselves based on six California Standards of the Teaching Profession. States of Growth are placed on a continuum of 1 to 5. They begin with Initial Stages and progress to Intermediate Stages and through advanced Stages. Most student candidates will fall in the Initial and Intermediate Stages.

Check the appropriate level on the continuum for each of the listed criteria.

California Teaching Performance Expectations	Initial Stages		Intermediate Stages		Advanced Stage
	1	2	3	4	5
A. Making Subject Matter Comprehensible to Students					
1. Demonstrates subject-specific pedagogical skills for subject matter instruction, and the ability to teach state adopted academic content standards					
B. Assessing Student Learning					
2. Monitors student learning at key points during instruction to determine student progress, paces instruction, re-teaches content when necessary, and addresses student misunderstandings.					
3. Interprets and uses a variety of informal and formal, and formative and summative, assessments to determine students' progress and plan instruction					
C. Engaging and Supporting Learning					
4. Makes content accessible through instructional strategies, reinforcing content, providing opportunities to practice and apply					
5. Engages students by setting instructional objectives and ensuring the active and equitable participation of all students.					
6. Uses developmentally appropriate teaching practices, establishing intellectually challenging academic expectations and providing opportunities for students to develop advanced thinking and problem-solving skills.					
7. Knows and can apply pedagogical theories, principles, and instructional practices for instruction of English learners, including English Language Development leading to literacy in English.					

SAMPLE
 Use multipart NCR Forms Only

---Go to Page 2---					
California Teaching Performance Expectations	Initial Stages		Intermediate Stages		Advanced Stage
	1	2	3	4	5
D. Planning Instruction and Designing Learning Experiences for Students.					
8. Draws upon an understanding of patterns of child and adolescent development, and assesses students' prior academic language abilities, content knowledge and skills, to learn about and understand students.					
9. Plans instruction that is in accordance with state academic content standards, that is appropriately sequenced, and that makes explicit the content and teaching methods to be used.					
E. Creating and Maintaining Learning Environments for Student Learning.					
10. Allocates instructional time and resources to maximize student achievement for routine tasks and maximize instructional time for complex tasks.					
11. Develops and maintains a positive learning environment for academic and social behavior, establishes rapport with students and families through caring, respect and fairness, and creates a positive climate for learning.					
F. Developing as a Professional Educator					
12. Knows professional, legal, and ethical obligations; takes responsibility for student achievement, is aware of how own personal values and biases affect student learning, and understands an honors relevant policies and laws relating to professional conduct and responding to inappropriate or violent student behavior.					
13. Evaluates own teaching practices and subject matter knowledge, improves teaching practices by engaging in informal and formal (professional conferences and inservices, etc.) cycles of soliciting feedback, reflecting, discerning problems, and applying new strategies.					

SAMPLE

Use multipart NCR Forms Only

General Summary of Teacher's Performance (characteristics, talent, special contributions, needs, challenges)

I have discussed this progress report with my fieldwork supervisor and provided a copy to my District Support Provider.

Teacher/ Intern Candidate: _____ Signature: _____ Date: _____

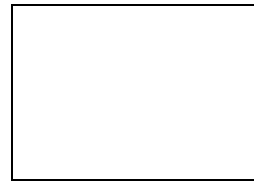
Fieldwork Supervisor: _____ Signature: _____ Date: _____

APPENDIX B

SUPPORT ACTIVITIES

**DISTRICT SUPPORT PROVIDER CONTACT CHECKLIST
EVALUATION OF SUPPORT PROVIDER & SUPPORT ACTIVITIES
COLLABORATION REPORT
TEACHING PERFORMANCE EXPECTATIONS (TPE) FORMATIVE EVALUATION
TPE SUMMATIVE SELF-ASSESSMENT CHECKLIST
VERIFICATION OF CONTINUOUS EMPLOYMENT LETTER**

Student:	
Support Provider:	
School Site:	
District:	
Grade Level:	<input type="checkbox"/> RSP <input type="checkbox"/> SDC <input type="checkbox"/> Inclusion



**District Support Provider
Contact Checklist**

School Year _____ Fall Spring

#	Date	Topic of Class/Type of Activity	Duration of Visit
1		<input type="checkbox"/> Observation in Candidate's Classroom <input type="checkbox"/> IEP <input type="checkbox"/> SST <input type="checkbox"/> Phone Contact <input type="checkbox"/> Candidate Observed in Support Provider Setting <input type="checkbox"/> Parent Conference <input type="checkbox"/> Conference <input type="checkbox"/> Other: _____	
NOTES:			
2		<div style="border: 1px dashed gray; padding: 20px;"> <h1 style="margin: 0;">SAMPLE</h1> <h2 style="margin: 0;">Use multipart NCR Forms Only</h2> </div>	
3		<input type="checkbox"/> Conference <input type="checkbox"/> Other: _____	
NOTES:			

Other Contacts with Candidate, Fieldwork Supervisor, Fieldwork Coordinator, Other

#	Date	Communication Information/Notes
1		<input type="checkbox"/> Credential Candidate <input type="checkbox"/> Fieldwork Supervisor <input type="checkbox"/> University Fieldwork Coordinator <input type="checkbox"/> Other: _____
2		<input type="checkbox"/> Credential Candidate <input type="checkbox"/> Fieldwork Supervisor <input type="checkbox"/> University Fieldwork Coordinator <input type="checkbox"/> Other: _____
3		<input type="checkbox"/> Credential Candidate <input type="checkbox"/> Fieldwork Supervisor <input type="checkbox"/> University Fieldwork Coordinator <input type="checkbox"/> Other: _____
4		<input type="checkbox"/> Credential Candidate <input type="checkbox"/> Fieldwork Supervisor <input type="checkbox"/> University Fieldwork Coordinator <input type="checkbox"/> Other: _____

Student Signature: _____	Date: _____
District Support Provider Signature: _____	Date: _____

Professional Education Specialist Credential Program

Evaluation of Support Provider and Support Activities

(To be completed by the candidate at the end of each year)

Support Provider: _____

Candidate: _____

Dates of Service: _____ to _____

Rate the provider and support activities in each of the following areas on a scale of 1-5:

1 = unsatisfactory, 3 = satisfactory, 5 = exceptional

Provide specific commendations of recommendations in the comments section or on the back of the form.

The support provider:	Unsatisfactory				Exceptional
▪ Maintained regular contact with candidate	1	2	3	4	5
▪ Responded to requests for assistance	1	2	3	4	5
▪ Provided helpful feedback	1	2	3	4	5
▪ Facilitated a range of experiences	1	2	3	4	5
▪ Encouraged reflection	1	2	3	4	5
▪ Had appropriate background and experience	1	2	3	4	5

Comments:

The support activities:

▪ Met the identified needs of the candidate	1	2	3	4	5
▪ Addressed site-level and district-level functions	1	2	3	4	5
▪ Provided experiences with diverse populations	1	2	3	4	5
▪ Covered a full range of teaching responsibilities	1	2	3	4	5
▪ Included opportunities for reflection & evaluation	1	2	3	4	5

Comments:

Candidate's signature

Date

Advisor's signature

Date

COLLABORATION REPORT (PAGE 1)

Name: _____ Date: _____

Please complete all sections in full that apply to your job assignment.

Job Assignment (check all that apply):

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Full Inclusion | <input type="checkbox"/> Partial Inclusion | <input type="checkbox"/> Pull-Out | <input type="checkbox"/> Separate Class |
| <input type="checkbox"/> Learning Center | <input type="checkbox"/> Consultative | <input type="checkbox"/> Collaborative | <input type="checkbox"/> Co-Teaching |
| <input type="checkbox"/> One-on-One | <input type="checkbox"/> RSP | <input type="checkbox"/> SDC | <input type="checkbox"/> Cross-Categorical |

Grade Level(s) _____ Subject Area(s) _____

Caseload _____ Number of Students supported daily _____ Average Class Size _____

Do you support both general and special education students? Yes No

Number of general education candidates with whom you collaborate or consult

Describe any other unique features of your job assignment _____

Do you have one or more instructional aides? Yes No How many? _____

If yes, how many periods or hours is this person(s) with you during the day? _____

How many periods or hours is this person(s) assigned to other classrooms? _____

Who supervises the aide(s) in other classrooms? _____

How much time do you spend planning with your aide(s)? _____ Daily or _____ Weekly

If you collaborate or consult with general education candidates, how many hours do you spend planning with them? _____ Daily or _____ Weekly

(See second page)

COLLABORATION REPORT CONTINUED (PAGE 2)

Describe ways that you have collaborated or consulted with general education candidates.

Describe ways that you have collaborated or consulted with parents. _____

Describe ways that you have collaborated or consulted with DIS Providers. _____

Describe ways that you have collaborated or consulted with administrators. _____

What roles have you played in department, school, district, or community teams, committees, trainings, activities, projects, service learning activities, etc. related to your employment?

TEACHING PERFORMANCE EXPECTATIONS FORMATIVE EVALUATION

An important part of the evaluation process is for the candidate to work closely with his or her fieldwork supervisor and district support provider to establish some goals for achieving the thirteen Teaching Performance Expectations (TPEs). To reach these goals, this team needs to develop some activities or strategies through which the candidate will investigate and experience the TPEs first hand. Then, the team must plan a time frame for their implementation. As they are implemented, the team should use objective methods to determine whether these activities and strategies have had an effect on student learning. Finally, the team needs to determine what evidence may be appropriate to put into the candidate's Electronic Professional Educator's Portfolio to demonstrate the candidate's achievement of the TPEs.

Candidates use the following format in developing and implementing their TPE goals and as a formative assessment of the candidate's understanding of the process. The candidate is required to complete one form for each TPE. Below is a portion of a form using TPE 3 – Interpretation and Use of Assessments as an example:

TEACHING PERFORMANCE EXPECTATIONS – FORMATIVE EVALUATION

Name: Jane Doe School: Kennedy District: San Jose Unified
TPE#: 3 Grade levels: 9-12 Subject Area: Science Date: 10-10-10

Rhetorical question #1 What part of the TPE do I wish to achieve?: How will I use classroom assessments to measure students' understanding of new concepts?

Strategy or Activity (only 1) that will affect student learning or behavior: After a science lesson teaching the concept of a solar system I will provide a performance activity in which students build solar system models.

Measurable Outcome(s) – What will improve in students? How measured? Students will understand and appropriately describe the concept of a solar system orally, in written form, or as a visual as measured by teacher made test and/or rubric

Date(s) by which the Outcome(s) will occur: 10-10-2010

Portfolio Evidence showing my achievement of the TPE: Copy of lesson plan, photos of student models of solar system

1. First, the candidate will write a rhetorical question that relates to his or her achievement of the TPE. This usually begins with "How will I show" or "How can I demonstrate" followed by some form of achievement of an aspect of the TPE. The candidate should read the TPE and locate some aspect he or she wishes to accomplish. Then use this aspect to develop the rhetorical question.
2. Next, the candidate will list one strategy or activity that he or she will use with or for students to investigate the question. This should be something that the candidate can accomplish in one lesson or over a short period of time and should be done with students. The intended outcome(s) of using this strategy or activity should be measurable student improvement in either academics or behavior or both.
3. Third, the candidate will state, in objective, measurable terms, the expected outcome(s) for students (i.e. what they will know, understand, or do better in terms of academics or behavior). This should relate directly to the strategy or activity, so if the activity is a lesson on counting, the outcome should be improved counting by students. Also the candidate needs to state how this outcome will be measured. This can be by testing,

charting, recorded objective observations, grade or points changes, etc. It cannot be by feelings, attitudes, or other subjective means.

4. Fourth, the candidate will put expected dates by which each of the student outcomes should be achieved. These dates should be a real estimate of when the changes will be measured based on when the candidate expects to implement the strategy or activity and how long it would take for student improvement to be measured.
5. Fifth, the candidate should list possible artifacts that can be put into the Electronic Portfolio to show the candidate's achievement of the TPE. These can be samples of the lesson or activity, handouts, charts, graphs, photos, protocols, etc. that either show something about the strategy or activity or demonstrate student improvement or accomplishment. List any that may be provided.

You must complete one form for each of the 13 TPEs (see sample form on next page). For each form, you must develop three different rhetorical questions from different aspects of the TPE, then develop a different strategy or activity for each of these questions. This should generate different possible outcomes on different dates, with different artifacts being generated for each.

Candidates must submit forms for any 7 of the TPEs in the first semester, and forms for the other 6 TPEs in the second semester as parts of the fieldwork classes. These forms will be reviewed and returned with feedback if revisions are needed. Appropriately completed forms will be counted toward your completion of the fieldwork portion of the program. You must complete each form appropriately in order to pass each semester's Intern Teaching Seminar Course.

Candidates must submit these documents early enough in the semester to allow for review and revisions to be completed before the end of each semester. Often candidates need to revise these more than once. If you do not have time to appropriately complete the forms you will not pass the course and will not move on into the next semester.

The forms are filled out electronically on your computer. You will find that the text boxes you complete will expand as you type. This is OK. Each form may end up being longer than one page. Once complete, forms can be emailed as attachments. After review, they will be returned to you as email attachments for revisions until done appropriately.

TEACHING PERFORMANCE EXPECTATIONS – FORMATIVE EVALUATION

Name: _____ School: _____ District: _____

TPE#: _____ Grade Levels: _____ Subject Area: _____ Date: _____

Rhetorical Question #1 – What part of theTPE do I wish to achieve?	
Strategy or activity (only 1) that will affect student learning or behavior	
Measurable Outcome(s) – What will improve in students? How measured?	
Date(s) by which the Outcomes will occur	
Portfolio Evidence showing my achievement of this TPE	
Reviewer Comments/Revisions	

Rhetorical Question #2 – What part of the TPE do I wish to achieve?	
Strategy or activity (only 1) that will affect student learning or behavior	
Measurable Outcome(s) – What will improve in students? How measured?	
Date(s) by which the Outcomes will occur	
Portfolio Evidence showing my achievement of this TPE	
Reviewer Comments/Revisions	

Rhetorical Question #3 – What part of the TPE do I wish to achieve?	
Strategy or activity (only 1) that will affect student learning or behavior	
Measurable Outcome(s) – What will improve in students? How measured?	
Date(s) by which the Outcomes will occur	
Portfolio Evidence showing my achievement of this TPE	
Reviewer Comments/Revisions	

TEACHING PERFORMANCE EXPECTATIONS SUMMATIVE SELF-ASSESSMENT (8 PAGES)

Check each item as “Emerging, Satisfactory, or Advanced” based on your own estimate of your skills & abilities. If you have never experienced the item, mark it “Emerging”

NAME _____ Date: _____

DOMAIN A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

TPE1A: Teaching Reading- Language Arts in a Multiple Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in English-Language Arts (K-8) 			
<ul style="list-style-type: none"> ▪ Delivers a comprehensive program of systemic instruction in word analysis, fluency, and systemic vocabulary development; reading comprehension; literary analysis; writing strategies and applications; written and oral English Language conventions; listening and speaking strategies and application. 			
<ul style="list-style-type: none"> ▪ Creates a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, perform and enjoy the language 			
<ul style="list-style-type: none"> ▪ Understands how to make language (e.g. vocabulary, forms, uses) comprehensible to students 			
<ul style="list-style-type: none"> ▪ Uses instructional materials that include a range of textual, functional and recreational texts to teach literature and expository text 			
<ul style="list-style-type: none"> ▪ Teaches students to uses visual structures such as graphic organizers or outlines to comprehend or produce texts 			
<ul style="list-style-type: none"> ▪ Teaches students to comprehend or produce narrative, expository, persuasive and descriptive texts 			
<ul style="list-style-type: none"> ▪ Teaches students to comprehend or produce the complexity of writing forms, purposes and organizational patterns, including a command of written oral English-language patterns 			
<ul style="list-style-type: none"> ▪ Determines the skill level of students’ reading and language arts proficiency prior to instruction 			
<ul style="list-style-type: none"> ▪ Determines students’ progress during instruction, the effectiveness of instruction, and students’ proficiency after instruction. 			

TPE1A: Teaching Mathematics in a Multiple Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in Mathematics (K-8) 			
<ul style="list-style-type: none"> ▪ Delivers a program of instruction enabling students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems and apply them to novel problems. 			
<ul style="list-style-type: none"> ▪ Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. 			
<ul style="list-style-type: none"> ▪ Provides an environment for taking intellectual risks and approaching problems in multiple ways 			
<ul style="list-style-type: none"> ▪ Fosters positive attitudes toward mathematics and encourages student curiosity, flexibility, and persistence in solving mathematical problems. 			

TPE1A: Teaching Science in a Multiple Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in Science (K-8) 			
<ul style="list-style-type: none"> ▪ Focuses instruction between science information, concepts, and investigations. 			
<ul style="list-style-type: none"> ▪ Illustrates science concepts and principles, scientific investigation, and experimentation through explanations, demonstrations and class activities. 			
<ul style="list-style-type: none"> ▪ Emphasizes the importance of accuracy precision and estimation in scientific inquiry 			

TPE1A: Teaching History-Social Science in a Multiple Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in History-Social Science (K-8) 			
<ul style="list-style-type: none"> ▪ Develops students' basic analytic thinking skills in history and social science 			
<ul style="list-style-type: none"> ▪ Uses timelines and maps to give students a sense of temporal and spatial scale and teach students about social science concepts, themes, and historical perspective 			
<ul style="list-style-type: none"> ▪ Helps students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art, and literature, cooperative projects and student research activities 			

TPE1B: Teaching English-Language Arts in a Single Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in English-Language Arts (7-12) 			
<ul style="list-style-type: none"> ▪ Delivers a comprehensive program of systemic instruction in word analysis, fluency, and systemic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. 			
<ul style="list-style-type: none"> ▪ Understands how to make language (e.g. vocabulary, forms, uses) comprehensible to students 			
<ul style="list-style-type: none"> ▪ Understands how to teach the advanced skills of research-based discourse; incorporates technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focuses on analytical critique of text and of a variety of media; and provides a greater emphasis on the language arts as applied to work and careers. 			
<ul style="list-style-type: none"> ▪ Teaches students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. 			
<ul style="list-style-type: none"> ▪ Determines the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, knows how to find whether students are making adequate progress on skills and concepts taught directly, and knows how to determine the 			

effectiveness of instruction and students' proficiency after instruction.			
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TPE1B: Teaching Mathematics in a Single Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in Mathematics (7-12) 			
<ul style="list-style-type: none"> ▪ Enables students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems and apply them to novel problems. 			
<ul style="list-style-type: none"> ▪ Helps students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. 			
<ul style="list-style-type: none"> ▪ Provides an environment for taking intellectual risks and approaching problems in multiple ways 			
<ul style="list-style-type: none"> ▪ Fosters positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. 			
<ul style="list-style-type: none"> ▪ Helps students to understand mathematics as a logical system that includes definitions, axioms, and theorems and to understand and use mathematical notation and advanced symbols. 			
<ul style="list-style-type: none"> ▪ Assigns and assesses students' work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects. 			

TPE1B: Teaching Science in a Single Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in Science (7-12) 			
<ul style="list-style-type: none"> ▪ Focuses instruction between science information, concepts, and principles. 			
<ul style="list-style-type: none"> ▪ Illustrates science concepts and principles through scientific investigation, inquiry, experimentation, explanations, demonstrations, and class activities. 			
<ul style="list-style-type: none"> ▪ Emphasizes the importance of accuracy precision and estimation in scientific inquiry 			
<ul style="list-style-type: none"> ▪ Encourages students to pursue science interests, especially students from groups underrepresented in science careers. 			
<ul style="list-style-type: none"> ▪ Teaches students to provide ethical care to live animals. 			
<ul style="list-style-type: none"> ▪ Demonstrates sensitivity to students' ethnic and cultural backgrounds in designing science instruction. 			

TPE1B: Teaching History-Social Science in a Single Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Demonstrates the ability to teach the state adopted academic content standards for students in History-Social Science (7-12) 			
<ul style="list-style-type: none"> ▪ Enables students to develop skills in basic analytic thinking skills in history and social science 			
<ul style="list-style-type: none"> ▪ Uses timelines and maps to give students a sense of temporal and spatial scale and teach students about social science concepts, themes, and historical perspective 			
<ul style="list-style-type: none"> ▪ Helps students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art, and literature, cooperative projects and student research 			

activities			
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TPE1B: Teaching History-Social Science in a Single Subject Assignment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Connects essential facts and information to broad themes, concepts and principles, as they relate history-social science content to current or future issues. 			
<ul style="list-style-type: none"> Teaches students how cultural perspectives inform and influence understandings of history. 			
<ul style="list-style-type: none"> Selects and uses age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture. 			
<ul style="list-style-type: none"> Structures academic instruction to help students recognize prejudices and stereotypes. 			
<ul style="list-style-type: none"> Creates environments that support the discussion of sensitive issues and encourage students to reflect on their insights and values. 			
<ul style="list-style-type: none"> Designs activities to counter illustrate multiple viewpoints on issues. 			
<ul style="list-style-type: none"> Monitors the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusion from multiple perspectives. 			

DOMAIN B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Uses progress monitoring based on each student’s IEP at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students 			
<ul style="list-style-type: none"> Paces instruction and reteaches content based on evidence gathered using assessment strategies such questioning and examining student work samples. 			
<ul style="list-style-type: none"> Checks for and addresses common student misconceptions and misunderstandings. 			

TPE 3: Interpretation and Use of Assessments

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Understands and uses a variety of informal and formal, formative and summative assessments to determine students’ progress and plan instruction, including use of statewide assessments 			
<ul style="list-style-type: none"> Uses different types of diagnostic instruments as well as information from families as part of multiple measures to assess student knowledge, skills, and behaviors. 			
<ul style="list-style-type: none"> Knows when and how to use specialized assessments based on student needs. 			
<ul style="list-style-type: none"> Uses informal classroom assessment appropriately to analyze progress and inform instruction 			
<ul style="list-style-type: none"> Teaches students how use self-assessment strategies to encourage independent thinking 			
<ul style="list-style-type: none"> Familiarizes students with standardized tests; appropriately administers standardized tests; provides accommodations for students with special needs 			
<ul style="list-style-type: none"> Interprets assessment data to identify the level of proficiency of 			

English language learners in English and in their primary languages			
<ul style="list-style-type: none"> ▪ Communicates assessment results, progress summaries, and how to achieve the curriculum to students and families 			
<ul style="list-style-type: none"> ▪ Knows requirements for appropriate assessment and identification of students whose cultural, ethnic, or linguistic differences may be confused with manifestations of a disability 			

DOMAIN C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Able to develop and implement IEP goals aligned with content standards and effective for the student’s inclusion in the general education core curriculum with appropriate supports and procedures 			
<ul style="list-style-type: none"> • Incorporates specific strategies, teaching instructional activities, procedures and experiences that address state-adopted academic content standards for students in providing a balanced and comprehensive curriculum 			
<ul style="list-style-type: none"> ▪ Prioritizes and sequences essential skills and strategies in a logical manner using instructional materials to reinforce state-adopted academic content standards. 			
<ul style="list-style-type: none"> ▪ Varies instructional strategies according to purpose and lesson content 			
<ul style="list-style-type: none"> ▪ Explains and reinforces content in multiple ways, such as use of written and oral presentations, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication and computer technology 			
<ul style="list-style-type: none"> ▪ Provides opportunities for adequate time for students to practice and apply what they have learned 			
<ul style="list-style-type: none"> ▪ Models active listening in the classroom and takes additional steps to foster access and comprehension for all learners. 			

TPE 5: Student Engagement

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Communicates instructional objectives to students and ensures the active and equitable participation of all students 			
<ul style="list-style-type: none"> ▪ Ensures students understand what they are doing during instruction and monitors student progress toward academic goals. 			
<ul style="list-style-type: none"> ▪ Uses strategies to re-engage students who are struggling and off-task 			
<ul style="list-style-type: none"> ▪ Uses community resources, student experiences, and applied learning activities to make instruction relevant 			
<ul style="list-style-type: none"> ▪ Encourages students to share and examine points of view during lessons and stimulate the quality of student thinking through meaningful questioning and response 			
<ul style="list-style-type: none"> ▪ Provides students with developmentally and functionally appropriate opportunities to participate, practice self-determination, and engage in academic pursuits and pragmatic and social interactions. 			

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6A: Developmentally Appropriate Teaching Practices in Grades K-3

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Designs academic activities that suit the attention span of young learners and create a structured day with opportunities for movement 			

<ul style="list-style-type: none"> ▪ Connects instructional activities with children’s immediate world ▪ Draws on key content from more than one subject area; and includes hands-on experiences and manipulatives that help young students learn. 			
<ul style="list-style-type: none"> ▪ Teaches and models norms of social interactions (e.g. consideration, cooperation, responsibility, empathy) 			
<ul style="list-style-type: none"> ▪ Provides educational experiences that help students develop realistic expectations and understanding of their environment 			
<ul style="list-style-type: none"> ▪ Makes special plans for students who require extra help in exercising self-control among peers or who have exceptional needs 			

TPE 6B: Developmentally Appropriate Teaching Practices in Grades 4-8

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Builds on students’ command of basic skills and understanding while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards 			
<ul style="list-style-type: none"> ▪ Teaches from grade level texts 			
<ul style="list-style-type: none"> ▪ Designs learning activities to extend students concrete thinking and foster abstract reasoning and problem-solving skills 			
<ul style="list-style-type: none"> ▪ Develops learning strategies to cope with challenging academic curriculum and in time management and assignment completion 			
<ul style="list-style-type: none"> ▪ Develops students’ skills for working in groups to maximize learning and support students in taking intellectual risks such as sharing ideas 			
<ul style="list-style-type: none"> ▪ Distinguishes between misbehavior and over-enthusiasm and responds appropriately to students who are testing limits and students who assume and reject responsibility 			

TPE 6C: Developmentally Appropriate Teaching Practices in Grades 9-12

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Establishes intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills 			
<ul style="list-style-type: none"> ▪ Communicates course goals, requirements and grading criteria to students and families 			
<ul style="list-style-type: none"> ▪ Helps students understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career , school and life options 			
<ul style="list-style-type: none"> ▪ Provides educational experiences that help students develop realistic expectations and understanding of their environment 			
<ul style="list-style-type: none"> ▪ Encourages behaviors important to work and support students’ individuality while being sensitive to what being “different” means for high schools students. 			

Developmentally Appropriate Teaching Practices for Education Specialists

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> ▪ Sets student expectations based on knowledge of typical and atypical development 			
<ul style="list-style-type: none"> ▪ Develops age and disability appropriate behavior support plans and accommodations to promote successful inclusion of students with disabilities in the general education setting 			

TPE 7: Teaching English Learners

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Applies pedagogical theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English 			
<ul style="list-style-type: none"> Implements an instructional program that facilitates English language development that progresses to the grade level reading/ language arts program for English speakers 			
<ul style="list-style-type: none"> Assesses students levels of literacy in English and in primary language to provide instruction differentiated to students' language abilities 			
<ul style="list-style-type: none"> Selects instructional materials and strategies to develop student's abilities to comprehend and produce English 			
<ul style="list-style-type: none"> Applies pedagogical theories, principles and instructional practices for the development of academic language, comprehension, knowledge in the subjects of the core curriculum 			
<ul style="list-style-type: none"> Understands when and how to collaborate with specialist and para-educators to support English language development 			
<ul style="list-style-type: none"> Makes learning explicit and allows students to express meaning in a variety of ways 			

DOMAIN D: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8: Learning about Students

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Understands patterns of child and adolescent development to better plan for students' developmental levels 			
<ul style="list-style-type: none"> Assesses students' prior mastery of academic language abilities, content knowledge, and skills, and maximizes learning opportunities for all students 			
<ul style="list-style-type: none"> Encourages parents to become involved and support their efforts to improve student learning 			
<ul style="list-style-type: none"> Understands how multiple factors, including gender and health can influence behavior, and understand the connection between students' health and their ability to learn 			
<ul style="list-style-type: none"> Identifies students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status requiring instructional adaptations 			

TPE 9: Instructional Planning

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Plans instruction that is comprehensive to the subject matter to be taught and in accordance with state-adopted academic content standards for students 			
<ul style="list-style-type: none"> Establishes clear long term and short tem goals for student learning based on state and local standards for student achievement and students' current level of achievement 			
<ul style="list-style-type: none"> Uses explicit teaching methods such as direct instruction and inquiry and plans how to explain content and make abstract concepts concrete and meaningful to help students meet or exceed grade level 			

expectations			
<ul style="list-style-type: none"> Understands the purposes, strengths and limitations of a variety of instructional strategies and improves successive uses of strategies based on experience and reflection 			
<ul style="list-style-type: none"> Selects or adapts instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs 			
<ul style="list-style-type: none"> Connects the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure instruction is comprehensible and meaningful 			
<ul style="list-style-type: none"> Differentiates instruction to accommodate varied student abilities 			

DOMAIN E: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10: Instructional Time

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Allocates instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks 			
<ul style="list-style-type: none"> Establishes procedures for routine tasks and manages transitions to maximize instructional time 			
<ul style="list-style-type: none"> Adjusts the use of instructional time to optimize learning opportunities and outcomes for all students based on reflection and consultation 			
<ul style="list-style-type: none"> Coordinates and communicates effectively with other special education service providers for useful instructional activities 			

TPE 11: Social Environment

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Knows and uses a variety of strategies and methods for promoting positive behavioral and social skills for constructive relationships 			
<ul style="list-style-type: none"> Develops and maintains clear expectations for academic and social behavior 			
<ul style="list-style-type: none"> Promotes student effort and engagement and creates a positive climate for learning 			
<ul style="list-style-type: none"> Knows how to write and implement a student discipline plan 			
<ul style="list-style-type: none"> Establishes rapport with students and their families for supporting academic and personal success 			
<ul style="list-style-type: none"> Helps students to learn to work with responsibly with others and independently 			
<ul style="list-style-type: none"> Recognizes how well the social environment maximizes academic achievement for all student and makes changes based on observation of students and consultation with other candidates 			

DOMAIN F: DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12: Professional, Legal and Ethical Obligations

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> Takes responsibility for student academic learning outcomes 			
<ul style="list-style-type: none"> Aware of personal values and biases and recognizes ways in which 			

these values and biases affect the teaching and learning of students			
<ul style="list-style-type: none"> ▪ Manages professional time spent in teaching responsibilities to ensure that academic goals are met 			
<ul style="list-style-type: none"> ▪ Understands important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placements in classrooms 			
<ul style="list-style-type: none"> ▪ Identifies suspected cases of child abuse, neglect, or sexual harassment and carries out laws and district guidelines for reporting such cases 			
<ul style="list-style-type: none"> ▪ Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior 			
<ul style="list-style-type: none"> ▪ Understands and honors legal and professional obligations to protect the privacy, health, and safety of students, families and other school professionals 			

TPE 13: Professional Growth

	Emerging	Satisfactory	Advanced
<ul style="list-style-type: none"> • Evaluates own teaching practices and subject matter knowledge based on the state-adopted academic content standards for students and student learning 			
<ul style="list-style-type: none"> ▪ Improves teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems and applying new strategies 			
<ul style="list-style-type: none"> ▪ Develops appropriate plans for professional growth in subject matter knowledge and pedagogy and accesses resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education 			
<ul style="list-style-type: none"> ▪ Uses reflection and feedback to formulate and prioritize goals for increasing subject matter knowledge and teaching effectiveness 			

SAMPLE LETTER FOR PROOF OF
CONTINUOUS EMPLOYMENT

**TOADWARTS ACADEMY
123 POND STREET
(TYPE ON SCHOOL LETTERHEAD)**

June 1, 2011

To whom it may concern,

This letter is to verify that _____ has been employed continuously, full time, as a special education teacher throughout the 2010-2011 school year. Mr. (or Ms.) _____ was employed as a (*resource specialist, special day class, Or other suitable description*) teacher for students with Mild/Moderate learning disabilities in grades _____.

If you have any questions, please feel free to contact our school administrator at (phone number).

Sincerely,

Principal (or other administrator)

APPENDIX C

SUPPLEMENTARY OBSERVATION FORMS

[General and Special Education]

RATIONALE FOR FIELDWORK EXPERIENCE

**PREVIOUS FIELDWORK EXPERIENCE RECORD
FIELDWORK EXPERIENCE RECORD**

CLINICAL OBSERVATION & PARTICIPATION ACTIVITY CHECKLIST

COOPERATING TEACHER'S REPORT

FIELDWORK EXPERIENCE

Candidates must complete forty-four hours of observations in various classroom settings as part of the fieldwork requirements of the program. For those with multiple subject credentials in California, up to twenty of these hours may be waived with appropriate documentation of experience. Also, some candidates who have completed certain prior observations may have these hours applied.

The 44 hours of observations include two, ten hour, segments in general education and four, six hour, segments in special education. The first two segments must be completed prior to beginning the second fall semester of the program. All six segments must be completed in order to complete the program. These observations may include the candidate's active participation in the day to day activities of the classroom being observed. The candidates being observed must be fully credentialed to teach the classes observed may have the candidate work with individual students, help set up for activities, do some supervised direct instruction, demonstrations, modeling, role playing, or other helpful work. There are three forms that need to be completed for each observation segment. These are located on the pages that follow. The candidate and teacher observed must each complete a different form, and they complete a third form together.

The first 10 hour observation should take place during the first summer course, Early Literacy. This observation is normally completed in a kindergarten to third grade (K-3), general education, class where reading is being taught by a fully credentialed teacher. The candidate should locate a suitable public summer school and contact the summer school principal to request this observation.

The second 10 hour observation may also take place during the first summer of the program, or any time before the beginning of the second fall semester, and must be in a K-5 general education class where any subject(s) are being taught. Again, the teacher may ask for the candidate's participation.

Twenty-four hours of special education observations are also required, which are specific and must be approved in advance. These must be completed prior to the end of the program. As with the first 20 hours, the candidate should locate appropriate public schools and classes in which to observe. Since candidates are usually fully employed throughout the program, most observations must take place either during school year breaks or during the summer, in summer school classes.

The candidate completes four, 6 hour, special education observations, which must occur in different settings. Observations should include 6 hours each focusing on such areas as assessment, behavior management, data-based instruction, and collaboration and consultation. Settings must also be different from the grade levels and disability levels that the candidate normally teaches in his or her job assignment (E.g., if the candidate teaches middle school RSP, the observations must be in elementary school SDC and high school SDC).

The Fieldwork Experience Forms (3 total) are completed by the candidate and teacher being observed for each different set of 10 hours or 6 hours of classroom observations. On the **Fieldwork Experience Record**, the candidate lists each day and the number of hours each day of observation in one classroom. Both the candidate and the cooperating teacher sign this form. On the **Clinical Observation and Participation Activity Checklist**, the candidate checks off the activities observed or participated in and summarizes his or her role in the class. On the **Clinical Observation and Participation Cooperating Teacher's Report**, the cooperating teacher rates the candidate on a five point scale in several areas and makes any additional comments. Only the cooperating teacher signs this form. The candidate must return originals of all three forms to the USF Fieldwork Coordinator in order for the observation to count.

Previous fieldwork experience may be used to have above observations waived and must be approved by the program or administrative coordinator. Proof is required for all such waivers in the form of signed documents from the observed teacher or form administrator. The **Previous Fieldwork Experience Record** form, for candidates wishing to apply previous observations, is located on the next page.

Previous Fieldwork Experience Record

Student Name: _____

**Current Placement
During Internship**

School Site: _____ District: _____

SDC RSP Other: _____

Grade level: _____

Administrator: _____

**Type of Experience
(Education Related)**

Regular Education

Special Education

Classroom Teacher Instructional Assistant Volunteer

SDC RSP Other: _____

School Site: _____ Grade Level _____

District: _____

Dates: From: _____ Until: _____

Approved number of hours: _____

**Type of Experience
(Education Related)**

Regular Education

Special Education

Classroom Teacher Instructional Assistant Volunteer

SDC RSP Other: _____

School Site: _____ Grade Level _____

District: _____

Dates: From: _____ Until: _____

Approved number of hours: _____

**Description of
Experience**

Describe Placement, Duties and Grade/Age Levels: **(Attach appropriate Documentation signed by teacher or administrator)**

Student Signature: _____ Date: _____

USF Program or Administrative
Coordinator Signature: _____ Date: _____

Fieldwork Experience Record



Student: _____
School Site Observed: _____
District Observed: _____
Grade Level: _____ <input type="checkbox"/> Gen Ed <input type="checkbox"/> SpEd <input type="checkbox"/> SDC <input type="checkbox"/> RSP <input type="checkbox"/> OTHER: _____

#	Dates	Topic of Class / Type of Activity	Duration of Visit
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Hours Observed			

Student Signature: _____	Date: _____
Admin. or Observed Teacher Signature: _____	Date: _____
USF Fieldwork Coordinator Signature: _____	Date: _____



Clinical Observation and Participation Activity Checklist

Student Name: _____ School Observed: _____

Cooperating Teacher: _____ Grade(s): _____ SpEd: _____ Gen Ed _____

Please check any of the following activities you have had the opportunity to observe and / or participate in while you have been in this classroom:

<input type="checkbox"/> techniques / strategies for motivating students <input type="checkbox"/> planning of lessons and instructional activities <input type="checkbox"/> teaching in one or more of the major curriculum areas (Language Arts/Reading /Social Science/Math/Sciences) <input type="checkbox"/> classroom management techniques and strategies <input type="checkbox"/> grouping by achievement level, small group instruction <input type="checkbox"/> techniques / strategies which promote abstract thinking skills <input type="checkbox"/> behavior management techniques <input type="checkbox"/> using a variety of instructional delivery methods (e.g., direct instruction, cooperative learning, learning centers) <input type="checkbox"/> assessing of student achievement	<input type="checkbox"/> using a variety of instructional materials <input type="checkbox"/> working with paraprofessionals or classroom aides <input type="checkbox"/> interacting with parents <input type="checkbox"/> providing for individual differences <input type="checkbox"/> building rapport/ mutual respect with students <input type="checkbox"/> working with English learners <input type="checkbox"/> working with Students with Autism Spectrum Disorders <input type="checkbox"/> use of IEP information in making modifications or accommodations <input type="checkbox"/> building transition skills to promote growth into adulthood <input type="checkbox"/> participating in IEP meetings/ discussion <input type="checkbox"/> modifications of curriculum <input type="checkbox"/> modifications of testing <input type="checkbox"/> collaboration or consultation with other professionals or candidates
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Comments / general description of your role in the class:



Clinical Observation and Participation Cooperating Teacher's Report

Student Name: _____ School Observed: _____

Cooperating Teacher: _____ Grade(s): _____

The information from this form will be used to plan appropriate teaching experiences and interventions to support new candidates as they go through the credential program.

Please check any of the following personal characteristics you have observed:
(On a five-point scale: 5-highest, to 1-lowest, or N/O-not observed)

- _____ Shows initiative in assuming responsibilities
- _____ Demonstrates self confidence
- _____ Demonstrates sound judgment
- _____ Shows an openness to suggestions for improvement
- _____ Is flexible and able to adapt to change
- _____ Demonstrates qualities of kindness, compassion, understanding and justice
- _____ Exhibits a positive attitude towards students, their languages and cultures
- _____ Is cooperative with school faculty, staff, administration, and parents
- _____ Shows a willingness to accept assigned responsibilities
- _____ Demonstrates knowledge of subject matter
- _____ Spoken language is clear, uses appropriate English
- _____ Maintains appropriate appearance and mannerisms
- _____ Attendance is regular and punctual

Please make any additional comments about the student's performance:

Signature

Date

Thank you. Your evaluation and comments will be very helpful.
Please return this form to the USF Fieldwork Coordinator

APPENDIX D

**PORTFOLIO AND FINAL CREDENTIAL REQUEST
RATIONALE FOR THE TPE ELECTRONIC PORTFOLIO
SAMPLE EVIDENCE FOR THE TPE PORTFOLIO
TPE DOMAIN SAMPLE QUESTIONS AND ARTIFACTS
ADVISEMENT FORM
FORMAL REQUEST FOR CREDENTIAL RECOMMENDATION
CREDENTIAL AND MASTERS FIELDWORK CHECKLIST**

TEACHING PERFORMANCE EXPECTATIONS ELECTRONIC PORTFOLIO

Assessment of candidates in the Education Specialist Instruction credential program is an ongoing process over the two years of the program. A major component of this assessment is the Special Educator TPE Electronic Portfolio that is completed during these two years.

The portfolio is organized according to the six California Standards for the Teaching Profession (CSTPs), which are more clearly defined as the thirteen Teaching Performance Expectations (TPEs). Candidates write personal goals that describe their planned activities toward achievement of the TPEs. They, then, collect evidence that demonstrates their progress toward achievement of these skills as required by the state of California.

The TPE Electronic Portfolio demonstrates to the program administrators and the Commission on Teacher Credentialing that the candidate has performed and achieved elements of all of the thirteen Teaching Performance Expectations. These expectations are one basis for demonstrating proficiency as a credentialed teacher in California. The portfolio, along with completion of the coursework with a 3.00 or higher GPA, observed successful classroom teaching performance, evaluations, and formal and informal assessments indicate that the candidate has successfully completed the requirements for the Preliminary Education Specialist Mild/Moderate Disabilities Teaching Credential.

At the beginning of the program, the candidate must sign-up for a two year subscription to Task Stream, an online manager of digital TPE portfolios for many institutions of higher learning. The Fieldwork Coordinator will provide instruction on the use of this website. The candidate will include digital copies of a resume, letters of recommendation, qualifying documents such as transcripts, credentials, current CPR and TB tests, awards, certificates of achievement, test scores, and other information required by potential employers. Also the candidate will develop a Credo statement about his or her beliefs about teaching.

The candidate should then develop a working, classroom portfolio, which should contain organized, labeled folders for each TPE. A transportable box, file, or other container that can hold a series of file folders may be used. The candidate should deposit artifacts and useful information into these folders that can exemplify his or her progress toward achieving each TPE. These artifacts must also be converted into digital formats. Acceptable formats include Adobe PDFs, JPEG photos, MS WORD documents, PowerPoint presentations, Excel files, and Task Stream created documents. The candidate should also create a similar, digital home portfolio, into which he or she should deposit digital media, photographs, and other computer-based data, including digital copies of paper documents collected as artifacts. The candidate must then upload selected digital artifacts to the Task Stream Portfolio, keeping a

copy on the home computer. The candidate is responsible for managing and archiving these artifacts to prevent loss due to computer problems or other causes.

As the program progresses, the candidate will include various artifacts collected. Some of these may be assignments or other documents created in the program and approved by the instructors. Each semester the candidate must include at least 15 different appropriate artifacts, which will be reviewed at various points. These artifacts must be uploaded into the Task Stream portfolio to folders labeled for each TPE. The candidate must label each artifact with an appropriate title, date uploaded or modified, and description of the artifact that explains how it demonstrates the candidate's achievement of the TPE. When the portfolio is complete, it should contain at least 60 artifacts placed about equally among the 13 TPE folders.

The portfolio review will provide feedback in the Task Stream portfolio itself about the candidate's portfolio development and progress each semester. Comments are expected to be acted upon and corrections, modifications, additions, or deletions made promptly. Incomplete or unapproved portfolios will result in an incomplete on the fieldwork grade that must be made up before the candidate can progress in the program and complete the credential. Upon completion, the successful candidate will have developed a well organized electronic portfolio containing various types of artifacts in digital form that help demonstrate achievement of the thirteen TPEs.

Because this electronic portfolio may also be used by the candidate in employment interviews, the candidate should download a copy of the completed portfolio onto a CD or DVD as a permanent record. The portfolio on the Task Stream Website is only available to view by current subscribers and those provided with the appropriate URL by current subscribers. Task Stream availability requires regular yearly or bi-yearly renewals at the user's expense.

Some types of evidence that may be included in the portfolio to demonstrate achievement or competence are listed below. This is not all inclusive. A list of possible artifacts that could be used in Domain A, TPE 1, is also included as a guide. See also **Appendix D, pp. 96-104 for instructions and additional examples.**

Lesson plans	Intervention plans
Observation forms	Software evaluations
Assessment plans & IEP/ ITPs	Reading portfolio case studies
Educational evaluations	Assessment tools and protocols
List of classroom rules	Setting analyses
Rewards and consequences	Case analyses
Beginning of year letter to parents	Behavior intervention plans
Non-biased assessment plans	Behavior support plans
Linguistically appropriate goals and objectives	Classroom Management Plans
Reading Units	Belief papers
Modified thematic units	Reflection papers
Collaboration reports	Paraprofessional plans
Group disability presentation/report	Administrator Evaluations
Content Area Units	Research reports on professional topics

Fieldwork Supervisor Evaluations

Letters of Recommendation

Professional induction plan

Photos of classroom

Photos of activities

Photos of student work

Photos of projects

Documentation of trainings

Test protocols

Most written assignments from this program

All TPE Formative Assessment Goals

Transcripts of coursework

Resumes

Certificates from trainings

Samples of Evidence for the TPE Electronic Portfolio

Items included here should be examples of your work or the work of your students based on something you devised, created, developed, or modified.

TPE 1A: Specific Pedagogical Skills for Multiple Subject Teaching Assignments Teaching Reading-Language Arts in a Multiple Subject Environment

A copy of your TPE 1 formative evaluation goals (Required)

Completed components of the Reading Mastery Unit

Copies of core text pages with teacher notes

Teacher made reading interventions

Reading lesson plans

Lesson plans involving Reading Fluency, phonics, and phonemic

Lesson plans teaching oral English Language patterns

Reading Unit schedules

Student worksheet samples

Student spelling tests

Student essays

Student poetry

Entire Reading Mastery Unit schedule or agenda

Reflection papers on reading instruction

Teacher references or notes related to texts used in class

Plays

Informal Reading Inventories (IRIs)

Running Records

Teacher notes from any training in reading

PowerPoint or other electronic presentations on reading

Special Education Reading Instruction Resource Book teacher notes

Learning About Students Surveys

Photographs of Word Walls

Photographs of classroom computer lab

Photographs of classroom library

Photographs of classroom items with word labels

Photographs of posters

Photographs of students working

Photographs of teacher conducting direct instruction

Teacher developed Language Arts training materials

Teacher developed English Language Learner materials

Teacher work from the Early Literacy class

Visual Organizers developed and used

Reviews of research articles involving teaching reading/reading comprehension

Video recorded samples of teacher instruction or student participation
Rationale for Text Selection Essay
Graphs or charts of student reading improvements or numbers of books read

TPE ELECTRONIC PORTFOLIO RULES AND REQUIREMENTS

1. Each artifact uploaded to the portfolio must be properly sized, low resolution, easily viewed, and appropriate for the TPE under which it was placed.
2. All artifacts must have appropriate titles, stating what the artifact is (ie. photo, lesson plan, student project, etc. along with the date the artifact was uploaded, moved, or modified in any way.
3. All artifacts must have appropriate descriptions telling how the artifact demonstrates the candidate's achievement of the TPE under which it was placed.
4. All artifacts should be void of actual student names, addresses, phone numbers, emails, or other identifying information.
5. The candidate must have written permission on file from the parent(s) or guardian(s) of any student whose face or identifying information is shown in any artifact.
6. Artifacts that were included in a format that cannot be opened on the reviewer's computer must redo the artifacts in a format acceptable to the reviewer.
7. Artifacts may only be used once, unless specific parts of an artifact are unique enough to be good examples of achievement of two different TPEs, as determined by the reviewer.
8. Certain documents required by the program must also be included in the portfolio, but do not count as artifacts toward the minimum requirement for the complete portfolio. Some examples include resumes, test scores, TPE formative assessment goals, transcripts, CPR and TB test documents.
9. Candidates must request feedback both in their Task Stream Portfolios and from the reviewer by email each time they are ready to have their portfolios reviewed. This should be as early in the semester as possible so that feedback can be given and needed revisions made.
10. The reviewer's comments must be acted upon promptly or reasonable explanation given for leaving the artifact unchanged at the discretion of the reviewer.
11. If a portfolio is not deemed acceptable by the end of the semester, the candidate will receive an incomplete for the fieldwork grade. If this incomplete is not made up by the end of the next semester, the candidate will not move forward in the program and must take a one year leave of absence, complete the required work, and return to the program in order to complete the credential requirements.
12. The candidate must maintain an open Task Stream account throughout the credential program at his or her expense in order for reviews to occur.

TPE 1 - SAMPLE QUESTIONS

How can I deliver a comprehensive program or systematic instruction in (content area)?

How do I teach the state adopted content standards for (content area)?

How do I strategically plan and schedule instruction to ensure students meet the standards?

How do I use visual structures in instruction?

How do I appropriate strategies to teach the subject matter?

How do I determine skill levels of students prior to instruction?

How do I determine whether students are making adequate progress?

How do I create a secure environment where students can take intellectual risks?

How do I foster positive attitudes toward (content area)?

How do I encourage students to use multiple ways to solve problems?

How do I foster students' curiosity, flexibility, or persistence?

How do I illustrate or clarify complex or abstract concepts or principles?

How do I emphasize accuracy, precision, and estimation?

How do I teach students to use analytical thinking skills?

TPE 1 - PORTFOLIO EVIDENCE

- photo, video, or audio records of teaching
- observations of teaching
- journals and reflections
- lesson and unit plans in all subject areas taught
- evidence of "big ideas" in subject area lessons
- evaluations of candidate while teaching
- pacing plan for following content standards
- plan for integrated lessons, thematic unit
- photos of manipulatives that mimic real life
- student written reflections on learning experiences / responses to lessons, projects, units, etc.
- student projects and performances exhibiting connection between content and real life
- graphic organizers for planning lessons, units, projects (mind maps, webs, charts, matrices)
- evidence of service learning projects, out of classroom experiences, field trips, guest speakers
- multi-level, multi-modality learning plans
- lesson showing use of state and/or national content standards appropriate for students' developmental levels
- evidence of using developmentally appropriate teaching methods and curricula
- student projects specifically exhibiting development of content from simple to complex concepts, and written analysis/response
- written profile of students/class connected to lessons, activities, or strategies matching developmental levels
- individualized instructional plans relevant to students' abilities and learning styles
- modifications and accommodations listed in lessons for various learning differences
- evidence of technology use in lessons
- lesson pacing schedules

TPE DOMAIN A: MAKING SUBJECT MATTER COMPREHENSIBLE

TPE DOMAIN B: ASSESSING STUDENT LEARNING

<p><u>TPE 2 - SAMPLE QUESTIONS</u></p> <p><i>How do I use progress monitoring at key points during instruction to determine adequate progress?</i></p> <p><i>How do I use questioning strategies to determine pacing or need for reteaching?</i></p> <p><i>How do I use student work and products to determine pacing or need for reteaching?</i></p> <p><i>How do I use IEPs to determine whether students are making adequate progress?</i></p>	<p><u>TPE 2 - PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none">• lesson plans and worksheets• evidence of oral questioning strategies• demonstrations: models, visuals (demo show, how to), oral diagram, written• teacher made tests and quizzes• anecdotal records• teacher’s observation records of students• student productions• student self-assessments• reflective journals• conferencing – teacher/student notes• IEP records• Notes from collaboration or consultation
<p><u>TPE 3 – SAMPLE QUESTIONS</u></p> <p><i>How do I use formative assessments to determine progress or plan instruction?</i></p> <p><i>How do I implement the state adopted assessment system?</i></p> <p><i>How do I use information from families to assess student knowledge or skills?</i></p> <p><i>How do I use specialized assessments based on students’ needs?</i></p> <p><i>How do I analyze student work?</i></p> <p><i>How do I familiarize students with standardized tests?</i></p> <p><i>How do I interpret assessment data in order to develop or modify instruction?</i></p> <p><i>How do I give specific and timely feedback on students’ learning?</i></p> <p><i>How do I appropriately assess students with cultural, ethnic, gender, or</i></p>	<p><u>TPE 3 – PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none">• formative assessments<ul style="list-style-type: none">- free-writes on topic- questioning during instruction- pre-tests (formal)- problem solving - individual and group – making it visible- surveys- anticipatory sets from lesson plans• notes or reports from testing• re-teaching plans• reflection journal• notes from conference with "peer" that demonstrates teacher decision-making process• formal assessment reports• notes or emails to parents• telephone logs• notes for IEP development• evidence of teaching students about standardized testing• progress reports• charts of student progress• grading policies• rubrics for student work• lists of appropriate accommodations or modifications for individual students

<i>linguistic differences?</i>	
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TPE DOMAIN C: ENGAGING AND SUPPORTING STUDENTS IN LEARNING

<u>TPE 4 – SAMPLE QUESTIONS</u>	<u>TPE 4 - PORTFOLIO EVIDENCE</u>
<i>How do I implement IEP goals aligned with Content Standards?</i>	<ul style="list-style-type: none"> • lesson plans that reflect diverse students' needs • lists of accommodations and modifications for other candidates of students
<i>How do I foster inclusion in the general education curriculum using appropriate materials, supports, or procedures?</i>	<ul style="list-style-type: none"> • instructions for other candidates about students' learning needs • evidence of multiple presentation modes • plans showing sequential structure of instruction
<i>How do I incorporate teaching, strategies, and procedures to provide a balanced and comprehensive curriculum?</i>	<ul style="list-style-type: none"> • evidence of manipulatives, models, technology • reflective journal • notes to students and parents • observations of teaching
<i>How do I explain and reinforce content in multiple ways?</i>	<ul style="list-style-type: none"> • goals and objectives congruent with diverse needs • refined lesson plans showing variety of materials • teacher library of appropriately leveled reading materials
<i>How do I model active listening?</i>	<ul style="list-style-type: none"> • samples of activities and modifications • notes from observers
<i>How do I motivate and encourage student effort?</i>	<ul style="list-style-type: none"> • evidence of use of assistive devices • journal of student reflections on instruction • role plays
<i>How do I adjust lesson designs relative to students' current levels of achievement?</i>	<ul style="list-style-type: none"> • evidence of grouping students to encourage participation and peer coaching • IEP goals aligned with standards

<p><u>TPE 5 – SAMPLE QUESTIONS</u></p> <p><i>How do I ensure the active and equitable participation of all students?</i></p> <p><i>How do I re-engage students who are off task?</i></p> <p><i>How do I encourage students to express points of view during lessons?</i></p> <p><i>How do I use resources to make instruction relevant?</i></p> <p><i>How do I challenge student ideas extending the quality of their thinking?</i></p> <p><i>How do I provide students with opportunities to engage in academic or social pursuits based on their developmental and functioning levels?</i></p> <p><i>How do I foster student independence?</i></p>	<p><u>TPE 5 – PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none"> • audio or video of class discussion • lesson plan showing into, through and beyond activities • unit and lesson graphic organizers • listing of projects and assignments that demonstrate the range of expectations for a diversity of students • reports from classroom observations • student planning activities • student & family survey instruments • lists of questions for oral questioning • samples of cooperative learning group activities • evidence of positive classroom environment • evidence of flexible groupings • student developed rules and reinforcements • lists of student jobs and responsibilities • student behavior charts • example of black board configuration • items relating to student cultures and backgrounds • multicultural posters
<p><u>TPE 6 – SAMPLE QUESTIONS</u></p> <p><i>How do I create a structured day with opportunities for movement?</i></p> <p><i>How do I design academic activities for the attention span of young learners?</i></p> <p><i>How do I teach and model norms of social interactions?</i></p> <p><i>How do I help students develop realistic expectations and understandings of their environment?</i></p> <p><i>How do I provide intensive support for students who lack basic skills?</i></p> <p><i>How do I design learning activities to extend students' concrete thinking and foster abstract reasoning skills?</i></p> <p><i>How do I assist students in managing time and completing assignments?</i></p>	<p><u>TPE 6 – PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none"> • evidence of using Bloom's taxonomy • evidence of applying Maslow's hierarchy of needs • evidence of using Piaget's stages of cognitive development • use of content and performance standards in lessons • observation reports of teaching • individualized lesson plans • developmentally appropriate lesson plans • age appropriate activities • modifications and accommodations for students lacking basic skills • notes to parents • telephone logs • conference notes • developmentally appropriate IEP goals • lessons teaching time management skills • developmentally appropriate rules and expectations • questioning strategies • age and grade appropriate plans for Internet use • teacher made websites and webquests • activities involving social skills • activities involving job skills

How do I support students in taking intellectual risks?

How do I respond appropriately to students who are testing the limits of enthusiasm or misbehavior?

How do I help students develop advanced thinking and problem solving skills?

How do I help students understand the connections between the curriculum and life beyond high school?

How do I set expectations based on knowledge of atypical development?

How do I promote successful inclusion of students with disabilities in the general education curriculum and setting?

How do I support students' individuality?

- lists of accommodations and instructions given to general education candidates of my students

<u>TPE 7 – SAMPLE QUESTIONS</u>	<u>TPE 7 – PORTFOLIO EVIDENCE</u>
<p><i>How do I apply pedagogical theories, principles and practices for comprehensive instruction of ELLs?</i></p> <p><i>How do I implement and instructional program that facilitates reading, writing, listening and speaking skills?</i></p> <p><i>How do I draw upon ELLs’ backgrounds and prior learning to differentiate instruction?</i></p> <p><i>How do I use ELLs’ assessed levels of literacy and proficiency in English and their first languages to differentiate instruction?</i></p> <p><i>How do I collaborate with specialists and para-educators to support English language development?</i></p> <p><i>How do I select and use materials and strategies to develop comprehension and production of English?</i></p> <p><i>How do I make grade or developmentally appropriate material comprehensible to English learners?</i></p>	<ul style="list-style-type: none"> ● word walls ● advance organizers ● graphic or pictorial representations ● vocabulary building activities ● classroom labels in multiple languages including English ● listening activities and tools ● visual and auditory cues ● lesson plans with adaptations for ELLs ● grouping and pairing strategies ● posters ● multicultural themes ● multicultural activities ● evidence of using high interest/ low reading level texts and reading materials ● student writing samples ● student journals ● student projects ● plays ● lists of accommodations and modifications for ELLs with disabilities ● reading lists for various levels of English proficiency

TPE DOMAIN D: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

<u>TPE 8 – SAMPLE QUESTIONS</u>	<u>TPE 8 – PORTFOLIO EVIDENCE</u>
<p><i>How do I use formal or informal methods to assess students’ prior mastery of academic and language abilities, knowledge, and skills to maximize learning opportunities?</i></p> <p><i>How do I learn about students’ abilities, interests, and aspirations?</i></p> <p><i>How do I encourage parents to support efforts to improve learning?</i></p> <p><i>How do I connect students’ health and gender to behavior or ability to learn?</i></p>	<ul style="list-style-type: none"> ● student surveys ● family surveys ● “I” books and poems ● student free writing ● student sharing activities ● pre-tests ● achievement and intellectual testing ● preference assessments ● student initiated lessons and presentations ● observations of students ● prior knowledge assessments ● notes of conferences with parents ● IEP meeting notes

<p><i>How do I identify students needing specialized instruction?</i></p>	
<p><u>TPE 9 – SAMPLE QUESTIONS</u></p> <p><i>How do I establish clear long and short term goals for student learning?</i></p> <p><i>How do I use explicit teaching methods to help students meet expectations?</i></p> <p><i>How do I plan how to make abstract concepts concrete and meaningful?</i></p> <p><i>How do I improve instructional strategies based on experience and reflection?</i></p> <p><i>How do I sequence instruction so that content to be taught connects to preceding and subsequent content?</i></p> <p><i>How do I adapt strategies and instructional material to meet student needs?</i></p> <p><i>How do I connect content with students linguistic and cultural backgrounds, experiences, and interests to make instruction comprehensible and meaningful?</i></p> <p><i>How do I plan differentiated instruction?</i></p> <p><i>How do I plan to use support personnel to help students reach instructional</i></p>	<p><u>TPE 9 – PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none"> • lesson plan book • connections between lessons and units • teacher evaluations • teacher anecdotes on lessons that worked and didn't work • teacher reflections • mini lessons on behavior • long-range plans • substitute plans • observations • inclusion of alternatives in plan • connections between abstract and concrete concepts • variety of lessons including direct instruction, inquiry, group work • evidence of learning centers • plans for paraprofessionals and/or aides or classroom volunteers • evidence of aides or volunteers providing needed supports • collaboration reports

<p><i>goals?</i></p>	
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TPE DOMAIN E: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

<p><u>TPE 10 – SAMPLE QUESTIONS</u></p> <p><i>How do I allocate time to maximize student achievement?</i></p> <p><i>How do I establish procedures for routine tasks?</i></p> <p><i>How do I manage transitions to maximize instructional time?</i></p> <p><i>How do I use reflection and consultation to adjust instructional time to optimize learning opportunities?</i></p> <p><i>How do I coordinate and communicate effectively with other special education service providers, general education candidates, paraprofessionals and volunteers for useful instructional activities?</i></p>	<p><u>TPE 10 – PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none"> • pacing guides • lesson time schedules • daily bell schedule • plans for transitions between activities or subjects • teacher reflections • observation reports • timed lesson plans • planning calendar of meeting schedules • IEP timelines • Testing schedules • Notes of conversations with other professionals about instructional activities
<p><u>TPE 11 – SAMPLE QUESTIONS</u></p> <p><i>How do I use a variety of strategies and methods for promoting positive behavioral and social skills?</i></p> <p><i>How do I help students build constructive relationships with peers?</i></p>	<p><u>TPE 11 – PORTFOLIO EVIDENCE</u></p> <ul style="list-style-type: none"> • classroom rules and expectations • positive and negative consequences • emergency procedures • evidence of effective classroom arrangement • evidence of learning centers • student discipline plan • points, stars, or other reinforcement systems • lessons modeling appropriate behaviors

<p><i>How do I maintain clear expectations for social behavior?</i></p> <p><i>How do I promote student effort?</i></p> <p><i>How do I maintain a positive climate for learning?</i></p> <p><i>How do I show caring, respect, and fairness</i></p> <p><i>How do I write and implement a student discipline plan?</i></p> <p><i>How do I establish rapport with students and families supporting academic and personal success?</i></p> <p><i>How do I help students work responsibly with others and independently?</i></p> <p><i>How do I adjust the social environment to maximize achievement for all students?</i></p>	<ul style="list-style-type: none"> • student work posted • student awards • written communications with families • evidence of grouping strategies • black board configuration • activities and discussions centered on behavioral or emotional issues • evaluations • self-assessments • setting analysis • observation reports
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TPE DOMAIN F: DEVELOPING AS A PROFESSIONAL EDUCATOR

<u>TPE 12 – SAMPLE QUESTIONS</u>	<u>TPE 12 – PORTFOLIO EVIDENCE</u>
<i>How do I take responsibility for student academic learning outcomes?</i>	<ul style="list-style-type: none"> ● evidence of organizing or participating in community meetings or work in community
<i>How do I resist racism and acts of intolerance?</i>	<ul style="list-style-type: none"> ● evidence of coaching or club leading activities
<i>How do I manage my professional time to ensure that academic goals are met?</i>	<ul style="list-style-type: none"> ● instructions to paraprofessionals or volunteers
<i>How do I show knowledge of state and federal laws that have implications for the classroom?</i>	<ul style="list-style-type: none"> ● substitute plan
<i>How can I identify suspected cases of abuse or neglect?</i>	<ul style="list-style-type: none"> ● survey of parent interests, volunteer choices
<i>How do I implement school and district policies, state and federal laws responding to inappropriate or violent behavior?</i>	<ul style="list-style-type: none"> ● guest speaker thank you notes
<i>How do I protect the privacy, health, and safety of students, families, and school professionals?</i>	<ul style="list-style-type: none"> ● phone logs
<i>How do I model ethical behaviors for students?</i>	<ul style="list-style-type: none"> ● evidence of attending professional development on legal obligations
<i>How do I demonstrate knowledge of laws related to professional misconduct?</i>	<ul style="list-style-type: none"> ● evidence of grant writing activities
	<ul style="list-style-type: none"> ●
	<ul style="list-style-type: none"> ● service learning projects
	<ul style="list-style-type: none"> ● classroom management plan with laws listed
	<ul style="list-style-type: none"> ● evidence of safely stored documents
	<ul style="list-style-type: none"> ● reflections on own behaviors
	<ul style="list-style-type: none"> ● evidence of using literature and curricula that are anti-racist
	<ul style="list-style-type: none"> ● evidence of incorporating school and district policies in classroom management plan
	<ul style="list-style-type: none"> ● collaboration reports
	<ul style="list-style-type: none"> ● student-led curriculum
	<ul style="list-style-type: none"> ● IEPs
	<ul style="list-style-type: none"> ● letters to parents
	<ul style="list-style-type: none"> ● records of conferences and parent meetings
	<ul style="list-style-type: none"> ● supervisor evaluations
	<ul style="list-style-type: none"> ● administrator evaluations
	<ul style="list-style-type: none"> ● commendations
	<ul style="list-style-type: none"> ● trainings on behavior, discipline
	<ul style="list-style-type: none"> ● appropriate classroom postings
	<ul style="list-style-type: none"> ● character education lessons
	<ul style="list-style-type: none"> ● abuse reporting procedures

<u>TPE 13 – SAMPLE QUESTIONS</u>	<u>TPE 13 – PORTFOLIO EVIDENCE</u>
<p><i>How do I evaluate my own teaching practices in light of state standards and student learning?</i></p>	<ul style="list-style-type: none"> • transcripts of additional coursework related to position
<p><i>How do I evaluate my subject matter knowledge in light of state standards and student learning?</i></p>	<ul style="list-style-type: none"> • certificates of participation in professional development trainings • certificates of participation in professional organizations and their conferences
<p><i>How do I improve my teaching practices by soliciting feedback?</i></p>	<ul style="list-style-type: none"> • teaching and teacher awards • evidence of professional specialization training • notes from texts • records of meetings with peers
<p><i>How do I engage in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies in my teaching practices?</i></p>	<ul style="list-style-type: none"> • records of observations by peers, fieldwork supervisors, administrators • evaluations by fieldwork supervisors or administrators • evidence of observing other candidates • reading list of professional books/periodicals • audio and video trainings lists
<p><i>How do I use reflection and feedback to prioritize goals for increasing subject matter knowledge and teaching effectiveness?</i></p>	<ul style="list-style-type: none"> • journal of professional conversations • reflection journals on teaching • professional development plans • evidence of participation in department meetings • resource file • evidence of study group participation • evidence of curriculum development group participation

UNIVERSITY OF SAN FRANCISCO

Mild / Moderate Education Specialist Credential Program Advisement Form

Candidate Name _____ I.D.

SUMMER & SEMESTER

1 _____

Admission Requirements

Application BA/ BS Posted CBEST passed CSET passed CSET Writing passed

requirement

Passing both of these eliminates CBEST

2 Letters of Recommendation Letter of Intent Transcripts Undergraduate GPA Interview

Program Requirements

Certificate of Clearance Offer of Employment TB test CPR

Constitution Prior Credential (type) Waived Gen Ed Observations

Course Grades

TEC-621 Early Literacy Health TEC-613 C&I Math/Science TEC-642

L&I-636 Ed Practices for Learning Spec. Foundations L&I -665 Dev. Legal/Educational

L&I -631 C&I for Students w/ M/M Disab. Education L&I -633 Assessment in Special

L&I -637 Fieldwork Practicum – Diverse Groups Seminar 1 L&I -639 Intern Teaching

Overall GPA 1st Semester

Support Activities and Evaluations

District of Employment _____ Fieldwork Supervisor

District Support Provider _____ Faculty Advisor

Internship Credential Portfolio 7 TPE Goals Begin TPE Electronic Portfolio

5 Supervisor Observations Assessment 3-Way Evaluation TPE Self-

Evaluation of Competency Evaluation DSP Checklist Supervisor

10 Hrs Observations K-3 Reading Subject 10 Hrs Observations K-5 Any Subject

Date(s) met with Advisor _____

Advisor Signature _____ Candidate
Signature _____

UNIVERSITY OF SAN FRANCISCO

Mild / Moderate Education Specialist Credential Program Advisement Form

Candidate Name _____ I.D.

SEMESTER

2

Course Grades

_____ L&I -622 Instructional Uses of Technology _____ L&I -639 Intern Teaching Seminar 2

_____ L&I-676 Behavior Management **Overall GPA 1st Year**

Support Activities and Evaluations

- Collaboration Report Reflection Paper 6 TPE Goals TPE Self – Assessment
 Updated TPE Electronic Portfolio Attempt RICA Test Passed RICA
 3 Supervisor Observations 3-Way Evaluation DSP Checklist DSP Evaluation
 Evaluation of Competency Supervisor Evaluation 1st

Date(s) met with Advisor _____

Advisor Signature _____ Candidate

Year Employment Verification

SEMESTER

3

Course Grades

____ L&I -675 Data- Based Instruction Seminar 3

____ L&I -678 Intern Teaching

Support Activities and Evaluations

District of Employment _____ Fieldwork Supervisor

District Support Provider _____ Faculty Advisor

TPE Self-Assessment 3 Supervisor Observations Updated TPE Electronic Portfolio

3-Way Evaluation DSP Checklist Evaluation of Competency Supervisor Evaluation

Date(s) met with Advisor _____

Advisor Signature _____ Candidate

UNIVERSITY OF SAN FRANCISCO

Mild / Moderate Education Specialist Credential Program Advisement Form

Candidate Name _____ I.D.

SEMESTER

4

Course Grades

____ L&I -659 Collaboration and Consultation ____ L&I -679 Intern Teaching
Seminar 4

Final Program GPA _____

Master's Course Grades

____ L&I -638 Thesis ____ L&I -641 Special Education Research
Methods

Support Activities and Evaluations

- TPE Self-Assessment Passed RICA 3 Supervisor
Observations
- 3-Way Evaluation DSP Checklist DSP Evaluation Evaluation of
Competency Supervisor Evaluation Collaboration Report
- 2nd Year Employment Verification
- 10 Hrs Sp Ed Observations Level ____ Grd ____ 10 Hrs Sp Ed Observations
Level ____ Grd ____

Final Preliminary Credential Requirements

TB Test Current CPR Current CSET Single Subject Tests (optional) Subj. _____

2 Years under Internship Credential Individualized
Transition Plan

Current Teaching Position: Level (RSP, SDC, Inclusion) _____ Grade(s) Taught

DEVELOPING A FORMAL LESSON PLAN

Instructions for Candidates


Candidates must provide a written lesson plan for each lesson observed by the Fieldwork Supervisor. Candidates will also turn in selected lesson plans to their supervisors for the fieldwork file and as part of the course assignments.

Effective instruction strategies need to be incorporated into all teaching situations. There are six fundamental steps in the instructional sequence:

- Connection to previous study or setting a context for teaching
- Present new content and skills

DEVELOPING A FORMAL LESS

Preliminary Education Specialist, Mild/Moderate Disabilities, Instruction Credential

 <p>School of Education</p>	<h1>Formal Request For Credential Recommendation</h1>
<p>This form must be submitted with photocopies of all documents requested below. Requests submitted with incomplete documentation will be returned. <u>Submit documents with this form to:</u> University of San Francisco/School of Education. Attn: Credentials Analyst, 2130 Fulton Street. San Francisco, CA 94117 Questions? Call the credential office at: 415-422-2117</p>	

Name:	Social Security #:
	(USF ID #'s WILL NOT BE ACCEPTED BY CCTC)
Email Address:	Date of Birth:
(Due to compatibility issues AOL users must use an alternative email account)	
Mailing Address:	Phone #:
City/State/Zip:	

PHOTOCOPIES OF THE FOLLOWING DOCUMENTS MUST BE SUBMITTED WITH THIS FORM

- Internship Credential
- Passing RICA score report
- Current CPR card (copy front and back)
- Letter from employing agency verifying two years of full-time employment
- Program completion form signed by fieldwork coordinator or advisor

* To be eligible for a preliminary credential you must obtain verification from your employer(s) of a minimum of two years (18 months) full-time teaching in a special education classroom while holding a Education Specialist Internship credential. Verification must be submitted on School and/or District letterhead and signed by a school and/or district official.

Your credential request will be processed once all credential course grades have been posted. After initial processing by this office, you will receive an email from the California Commission on Teacher Credentialing (CCTC) asking you to complete your portion of the application and submit the appropriate fee. Approximately 2 to 4 weeks after you complete your portion of the application you will receive another email from the CCTC notifying you of credential issuance. The credential may be downloaded from the CCTC website.

By signing below you authorize the Credentials Analyst to request USF transcripts on your behalf.

Student Signature

Date

(See second page)

FOR CREDENTIAL OFFICE USE ONLY

Date Received:		Date Submitted:		Subject (secondary):		
Copy of Intern Cred:	<input type="checkbox"/>	RICA:	<input type="checkbox"/>	CPR:	<input type="checkbox"/>	
2 Year Employment Verification Ltr:	<input type="checkbox"/>	Program Completion Form:	<input type="checkbox"/>	Grades Posted:	<input type="checkbox"/>	
Single Subject CSET (for secondary NCLB compliance):			<input type="checkbox"/>	OR Single Subject Waiver:	<input type="checkbox"/>	
Database Updated:	<input type="checkbox"/>	Subject(s) (secondary):				
Date Received:		Date Submitted:				
Clearance:	<input type="checkbox"/>	CSET Writing or CBEST:	<input type="checkbox"/>	Multiple Subject CSET:	<input type="checkbox"/>	
Single Subject CSET (for secondary NCLB compliance):			<input type="checkbox"/>	OR Waiver:	<input type="checkbox"/>	
BA:	<input type="checkbox"/>	CPR:	<input type="checkbox"/>	U.S. Constitution:	<input type="checkbox"/>	
Grades Posted:	<input type="checkbox"/>	TB Test:	<input type="checkbox"/>		<input type="checkbox"/>	
Database Updated:	<input type="checkbox"/>					
COURSEWORK CHECKLIST						
Course #	Title	Units	Completed	To Complete	Equivalent	Waived
Teacher Education Courses						
621	Early Literacy	3	<input type="checkbox"/>	<input type="checkbox"/>		
613	C&I: Science	3	<input type="checkbox"/>	<input type="checkbox"/>		
642	Health Education	1	<input type="checkbox"/>	<input type="checkbox"/>		
Special Education Courses – Year One						
665	Development of Legal & Ed Foundations	3	<input type="checkbox"/>	<input type="checkbox"/>		
636	Educational Practices for the Learning Specialist	3	<input type="checkbox"/>	<input type="checkbox"/>		
633	Assessment in Special Education	3	<input type="checkbox"/>	<input type="checkbox"/>		
631	C&I for Students with Mild/Moderate Disabilities	2	<input type="checkbox"/>	<input type="checkbox"/>		
637	Fieldwork Practicum	2	<input type="checkbox"/>	<input type="checkbox"/>		
639	Intern Teaching Seminar 1	2	<input type="checkbox"/>	<input type="checkbox"/>		
676	Behavior Management	3	<input type="checkbox"/>	<input type="checkbox"/>		

622	Instructional Uses of Technology for Learning Specialists	2	<input type="checkbox"/>	<input type="checkbox"/>		
640	Intern Teaching Seminar 2	1	<input type="checkbox"/>	<input type="checkbox"/>		
Special Education Courses – Year Two						
675	Data-Based Instruction	3	<input type="checkbox"/>	<input type="checkbox"/>		
678	Intern Teaching Seminar 3	1	<input type="checkbox"/>	<input type="checkbox"/>		
659	Collaboration & Consultat.	3	<input type="checkbox"/>	<input type="checkbox"/>		
679	Intern Teaching Seminar 4	1	<input type="checkbox"/>	<input type="checkbox"/>		

NOTES:

Credential & Masters Fieldwork Checklist

Year 1, Fall Semester

- Summer coursework Completed _____
- Negative TB Test Current _____
- CPR Current (Adult, Child, Infant) _____
- US Constitution Requirement met _____
- 5 Supervisor Observations (Teaching, IEP, or Conf.) _____
- 3-Way Evaluation (Supervisor, Administrator, Intern) _____
- Setting Analysis _____
- Substitute Plan _____
- Evaluation of Fieldwork Supervisor _____
- Electronic TPE Portfolio (1/4 completed) _____
- 7 TPE Formative Evaluation Goals Sheets _____
- District Support Provider Contact Checklist _____
- TPE Summative Self Assessment _____
- Supervisor's Evaluation of Professional Competency _____
- Registered for Spring Courses _____

Year 1, Spring Semester

- 3 Supervisor Observations (Teaching, IEP, or Conf.) _____
- 3-Way Evaluation (Supervisor, Administrator, Intern) _____
- Reflection on 1st Year of Teaching Paper _____
- Collaboration Report _____
- Evaluation of District Support Provider _____
- Evaluation of Fieldwork Supervisor _____
- Electronic TPE Portfolio (1/2 completed) _____
- 6 TPE Formative Evaluation Goals Sheets _____
- District Support Provider Contact Checklist _____
- TPE Summative Self Assessment _____
- Supervisor's Evaluation of Professional Competency _____
- 10 hours General Education Observations (K-3 Reading) _____
- 10 hours General Education Observations (k-5) _____
- RICA Test Attempt _____
- Employment Verification Letter (1 st Year) _____
- Register for Master's & Fall Courses _____

Year 1, Summer Semester

- Complete Research Methods Course for Master's _____

Year 2, Fall Semester

- 3 Supervisor Observations (Teaching or Conference) _____
- 3-Way Evaluation (Supervisor, Administrator, Intern) _____
- Electronic TPE Portfolio (3/4 completed) _____
- Evaluation of District Support Provider _____
- Evaluation of Fieldwork Supervisor _____
- District Support Provider Contact Checklist _____
- TPE Summative Self Assessment _____
- Supervisor's Evaluation of Professional Competency _____
- Register for Spring courses _____
- Take Master's Thesis Course (fall or spring) _____

Year 2, Spring Semester

3 Supervisor Observations (Teaching or Conference)	_____
3-Way Evaluation (Supervisor, Administrator, Intern)	_____
Petition to Graduate (by February 1)	_____
Electronic TPE Portfolio (completed)	_____
Collaboration Report	_____
Evaluation of District Support Provider	_____
Evaluation of Fieldwork Supervisor	_____
District Support Provider Contact Checklist	_____
TPE Summative Self Assessment	_____
Supervisor's Evaluation of Professional Competency	_____
*RICA Passing Score	_____
*24 hours Special Education Observations	_____
*Adult/Child/Infant CPR (current at end of program)	_____
*Negative TB Test (current at end of program)	_____
Employment Verification Letter (Year 2)	_____
Exit Survey	_____
Complete 36 units coursework, + 6 units for Masters	_____
Credential Application	_____
Order Regalia and Graduation Tickets	_____

Note: Items marked with (*) may be completed in the first or second year