*National University*

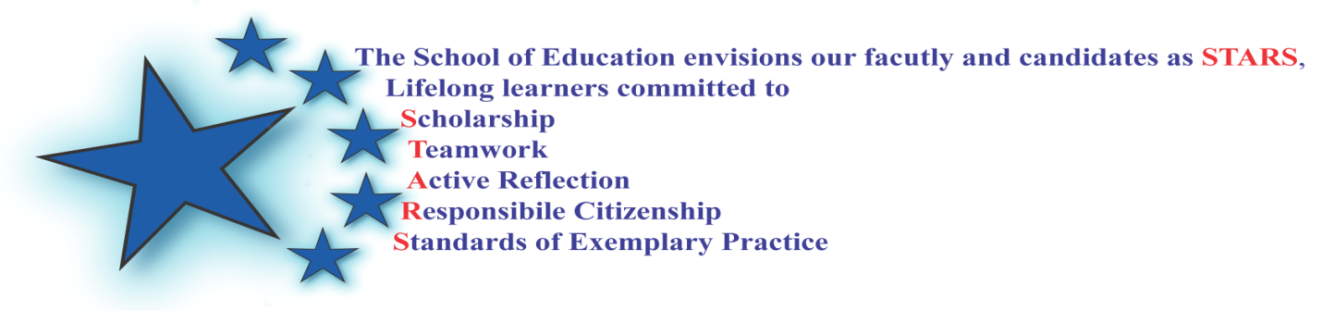
Sanford College of Education

Special Education Internship Handbook

Revised: July 2018

THE CONCEPTUAL FRAMEWORK FOR THE SANFORD COLLEGE OF EDUCATION:

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



**Purpose of the Special Education Clinical Practice Internship**

The National University Special Education Clinical Practice Internship credential program is designed to prepare candidates with the knowledge and skills to implement a variety of research-validated methods and strategies focused on instructional programs for a diverse population of K-12 students with disabilities. All of National University programs are accredited by the Western Association of Schools and Colleges (WASC). The Internship Credential is approved by the California Commission on Teacher Credentialing (CTC) and addresses the California Standards for the Teaching Profession as well as standards proposed by the Council for Exceptional Children (CEC).

**Welcome Message**

Congratulations on entering your Clinical Practice as a Special Education Intern with National University. The internship is an alternative route to obtaining a Preliminary Education Specialist Credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities or Language Academic Development.

Special Education Interns may serve as special education teachers for two years under the State of California’s Internship credential while completing their Preliminary Education Specialist Credential preparation program. During this time each intern will receive at least eight months of onsite support from a local Site Support Provider and from a National University Support Provider.

*How to Use this Handbook*

The purpose of this Handbook is to provide information for candidates, support providers and supervisors concerning Clinical Practice for the National University Special Education Intern credential program, its policies, requirements, processes and procedures.

The Handbook is divided into four sections:

1. The first section provides information about the Internship program policies and procedures, along with a description of the roles and responsibilities of everyone involved.
2. The second section describes the program design, processes and expectations.
3. The third section describes how to exit the Intern program and apply for the Preliminary Education Specialist Credential.
4. The Appendices found in the fourth section serve as a reference and contain copies of commonly used documents for the Intern Program.

TABLE OF CONTENTS

Mission and Purpose………………………………………………………………………………………… i

How to Use the Education Internship Clinical Practice Handbook……………………. ii

Table of Contents…………………………………………………………………………..…………………. iii

Section 1: Special Education Internship Program Overview,

Roles and Responsibilities……………………………………...…………………………….. 1-6

Special Education Internship Program Overview…………………..…………………………… 1

Student Accessibility Services…………………………………………………………………………….. 1

University Intern………………………………………………………………………………………………… 2

Site Support Provider (SSP)………………………………………………………………………………… 3

National University Support Provider (NUSP)……………………………………………………… 3

Site Administrator……………………………………………………………………………………………… 5

Regional Clinical Practice Coordinator (RCPC) …………………………………………………….. 5

National University Intern Statewide Coordinator……………………………………………… 5

Credential Program Specialist …………………………………………………………..………………. 6

Section 2: Program Design, Requirements and Expectations... 7-13

Intern Orientation………………………………………………………………………………………………. 7

Program Design and Coursework Requirements…………………………………………………. 7

Special Education Intern Support and Assessment Process Chart………………………. 8

Support and Assessment for the Special Education Intern’s Clinical Practice……. 9

Lesson Planning and Observation Requirements……………………………………………….. 11

Artifact……………………………………………………………….…………………………………….. 12

Interns in Non-Public Schools…………………………………………………………………………….. 13

Section 3: Exiting the Special Education Internship Credential

Program…………………………………………………………………………………….….…….. 14-15

Steps for Exiting the Special Education Internship Credential Program…………….. 14

Applying for the Preliminary Education Specialist Credential……………………………. 14

Section 4: Appendices: Documents and Forms……………….……….. 16

Appendix A: Observation and Assessment Forms……………………………………………… 16-35

A.1 Classroom Observation Form……….……………………………………. 17

A.2 Classroom Observation Descriptors (Mild/Moderate and LAD)…………. 20

A.3 Classroom Observation Descriptors (Moderate/Severe)………. 23

A.4 Clinical Practice Assessment Form (Mild/Moderate and LAD)……………… 26

A.5 Clinical Practice Assessment Form (Moderate/Severe)………….. 31

Appendix B: Lesson Plan Forms and Supporting Documents……………………………. 36-58

B.1 Lesson Plan Format: Special Education………………………………… 37

B.2 Lesson Plan Design Template………………………………………………. 41

B.3 Lesson Plan Design Sample (Mild/Moderate and LAD)……………………….. 43

B.4 Lesson Plan Design Sample (Moderate/Severe)…………………….. 49

B.5 Lesson Plan Rubric (SP-5)…………………………………………………….. 55

B.6 California Standards for the Teaching Profession (CSTP’s)…… 58

Appendix C: Professional Dispositions……………………………………………………………….. 59-60

C.1 National University Professional Dispositions Form……………… 60

Appendix D: Candidate Assistance Forms and Chart………………………………………… 61-67

D.1 Candidate Assistance Process Description……………………………. 62

D.2 Candidate Progress Alert Template……………..………………………. 64

D.3 Candidate Assistance Plan Template………………………………………. 66

Appendix E: Codes of Ethics……………………………………………………………………………… 68-71

E.1 Council for Exceptional Children (CEC) Code of Ethics…………. 69

E.2 Code of Ethics of the Education Profession…………………………. 70

Appendix F: Intern Clinical Practice Forms……………………………………………………….. 72-79

F.1 Step by Step Directions for SSP’s…………………………………………. 73

F.2 Internship Site Support Provider Information Form……………. 77

F.3 Finding the Faculty Portal in SOAR……………………………………… 78

Section 1: Special Education Internship Program Overview, Roles and Responsibilities

SPECIAL EDUCATION INTERNSHIP PROGRAM OVERVIEW

Candidates selected for the Intern Program typically earn full-time salaries and receive benefits as teachers in Special Education classrooms and programs while pursuing their Preliminary Education Specialist Credential. In addition, Interns receive support from two educators identified as Support Providers. Support is made available in the classroom on a monthly basis.

The credential program offered through National University extends over two years of coursework, fieldwork and clinical practice. National University Support Providers provide a clinical practice support and assessment cycle over an eight month time frame the first year. During the clinical practice period, candidates are provided support monthly until Interns complete their Preliminary Education Specialist credential programs. Second year interns may be required to take an additional “C” course (SPD 692C or LAD 692C).

STUDENTS REQUESTING

ACCOMMODATIONS/MODIFICATIONS DUE TO DISABILITY

***Requesting Accommodations***

National University is committed to providing equitable access to learning opportunities for all students.  Student Accessibility Services (SAS) is the office that collaborates with students who have disabilities and faculty members to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact SAS at [sas@nu.edu](mailto:sas@nu.edu) or 858.521.3967 to arrange a confidential discussion regarding equitable access and reasonable accommodations. To receive any course-related adaptation or accommodation, the student must first be registered with SAS; registration information and steps can be found by visiting [www.nu.edu/sas](http://www.nu.edu/sas).  The SAS team works with students confidentially and does not disclose disability-related information without his/her permission.

If you are already registered with SAS and have a current accommodation letter outlining approved accommodations, we encourage you to contact your instructor early in the term to review how the accommodations will be applied in the course.  You are encouraged to arranged a confidential phone or in person meeting with your professor to discuss the approved accommodations.

ROLES AND RESPONSIBILITIES

OF KEY PROGRAM PERSONNEL

**UNIVERSITY INTERN**

The University Intern is contracted with a local school district or a non-public school during the time they are enrolled as an Intern with National University. As such, they serve as employees of the district/agency and as Intern credential candidates with the University. Interns receive support from an identified local Site Support Provider (SSP) and from a National University Support Provider (NUSP). Interns will receive a minimum of 8 months of clinical practice support from the National University Support Provider and Site Support Provider prior to completing the Preliminary Education Specialist Credential.

**The University Intern will:**

Complete the Preliminary Education Specialist program within 2 years of receiving an Internship Credential.

Attend an Intern Orientation meeting scheduled by the Credential Program Specialist for Clinical Practice within a month after receiving their Internship Credential.

Complete the **Internship Site Support Provider Information Form** (Appendix F), which is provided during the Intern Orientation and return it to the Credential Program Specialist for Clinical Practice in order to establish site support.

Complete a self- assessment and reflection on his/her teaching performance in each of the areas of the California Standards for the Teaching Professions (CSTP’s) and the Teaching Performance Expectations (TPE’s).

Work with the National University Support Provider (NUSP) and Site Support Provider (SSP) to create an **Individual Induction Plan** (IIP) (Bridging Document) during the first month of the Intern Seminar.

Attend SPD 698 A/B Clinical Practice Seminar and complete assignments.

Review this Handbook with the NUSP and become familiar with requirements for lesson plans, classroom observations, assessments, professional dispositions and portfolios.

Schedule and prepare for observations/consultations with the Site Support Provider (SSP) and the National University Support Provider (NUSP).

Receive at least **2** formal observations per 4-month section of the clinical practice course by the NUSP.

Prepare detailed lesson plans for the formal observation by the NUSP. They must be sent to the NUSP at least 24 hours (submit to Blackboard) in advance of the formal observation. The Lesson Planning and Observation requirements are outlined in a separate section of this Handbook.

Complete a self-evaluation using the **National University** **Professional Dispositions Form** at the beginning of clinical practice. Receive a **National University** **Professional Dispositions Form** from the NUSP at the formative evaluation (midpoint) meeting. (Appendix C)

Receive two **Clinical Practice Assessments**  (Appendix A) from the National University Support Provider (NUSP), one during the 4th month (formative) and one during the 8th month (summative).

Review the Observation and Assessment results using the SOAR Portal to access the digital forms completed by the NUSP (Appendix G).

**SITE SUPPORT PROVIDER (SSP)**

Site Support Providers (SSP’s) are local educators identified by the school district or non-public school and approved by the Principal/Site Administrator who holds a clear Education Specialist credential and an EL certification. The SSP acts as mentor for Interns as they develop their beginning teaching skills. In this capacity the SSP may help an Intern prepare for IEP meetings, structure curriculum, develop instructional approaches for students with disabilities.

**The SSP will:**

Complete the SSP Information Form along with a W-9 in order for the University to create an NU ID and pay for the SSP’s service. Return both documents to the Credential Program Specialist assigned to the Intern.

Develop a confidential mentoring relationship with the Intern.

Establish regular meetings with the Intern to reflect on teaching practices and to support professional growth. Meetings are arranged to meet the needs of both the SSP and the Intern and may be held at the school site, over the telephone, or via email.

Maintain contact with the National University Intern Support Provider (NUSP) at least one time per month and collaborate with the NUSP in review of the Clinical Practice Assessments along with the intern.

**NATIONAL UNIVERSITY SUPPORT PROVIDER (NUSP)**

The National University Support Provider (NUSP) is a faculty member assigned to support, observe, and evaluate the Intern’s teaching performance during the eight months (minimum) of the internship in accordance with the California Standards for the Teaching Profession (CSTP’s) and Teaching Performance Expectations (TPE’s) (Appendix E).

**The NUSP will:**

Upon receipt of the assignment, contact the Intern to schedule the initial consultation/orientation to include the SSP.

Arrange observations and conferences with the Intern over the next eight months to support his/her professional development. At least **two visits** each four months must be a formal observation. The observation is based on a detailed lesson plan submitted by the candidate 24 hours in advance of the observation. The Lesson Planning and Observation requirements are outlined in a separate section of this Handbook.

Reflect with the Candidate at the conclusion of each formal classroom observation.

Complete the digital Observation Form using the Faculty Soar Portal. The NUSP will complete the Observation Form within 24 to 48 hours after the observation has been conducted. The candidate will review the Observation Form.

During the first or second month, meet with the candidate to develop an **Individual Induction Plan** (Bridging Document located in Appendix H) using the candidate’s self- assessment and observations.

Review the candidate’s initial self-evaluation using the **National University Professional Dispositions Form** (Appendix C). Complete a **National University Professional Dispositions Form** at the midpoint of the clinical practice.

Coordinate regularly with the Site Support Provider (SSP) to monitor candidate performance especially in regard to the completion of the competency log.

Assist the candidate, when needed, in accessing the forms for review.

Complete a formal assessment after the fourth month (formative) and at the conclusion of the Internship (summative), using **Clinical Practice Assessment Form** (Appendix A). At this time, the NUSP will meet with the candidate in collaboration with the SSP. Review progress at this time toward the goals of the **Individual Induction Plan** (Bridging Document), classroom teaching performance and professional responsibilities.

Complete the online digital Clinical Practice Assessment form prior to meeting with the candidate so you may review it at the meeting and make it available to the candidate for review at a later time.

Assist the candidate in completion of assignments SPD 698 A/B Clinical Practice Seminar, such as artifacts and Evidence Based Strategy.

Monitor candidate progress. If a candidate is not making satisfactory progress in one or more of the six CSTP/TPE (Appendix I) domains by the end of the 4th month, a meeting will be held which may include the Site Support Provider, the NUSP, the Regional Clinical Practice Coordinator and possibly lead faculty or Statewide Coordinator, to discuss and document issues needed for correction and additional support to be provided.

Determine the need for and coordinate the implementation of a **Candidate Assistance Plan** (Appendix D). When this plan is required, notify Diana Dobrenen, National University Intern Coordinator, [ddobrenen@nu.edu](mailto:ddobrenen@nu.edu) or (310) 662-2133.

**SITE ADMINISTRATOR**

**The Site Administrator will:**

Support the mentoring relationship between the Intern and the Support Provider (SSP and NUSP).

Provide feedback to the Intern regarding instructional practice and expectations of the district.

Observe the Intern and provide feedback according to requirements of the district or agency.

Collaborate with the other support providers (SSP and NUSP) to monitor and report candidate progress.

**REGIONAL CLINICAL PRACTICE COORDINATORS**

**The Regional Clinical Practice Coordinator (RCPC) will:**

Oversee Internship in Special Education at a regional center.

May interview potential Interns, if lead faculty not available, and complete interview protocols. Completed interview protocol will be submitted to the Credential Program Specialist.

Assign a NUSP for each Intern.

Meet with Intern Support Providers to provide training and information.

Intervene when necessary to resolve candidate issues at local sites in conjunction with lead faculty.

**NATIONAL UNIVERSITY INTERN STATEWIDE COORDINATOR**

**The National University Intern Statewide Coordinator will:**

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

Provide academic support and programmatic leadership for the National University Special Education credential program for interns throughout the State of California by conferencing and disseminating information with the credential personnel in the regions.

Assist with resolutions of issues at the regional and state level.

Support professional development activities for Regional Clinical Practice Coordinators in the regions.

Contact information for Statewide Clinical Practice Coordinator for Special Education: National University Statewide Clinical Practice Coordinator: Diana Dobrenen, ddobrenen@nu.edu or (310) 662-2133

**CREDENTIAL PROGRAM SPECIALISTS**

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

**The Credential Program Specialist University Internship duties are:**

Check to see if the potential Intern qualifies for the Intern Credential.

Verify that the district has a partnership agreement with the University.

Help with the “Intern Eligibility Process” and set up the appointment with the intern interviewer.

Send all necessary paperwork to credential processing when the “Intern Eligibility Process” is completed.

Set up orientation meetings for newly enrolled interns and send emails to all eligible Interns.

Distribute **Internship Site Provider Information Form**  (Appendix F) and a W-9 form during the Orientation and give the clinical practice summary to the new Interns.

Enter the Intern Clinical Practice information in SOAR.

Add SPD 692A&B (Mild/Moderate) or SPD 694A&B (Moderate/Severe) or LAD 692A&B (Language Academic Development) to the Intern’s schedule in SOAR. The classes are open for eight months; however the clinical practice schedule may vary based on the district calendar.

Provide the course information (class number, term, and ending date) to the assigned NUSP who is the course instructor for the intern.

Add SPD 698 A/B, Clinical Practice Seminar, to the Intern’s schedule.

Add SPD 692C or SPD 694C or LAD 692C when needed by the intern.

SECTION 2: Program Design, Requirements and Expectations

**Intern Orientation**

Tow to three days after receiving an Internship Credential, the candidate will be invited to an orientation meeting at their regional center. The candidate will receive information about the assignment of a Site Support Provider (SSP) and a National University Support Provider (NUSP). Interns receive the SSP info sheet and W-9 form for their SSP information.

Interns will be provided with instructions for accessing the online Special Education Internship Clinical Practice Handbook, outlining the requirements for successfully completing the Internship Program. Candidates will be provided with information about accessing digital observation and assessment forms at the Orientation and the Intern Support Verification Form (ISVF).

The web site below has all our current internship orientations and the documents.

[https://nu.adobeconnect.com/\_a799146295/nusp\_materials/](https://nu.adobeconnect.com/_a799146295/nusp_materials/" \t "_blank)

**Program Design and Coursework Requirements**

University Intern candidates in the Mild/Moderate, Moderate/Severe and Language Academic Development credential programs may complete course work, and field work simultaneously with clinical practice. Interns may complete clinical practice after completing course work but the seminars are concurrent with clinical practice.

**Special Education Interns will complete the following specific internship courses:**

**SPD 698 A/B, Clinical Practice Seminar**

Content: reviewing the IEP process; classroom management strategies; lesson planning strategies; professional dispositions; and the Bridging Document (Individual Induction Plan). The required evidenced-based project assignment (Signature Assignment for SPD698A/B) will be discussed during the seminar. Students must attend class sessions and complete required assignments in order to receive a grade of “Satisfactory” for the class.

**SPD 692A&B (Mild/Moderate); SPD 694A&B (Moderate/Severe); LAD 692A&B (Language Academic Development)**

Interns will be registered for the appropriate Intern Clinical Practice course for a minimum of eight months during which they will receive support and supervision from the assigned NUSP, who is also the Course Instructor. Observations and assessments of the Intern’s teaching and professional dispositions will take place during this course. After successful completion of the clinical practice, a grade of “Satisfactory” is assigned.

**SPECIAL EDUCATION INTERN SUPPORT AND ASSESSMENT PROCESS**

|  |  |
| --- | --- |
| **Pre Service Courses** | **Prerequisites** |
| SPD 608 Exceptionalities  SPD 614 Class Management & Assessment  TED 621B Reading/Language arts methods  **Total** = 120 hours of CTC required coursework prior to Internship | CBEST/CSET  US Constitution  Negative TB test  Certificate of Clearance  GPA 3.0  Faculty interview/Disposition self-check  Completed Intern (IE) Application packet |
| **Intern Credential Filed with CTC** | **Intern Orientation** |
| ***All interns receive a minimum of 8 months of support from a Site Support Provider and a NU Support Provider. Interns will be placed in the appropriate Internship courses below:***  SPD 692A&B Internship M/M  SPD 694A&B Internship M/S  LAD 692A&B Internship LAD  SPD 698A and SPD 698B Intern Clinical Practice Seminar concurrent with Internship | Self- Assessment and Individual Induction Plan (Bridging Document) provided to intern during orientation and developed during first month of the internship  Site Support Provider identified and approved by school administrator (holds Clear Credential and EL certification)  NU Support Provider assigned to the intern by the Regional Clinical Practice Coordinator. |
| **SPD Coursework** | **Intern Support and Assessment** |
| Co Requisites: HEDX1101X, EDX1201X  Complete remaining SPD Core courses (TED 602, SPD 604, TED 606, SPD 616, TED 621A or TED 623, SPD 622, SPD 628)  Generic Core Exam  Program Specific (Advanced) Courses  *Mild/Moderate*: SPD 632, SPD 634, SPD 636, SPD 638  *Moderate Severe*: SPD 642, SPD 644, SPD 646, SPD 648  *Language & Academic Development:* LAD 632, LAD, 633, LAD 634, LAD, 635 | |  |  | | --- | --- | | **Clinical Practice – Course "A"** | **Clinical Practice – Course "B"** | | **Intern – USP**  **1 Consultation** (onsite)  **2 Formal Observations** (Submit to SOAR)  4 Guided Observations / Support  **Monthly- check ISVF**  **Initial Assessment** (Submit to SOAR) | **Intern – USP**  **1 Consultation** (Initial Assessment)  **2 Formal Observation** (Submit to SOAR)  **3 Guided Observations / Support**  **Monthly - Check ISVF**  **Final Assessment** (Submit to SOAR) | | **Intern – SSP**  **1 Consultation** (onsite)  Monthly **Communication** w/ USP  **On-going** support coach & ISVF | **Intern – SSP**  **1 Consultation** (onsite)  **Monthly Communication** w/ USP  **On-going** support coach & ISVF | |
| **Internship Exit Requirements** | |
| All required observations completed  Exit exam passed  RICA passed  3.0 GPA  Zero account Balance  Enrolled in appropriate program and Apply for Education Specialist Authorization | |

SUPPORT AND ASSESSMENT

FOR SPECIAL EDUCATION INTERNS

DURING CLINICAL PRACTICE

**SUPPORT FOR THE INTERN’S CLINICAL PRACTICE**

A minimum of eight (8) months of classroom based support is required as part of the National University Special Education Internship program. During the 8 months, Interns will be observed and receive support from the Site Support Provider (SSP) and the National University Support Provider (NUSP). The NUSP will conduct at minimum at least 2 formal observations for each section of the clinical practice course for a total of 4 formal observations (min.) accompanied by a formal lesson plan from the intern submitted to the NUSP at least 25 hours in advance.

Formal observations by the NUSP are completed using the digital online SOAR Portal and available for review by candidates.

The next section of this Handbook contains detailed information about the Lesson Planning and Observation Requirements.

When an Intern is not making sufficient progress in clinical practice, the NUSP will immediately inform the candidate. A meeting will be scheduled by the NUSP with the candidate, the Site Supervisor, and the NUSP. Deficiencies will be identified and specific goals will be established at the meeting to address the candidate’s needs. The NUSP will notify the National University Intern Clinical Practice Coordinator (Statewide Coordinator), when an Intern is making less than satisfactory progress. If adequate growth toward meeting the goals is documented, the **Candidate Assistance Process** is initiated. The NUSP will provide the candidate with a written and detailed explanation of the plan. Lead faculty in the regional department needs to be made aware of the Candidate Assistance Process.

Interns who may violate the policies and procedures as outlined in the National University Catalog, may receive an **Incident Report /Progress Alert** from any National University faculty member. An **incident Report/Progress Alert** may result in the initiation of a **Candidate Assistance Plan.**

ASSESSMENT OF THE INTERN’S CLINICAL PRACTICE

As part of the **Individual Induction Plan** (Bridging Document) the candidate will complete a self-assessment and share the results with the SSP and the NUSP. Prior to this meeting each Intern will write a reflection describing their strengths and needs in each of the six CSTP areas (Appendix B). With the help of the NUSP and the SSP, the Intern will write goals for improving his or her teaching during the six months of the clinical practice experience. A copy of the IIP document with the written reflection and goals will be submitted to the SPD 698 A/B Instructor to be kept in the Intern’s file. The IIP will serve as a working document to guide the Intern’s progress during the Internship experience.

**Assessment #1 (Formative):** At the midpoint of the clinical practice, the NUSP will complete a **Clinical Practice Assessment** (Appendix A). A meeting will be held with the Intern, the NUSP and the SSP to review the candidate’s progress. The results of the assessment will be entered into the SOAR Portal. The candidate, NUSP and SSP may review the document at any time. Candidates are expected to obtain an average score of “3”, (Applying) by the formative assessment.

**Assessment #2 (Summative):** During the final month of the clinical practice, the NUSP will each complete a **Clinical Practice Assessment.** A final meeting will be held to review the candidate’s progress and determine if the Intern is ready to exit the Support and Assessment/Clinical Practice portion of the internship. The results of the final assessment will be entered into the SOAR Portal. The candidate, NUSP, and SSP may review the document at any time. Candidates are expected to achieve an average score of “3” (Applying) and no score below “3” (Applying) by the summative assessment.

The NUSP/Supervisor will review the **National University Professional Dispositions Form** self-evaluation completed by the candidate at the beginning of the clinical practice.

The NUSP/Supervisor will complete a **National University Professional Dispositions Form** at the midpoint of the clinical practice, reviewing the results with the candidate.

If the NUSP and other support providers determine that the candidate is not making satisfactory progress toward accomplishing the requirements of the program, additional classroom support may be required. A **Candidate Assistance Plan** (Appendix D) may be required. The NUSP will guide the candidate through the process.

LESSON PLANNING AND OBSERVATION REQUIREMENTS

During the Internship, students will have many opportunities to develop their instructional planning skills. A very important part of the experience is the development of effective lesson plans. The NUSP will provide the Intern with a copy of the **Lesson Plan Format: Special Education** (Appendix B.1); **Lesson Plan Design Template** (Appendix B.2); **Sample Lesson Plans** (Appendix B.3 for Mild/Moderate, Appendix B.4 for Moderate/Severe); **Lesson Plan Rubric** (Appendix B.5). Lesson plans must follow these guidelines.

Interns must prepare a lesson plan and email (or upload to the Blackboard Course) the plan to their NUSP a minimum of **24 hours prior** to a scheduled observation. The NUSP will be unable to conduct an observation if a lesson plan has not been provided as required. The NUSP will use the **Lesson Plan Rubric** to review and assess the lesson plan. An Intern is required to achieve an average score of “3”, or better by the third month of the internship After the third month, lesson plans with an average score less than “3” will need to be revised and resubmitted to the NUSP before another observation can be scheduled.

All lesson plans must be original. Plans should not be taken directly from a published source or from a website.

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

All lessons presented for a classroom observation must be part of the on-going curriculum and should not be a stand-alone lesson. The NUSP will use the **Classroom Observation Form** (Appendix A.1) and the **Classroom Observation Rubric** (Appendix A.2, Mild/Moderate; Appendix A.3, Moderate/Severe) to provide written feedback on the Intern’s teaching. The NUSP may ask to see the lesson plan for the lesson taught prior to the observation and the lesson that will follow the observation. By the fourth month, the Intern is expected to achieve an average score of “3” or higher for the classroom observation.

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

The NUSP will complete observation forms, which will include information from the SSP, and enter them digitally in *Next Steps* section in the SOAR portal.

ARTIFACT

The purpose of the Artifact is to provide a document, which describes the competency of the credential candidate as a professional educator. The artifact is described in the Bridging Document and completed as part of SPD698 A/B, Clinical Practice Seminar.

NUSP’s may provide assistance for selecting and submitting appropriate artifacts.

A competency log, signed by the candidate, SSP, and NUSP will be completed and uploaded into the SPD 698B course in order to pass the course along with other successful completion of assignments.

# INTERNS IN NON-PUBLIC SCHOOLS

Intern candidates, who are currently contracted in a non-public school that has been approved for educating students with disabilities by the California State Department of Education, may complete the internship in their own classrooms.

National University is required to provide the opportunity for candidates to demonstrate achievement of all the competencies included on the Clinical Practice Assessment. The Preliminary Education Specialist Credential authorizes the candidate to provide services for students all comprehensive California public schools. A competency log, signed by the candidate, SSP, and NUSP will be completed and uploaded into the SPD 698B course in order to pass the course along with other successful completion of assignments.

SECTION 3: EXITING THE

SPECIAL EDUCATION INTERNSHIP CREDENTIAL PROGRAM

**The following must be completed prior to posting a “Satisfactory” grade in SPD 692A/B, SPD 694 A/B LAD 692A/B:**

* Ongoing contact with the Site Support Provider (SSP). SSP communicates monthly with NUSP.
* A minimum of 4 Observation forms from the NUSP in the SOAR Portal.
* A minimum of 2 Supervised Teaching Assessment forms in the SOAR Portal.

**The following must be completed prior to posting a “Satisfactory” grade for SPD 698 A/B:**

o Completion of the Bridging Document

o Evidence-Based Project Assignment (Signature Assignment)

**In addition to meeting the admissions, specialization and University Internship Program requirements; candidates must also complete and return the following prior to credential recommendation:**

O Proof of passing the Reading Instruction Competence Assessment (RICA)\*

o CPR certification for Infant, Child, and Adult

o Pass the Exit Exam

* All credential program coursework (3.0 GPA Grades of “D”, “F” and “U” are not accepted)
* Zero account balance

o FOR DUAL CANDIDATES ONLY: Pass all four Teaching Performance Assessment (TPA) Tasks

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

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

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

**Applying for the Preliminary Education Specialist Credential**

Once the Intern has met all of the above requirements, they must meet with a Credential Program Specialist in order to complete the Credential Application. The Program Specialist for Credential Advisement will review the application checklist and verify that the Intern has completed all the requirements for a Preliminary Education Specialist Credential. The application will be processed and filed with the CTC. Interns will receive notification via email that the application has been received and an application fee will be requested. Once the application fee has been received by CTC, the Intern will be sent an email notification that the credential has been granted. Candidates may access the credential online and print a copy to provide verification for their districts.

SECTION 4: APPENDICES:

DOCUMENTS AND FORMS

APPENDIX A: Observation and Assessment Forms………………………… 16-35

A.1 Classroom Observation Form ………...…………………………..………. 17

A.2 Classroom Observation Descriptors (Mild/Moderate)……….... 20

A.3 Classroom Observation Descriptors (Moderate/Severe)…….… 23

A.4 Clinical Practice Assessment Form (Mild/Moderate) ….………… 26

A.5 Clinical Practice Assessment Form (Moderate/Severe) ………… 31

**NULogoSpecial Education**

**CLINICAL PRACTICE OBSERVATION**

**❑SPD 692A/B Internship M/M ❑SPD 694A/B Internship M/S**

**LAD 692A/B - Internship**

(❑SPD 682A ❑SPD 682B Student Teaching M/M ❑SPD 684A ❑SPD 684B Student Teaching M/S)

(❑ LAD 682A Student Teaching ❑ LAD 682 B Student Teaching)

Candidate: ID #: Date:

District: School:

❑ Intern ❑ Student Teacher

Completed by (check and complete one):

❑ University Support Provider:

❑ Site Support Provider:

Instructional Topic: Grade:

**Directions:** *Using the Observation Rubric below, write the evidence of the CTC Teacher Performance Expectations you observe during the candidate’s delivery of instruction. . Score each Domain by evaluating the Evidence you have written against the Rubric below, then record the associated Rubric Levels (Integrating, Applying, Emerging. Beginning).*

**OBSERVATION RUBRIC**

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

**Applying -** The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, *or* accurateevidence. Evidence is connected across this TPE Domain.

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

**Beginning** - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate *or* missing evidence. Evidence is unconnected across the TPE Domain.

**Domain A: Making Subject Matter Comprehensible to Students**

*tpe 1: specific Pedagogical Skills for Subject Matter Instruction*

**Evidence:**

|  |
| --- |
|  |

**Domain A Rubric Level**

**Domain B: Assessing Student Learning**

*TPE 2: Monitoring Student Learning During Instruction*

**Evidence:**

|  |
| --- |
|  |

**Domain B Rubric Level**

**Domain C:** **Engaging and Supporting Students in Learning**

*TPE 4: Making Content Accessible*

*TPE 5: Student Engagement*

*TPE 6: Developmentally Appropriate Teaching Practices*

*TPE 7: Teaching English Learners*

**Evidence:**

|  |
| --- |
|  |

**Domain C Rubric Level**

**Domain D:** **Planning Instruction and Designing Learning Experiences for Students**

*TPE 8: Learning about Students*

*TPE 9: Instructional Planning*

**Evidence:**

|  |
| --- |
|  |

**Domain D Rubric Level**

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

*TPE 10: instructional Time*

*TPE 11: Social Environment*

**Evidence:**

|  |
| --- |
|  |

**Domain E Rubric Level**

**Domain F:** **Developing as a Professional Educator**

*TPE 12: Professional, Legal, and Ethical Obligations*

*TPE 13: Professional Growth*

**Evidence:**

|  |
| --- |
|  |

**Domain F Rubric Level**

**Overall Feedback and Next Steps:**

|  |
| --- |
|  |

***Signatures:***

Candidate: ID #: Date:

Support Provider: Title: Date:

NULogo**SPECIAL EDUCATION**

**Domain Descriptors for Clinical Practice Observation**

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

**Domain A: Making Subject Matter Comprehensible to Students**

tpe 1: specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.

2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas.

3. Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, including students with autism spectrum disorder.

4. Develops student understanding through instructional strategies that are appropriate to the subject matter.

**Domain B: Assessing Student Learning**

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

5. Establishes and communicates learning goals for all students.

6. Demonstrates knowledge of confidentiality provisions and requirements.

7. Demonstrates working knowledge of basic tests and measurements principle.

8. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities and students with autism spectrum disorder.

9. Collects and uses multiple sources of information to monitor student learning.

10. Involves and guides all students in assessing their own learning.

11. Uses the results from a variety of data collection strategies and assessments to guide instruction.

**Domain C:** **Engaging and Supporting Students in Learning**

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

12. Connects students’ prior knowledge, life experiences, and interests with learning goals.

13. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students’ diverse needs.

14. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.

15. Facilitates learning experiences that promote autonomy, interaction and choice.

16. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.

**Domain D:** **Planning Instruction and Designing Learning Experiences for Students**

TPE 8: Learning about Students

TPE 9: Instructional Planning

17. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.

18. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.

19. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, and students with autism spectrum disorder.

20. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.

21. Designs instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.

22. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.

23. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.

24. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.

25. Designs short-term and long-term plans to foster student learning.

26. Develops effective English Language development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.

27. Effectively utilizes space, time, equipment and technology.

28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

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

TPE 10: instructional Time

TPE 11: Social Environment

29. Creates a physical environment that engages all students.

30. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.

31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, Including for those who manifest emotional and/or behavioral disorders,.

32. Demonstrates ability to diffuse situations that may lead to conflict or violence.

33. Designs behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.

34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.

35. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.

36. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.

37. Promotes social development and responsibility by establishing a climate that promotes honesty, fairness, and respect for privacy and student work, and openness to the discussion of ideas.

38. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families.

39. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.

40. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.

41. Establishes and maintains positive standards for student behavior.

42. Manages learning environments efficiently and in a manner that is safe.

**Domain F:** **Developing as a Professional Educator**

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.

45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.

46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities and students with autism spectrum disorder.

47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice.

48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities.

49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.

50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

NULogo**SPECIAL EDUCATION**

**Domain Descriptors for Clinical Practice Observation**

*Education Specialist – Moderate/Severe*

**Domain A: Making Subject Matter Comprehensible to Students**

tpe 1: specific Pedagogical Skills for Subject Matter Instruction

1. Demonstrates knowledge of subject matter content and student development.

2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.

3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities.

4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.

5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.

6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.

**Domain B: Assessing Student Learning**

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

7. Demonstrates knowledge of confidentiality provisions and requirements.

8. Demonstrates working knowledge of basic tests and measurement principles.

9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities, collecting and using multiple sources of information to assess student learning.

10. Involves and guides all students in assessing their own learning.

11. Uses the results from a variety of data collection strategies and assessments to guide instruction.

12. Assesses a variety of environments for opportunities to facilitate students’ social interactions.

13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students’ in collaboration with a trans-disciplinary team.

**Domain C:** **Engaging and Supporting Students in Learning**

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 7: Teaching English Learners

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

15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.

16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.

17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.

18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.

**Domain D:** **Planning Instruction and Designing Learning Experiences for Students**

TPE 8: Learning about Students

TPE 9: Instructional Planning

19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.

20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.

21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.

22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.

23. Establishes and articulates short and long term goals to foster student learning.

24. Demonstrates the knowledge and skills to assess students’ communication abilities, and develops with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.

25. Develops and sequences instructional activities and materials for student learning.

26. Develops effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.

27. Effectively utilizes space, time, equipment and technology.

28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

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

TPE 10: instructional Time

TPE 11: Social Environment

29. Creates a physical environment that engages all students.

30. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.

31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence.

32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.

33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.

34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.

35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities.

36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs.

37. Promotes social development and responsibility.

38. Manages learning environments efficiently and in a manner that is safe.

39. Emphasizes teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy.

40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment.

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

**Domain F:** **Developing as a Professional Educator**

TPE 12: Professional, Legal, and Ethical Obligations

TPE 13: Professional Growth

42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.

43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.

44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities.

45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice

46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.

47. Continually establishes professional goals and pursues opportunities to grow professionally.

48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.

50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.

**SPD CLINICAL PRACTICE ASESSMENT FORM (MILD/MODERATE)**

NULogo**SPECIAL EDUCATION**

**CLINICAL PRACTICE ASSESSMENT**

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

❑ SPD 692A and ❑ SPD 692B Internship ❑ SPD 682A and ❑ SPD 682B Student Teaching

❑ LAD 692A and ❑ LAD 692B Internship ❑ LAD 682A and ❑ LAD 682B Student Teaching

**Candidate**: ID #:

❑ Student Teacher ❑ Intern Initial

Assessment Date: Final Assessment Date:

**Site Support Provider**:

District: School: Setting:

**University Support Provider**:

Academic Center: Phone: Email:

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

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

**ASSESSMENT RUBRIC and SCORE LEVELS**

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

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

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

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

**Domain A: Making Subject Matter Comprehensible to Students**

*tpe 1: specific Pedagogical Skills for Subject Matter Instruction*

**Rubric Score**

**Initial Final**

1. Demonstrates knowledge of subject matter content and student development.

2. Uses materials, resources, and technologies to make subject matter accessible to students and information within and across subject matter areas.

4. Demonstrates knowledge and skills in teaching reading, speaking, listening, written language and mathematics to insure access to the general education curriculum across settings, for all students with mild to moderate disabilities, students with autism spectrum disorders, and English Language learners.

5. Develops student understanding through instructional strategies that are appropriate to the subject matter.

**Sub-Total Score (Total Possible Points: 20)**

**Evidence:**

|  |
| --- |
|  |

**Domain B: Assessing Student Learning**

*TPE 2: Monitoring Student Learning During Instruction*

*TPE 3: Interpretations and Use of Assessments*

**Rubric Score**

**Initial Final**

6. Establishes and communicates learning goals for all students.

7. Demonstrates knowledge of confidentiality provisions and requirements.

8. Demonstrates working knowledge of basic tests and measurements principle.

9. Demonstrates skills in the use of a variety of standardized and non-standardized assessment techniques in order to make appropriate educational decisions for students with mild to moderate disabilities, students with autism spectrum disorder and English Language learners.

10. Collects and uses multiple sources of information to monitor student learning.

11. Involves and guides all students in assessing their own learning.

12. Uses the results from a variety of data collection strategies and assessments to guide instruction for all learners.

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

**Evidence:**

|  |
| --- |
|  |

**Domain C:** **Engaging and Supporting Students in Learning**

*TPE 4: Making Content Accessible*

*TPE 5: Student Engagement*

*TPE 6: Developmentally Appropriate Teaching Practices*

*TPE 7: Teaching English Learners*

**Rubric Score**

**Initial Final**

13. Connects students’ prior knowledge, life experiences, and interests with learning goals.

14. Promotes self-directed, reflective learning for all students, using a variety of instructional strategies and resources to respond to students’ diverse needs.

15. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.

16. Facilitates learning experiences that promote autonomy, interaction and choice.

17. Engages students in problem-solving, critical thinking, and other activities that make subject matter meaningful.

**Sub-Total Score (Total Possible Points: 20)**

**Evidence:**

|  |
| --- |
|  |

**Domain D:** **Planning Instruction and Designing Learning Experiences for Students**

*TPE 8: Learning about Students*

*TPE 9: Instructional Planning*

**Rubric Score**

**Initial Final**

18. Demonstrates a variety of research-based and effective teaching practices that address the specific learning needs of all students.

19. Establishes learning environments that accommodate diverse physical, emotional, cultural, and linguistic needs of students.

20. Demonstrates the ability to develop, implement and evaluate evidence-based curriculum and instruction, including using educational and assistive technology that provides access to the core standards for students with mild to moderate disabilities, students with autism spectrum disorder and English Language learners.

21. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.

22. Designs and implements instructional plans that maximize access to the general education curriculum considering the California Frameworks and school curriculum.

23. Modifies instructional plans to adjust for student needs across all areas of the curriculum using outcome data.

24. Demonstrates knowledge of typical and atypical development and characteristics of students with disabilities, including students with mild to moderate disabilities and those with autism spectrum disorder.

25. Establishes and articulates goals for student learning. Develops and sequences instructional activities and materials aligned with student learning goals and the standards based curriculum.

26. Designs and implements short-term and long-term plans to foster student learning.

27. Develops and uses effective English Language Development (ELD) techniques and specially designed academic instruction (SDAIE) methodology.

28. Effectively utilizes space, time, equipment and technology.

29. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

**Sub-Total Score (Total Possible Points: 48)**

**Evidence:**

|  |
| --- |
|  |

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

*TPE 10: instructional Time*

*TPE 11: Social Environment*

**Rubric Score**

**Initial Final**

30. Creates a physical environment that engages all students.

31. Motivates students, provides suitable reinforcement and feedback, and maintains appropriate expectations.

32. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders,.

33. Demonstrates ability to diffuse situations that may lead to conflict or violence.

34. Designs and implements behavior plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and emergency intervention strategies.

35. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.

36. Uses instructional time effectively through a variety of instructional strategies designed to facilitate active participation.

37. Plans and implements classroom procedures and routines that support student learning, including transitions between activities.

38. Promotes social development and responsibility by establishing a climate that supports honesty, fairness, respect for privacy of student work, and openness to the discussion of ideas.

39. Models respect for the cultures, religion, gender, and lifestyle orientation of students and their families.

40. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender, ethnicity, races and individuals with special needs.

41. Demonstrates the knowledge and skills needed to participate effectively in a school wide behavior support process and to provide behavioral, social and environmental supports within healthy learning environments for the safety and learning of students with disabilities.

42. Establishes and maintains positive standards for student behavior.

43. Manages learning environments efficiently and in a manner that is safe.

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

**Evidence:**

|  |
| --- |
|  |

**Domain F:** **Developing as a Professional Educator**

*TPE 12: Professional, Legal, and Ethical Obligations*

*TPE 13: Professional Growth*

**Rubric Score**

**Initial Final**

44. Demonstrates the ability to guide and facilitate the work of paraprofessionals.

45. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.

46. Demonstrates effective case management, communication and collaborative practices with parents, professionals and other stakeholders, in order to facilitate access to the core curriculum for students with mild to moderate disabilities, students with autism spectrum disorder and English Language learners.

47. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice.

48. Demonstrates understanding of legal and ethical practices for instructing students with disabilities.

49. Continually establishes professional goals and pursues opportunities to grow professionally, engaging in multiple educational settings with a broad range of service delivery options for students with disabilities.

50. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

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

**Evidence:**

|  |
| --- |
|  |

**Initial Assessment**

**Candidate’s Total Score \_\_\_\_\_ Rubric Level Score \_\_\_\_\_ Score Range \_\_\_\_\_**

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

***Signatures***:

Candidate: Date:

University Support Provider: Date:

Site Support Provider: Date:

**Feedback:**

|  |
| --- |
|  |

**Final Assessment**

**Candidate’s Total Score \_\_\_\_\_ Rubric Level Score \_\_\_\_\_ Score Range \_\_\_\_\_**

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

**Recommended Grade (S/U) \_\_\_\_\_**

***Signatures***:

Candidate: Date:

University Support Provider: Date:

Site Support Provider: Date:

**Feedback:**

|  |
| --- |
|  |

**NULogoSPECIAL EDUCATION**

**CLINICAL PRACTICE ASSESSMENT**

*Education Specialist– Moderate/Severe*

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

**Candidate**: ID #:

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

**Site Support Provider**:

District: School: Setting:

**University Support Provider**:

Academic Center: Phone: Email:

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

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

**ASSESSMENT RUBRIC and SCORE LEVELS**

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

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

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

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

**(Point Range: 40–79)**

**Domain A: Making Subject Matter Comprehensible to Students**

*tpe 1: specific Pedagogical Skills for Subject Matter Instruction*

**Rubric Score**

**Initial Final**

1. Demonstrates knowledge of subject matter content and student development.

2. Develops student understanding through instructional strategies that are appropriate to the subject matter, using materials, resources, and technologies to make the subject matter accessible to students.

3. Demonstrates the knowledge and skills to successfully teach reading and language arts to students with Moderate/Severe disabilities.

4. Demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students across a variety of instructional settings and ensure meaningful participation.

5. Demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning.

6. Demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.

**Sub-Total Score (Total Possible Points: 24)**

**Evidence:**

|  |
| --- |
|  |

**Domain B: Assessing Student Learning**

*TPE 2: Monitoring Student Learning During Instruction*

*TPE 3: Interpretations and Use of Assessments*

**Rubric Score**

**Initial Final**

7. Demonstrates knowledge of confidentiality provisions and requirements.

8. Demonstrates working knowledge of basic tests and measurement principles.

9. Demonstrates skills in the assessment of students with Moderate/Severe disabilities, collecting and using multiple sources of information to assess student learning.

10. Involves and guides all students in assessing their own learning.

11. Uses the results from a variety of data collection strategies and assessments to guide instruction.

12. Assesses a variety of environments for opportunities to facilitate students’ social interactions.

13. Demonstrates the ability to assess verbal and non-verbal communication abilities, social interaction, interests, physical and sensory abilities and needs of students’ in collaboration with a trans-disciplinary team.

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

**Evidence:**

|  |
| --- |
|  |

**Domain C:** **Engaging and Supporting Students in Learning**

*TPE 4: Making Content Accessible*

*TPE 5: Student Engagement*

*TPE 6: Developmentally Appropriate Teaching Practices*

*TPE 7: Teaching English Learners*

**Rubric Score**

**Initial Final**

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

15. Promotes self-directed, reflective learning for all students, by engaging students in problem-solving, critical thinking and other activities that make subject matter meaningful.

16. Demonstrates the knowledge and skills needed to teach English language learners and students from diverse backgrounds and experiences.

17. Demonstrates an understanding of the importance of and the ability to facilitate expanded social networks and friendships for students.

18. Demonstrates the ability to teach meaningful skills to students and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.

**Sub-Total Score (Total Possible Points: 20)**

**Evidence:**

|  |
| --- |
|  |

**Domain D:** **Planning Instruction and Designing Learning Experiences for Students**

*TPE 8: Learning about Students*

*TPE 9: Instructional Planning*

**Rubric Score**

**Initial Final**

19. Demonstrates a variety of research-based and effective teaching practices, using outcome data to systematically modify instruction and learning environments.

20. Establishes learning environments that accommodate diverse physical, emotional, cultural and linguistic needs of students.

21. Demonstrates the ability to develop and implement effective curriculum and instruction for students with Moderate/Severe disabilities, including using educational and assistive technology.

22. Plans, modifies, delivers, and evaluates instruction based on IEP/ITP objectives across all developmental areas, curricular areas, and across instructional settings.

23. Establishes and articulates short and long term goals to foster student learning.

24. Demonstrates the knowledge and skills to assess students’ communication abilities, and develops with IEP team members, including family, needed augmentative and alternative systems, to allow students with Moderate/Severe disabilities to demonstrate academic knowledge, as well as to develop social interaction skills and facilitate social relationships.

25. Develops and sequences instructional activities and materials for student learning.

26. Develops effective English Language Development (ELD) techniques and specifically designed academic instruction (SDAIE) methodology.

27. Effectively utilizes space, time, equipment and technology.

28. Demonstrates knowledge of the effect of medication on the learner and policies and procedures that pertain to the administration of medication.

**Sub-Total Score (Total Possible Points: 40)**

**Evidence:**

|  |
| --- |
|  |

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

*TPE 10: instructional Time*

*TPE 11: Social Environment*

**Rubric Score**

**Initial Final**

29. Creates a physical environment that engages all students.

30. Motivates students, provide suitable reinforcement and feedback, and maintain appropriate expectations.

31. Effectively manages and responds to student conduct in a legal and ethical manner within individual, small group and/or large group activities, including for those who manifest emotional and/or behavioral disorders, demonstrating the ability to diffuse situations that may lead to conflict or violence.

32. Demonstrates the knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access classrooms, schools and the community to the fullest extent of their ability.

33. Demonstrates the knowledge and skills needed to provide behavioral, social and environmental supports, including the ability to design and implement positive behavioral support plans as well as create healthy learning environments for the safety and learning of students with disabilities.

34. Demonstrates the skills needed to transition students within and between educational environments and programs as well as into successful post school experiences.

35. Uses instructional time effectively by planning and implementing classroom procedures and routines that support student learning, including transitions between activities.

36. Utilizes strategies that support educational equity among students from diverse cultures, languages, gender ethnicity, races and individuals with special needs.

37. Promotes social development and responsibility.

38. Manages learning environments efficiently and in a manner that is safe.

39. Emphasizes teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy.

40. Demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment.

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

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

**Evidence:**

|  |
| --- |
|  |

**Domain F:** **Developing as a Professional Educator**

*TPE 12: Professional, Legal, and Ethical Obligations*

*TPE 13: Professional Growth*

**Rubric Score**

**Initial Final**

42. Demonstrates the ability to guide and facilitate the work of paraprofessionals.

43. Exhibits intellectual integrity and demonstrates commitment to developing the highest educational and quality of life potential of individuals with Moderate/Severe disabilities.

44. Demonstrates understanding and practices professional, legal and ethical standards for instructing students with Moderate/Severe disabilities.

45. Listens to constructive criticism, works effectively with supervisors and routinely reflects on teaching practice

46. Demonstrates effective communication and collaboration practices with parents, professionals and other stakeholders, including those needed to participate in person/family centered planning, and case management.

47. Continually establishes professional goals and pursues opportunities to grow professionally.

48. Demonstrates and practices positive professional dispositions in a way that elevates the profession of teaching within the eyes of the community.

49. Demonstrates the ability to share information regarding sensory movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the health level of understanding and sensitivity.

50. Is aware of and understands the effects of a broad range of service delivery options for students with Moderate/Severe disabilities.

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

**Evidence:**

|  |
| --- |
|  |

**Initial Assessment**

**Candidate’s Total Score \_\_\_\_\_ Rubric Level Score \_\_\_\_\_ Score Range \_\_\_\_\_**

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

***Signatures***:

Candidate: Date:

University Support Provider: Date:

Site Support Provider: Date:

**Feedback:**

|  |
| --- |
|  |

**Final Assessment**

**Candidate’s Total Score \_\_\_\_\_ Rubric Level Score \_\_\_\_\_ Score Range \_\_\_\_\_**

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

**Recommended Grade (S/U)\_\_\_\_\_**

***Signatures***:

Candidate: Date:

University Support Provider: Date:

Site Support Provider: Date:

**Feedback:**

|  |
| --- |
|  |

APPENDIX B: LESSON PLAN FORMS AND SUPPORTING

DOCUMENTS……….………………………………….. 36-58

B.1 Lesson Plan Format: Special Education………………………………... 37

B.2 Lesson Plan Design Template………………………………………………. 41

B.3 Lesson Plan Design Sample (Mild/Moderate)……………………… 43

B.4 Lesson Plan Design Sample (Moderate/Severe)…………………. 49

B.5 Lesson Plan Rubric (SP-5)…………………………………………………… 55

B.6 California Standards for the Teaching Profession (CSTP’S)…. 58

Lesson Plan Format: Special Education

Name: Date: Subject: Grade Level:

**Elements with Descriptors and Suggestions**

Introduction:

State Standards

Rationale

Past, Present and Future Learning Connections

Class/Group Description

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

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

**Establish Purpose/Rationale.** Students should know why they are participating in a selected learning activity.

Motivation is increased and learner outcomes are reached more frequently when students understand the requirements and purpose of an activity.

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

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

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

Learner Outcome(s): State Standards & Learning Objectives

What is your learner outcome (objective)?

What will students learn from this lesson?

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

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

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

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

Pre-assessment Activity

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

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

Differentiating Strategies:

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

Modify Learning Activities(Instruction and Practice) by:

Using Bloom’s Taxonomies according to student levels

Increasing or decreasing conceptual complexity

Providing various student grouping schemes

same or different interests

same or different learning level

same or different language development

same or different literacy development

same or different cultural background

same or different attitudes/opinions

Providing developmentally appropriate reading level materials

Changing instructional pacing

Providing a study-buddy

Providing language/literacy instructional scaffolds

Using advance organizers and other visual literacy supports

Providing varying question types (e.g. Bloom’s Taxonomies)

Resources:

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

Such as:

Whiteboards will be available for each student to use during guided practice to write vocabulary words.

Student journals will be used to record the learning goals

Markers will be used to write the vocabulary words on the board

Computers will be available for Internet based student research

Graph paper will be used for guided practice to help students with placement of numbers in columns

The Promethean Board will be used to demonstrate the process for adding two digit numbers

Learning Activities: Explicit Instruction

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

Evidence-Based Teaching Strategy procedures

Learner outcome(s)

Gardner’s Multiple Intelligences

Level of English Language Proficiency

Level of Literacy Development

Student interests, learning styles

Available materials (e.g. reading materials)

Technology (e.g. PowerPoint, computers, Internet

Resources (e.g. guest speakers)

Learning Activities: Guided Practice

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

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

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

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

Learning Activities: Independent/ Extended Practice

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

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

Assessment

**Describe how you will assess students’ learning.**

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

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

Closure

“What did you do today that made you a better reader…

better writer…

better listener…

better learner?

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

Teacher Reflection

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

What went well in the lesson? And;

What could have been done differently based on the students’ response to the lesson?

Candidate

Lesson Plan Design

Subject: Grade: Lesson Topic:

Candidate’s Name: ID #

Site Supervisor: NU Supervisor:

Date:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

LESSON PLAN SAMPLE

MILD/MODERATE SPECIAL EDUCATION CREDENTIAL CANDIDATES

SUBJECT: *English/Language Arts* GRADE: 7 LESSON TOPIC: *Documenting Reference Sources*

CANDIDATE’S NAME: *Ima Starr* ID#*123456789*

SITE SUPERVISOR: NU SUPERVISOR:  *\_\_\_\_\_\_*

\_

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

\_

**Relevant IEP Goals Rationale**

*The students will demonstrate the ability to 1. Students need to be able to complete*

*complete research using information sources research projects as part of the Content*

*such as Internet, magazines, newspapers, Standards for Grade 7 and to complete*

*books, encyclopedias. a bibliography indicating sources used.*

*Students will demonstrate the ability to 2. Students need to be able to identify*

*list items in a bibliography. a variety of resources and be able to*

*correctly place these resources on a*

*list for a bibliography.*

**Content Standards Rationale**

*1.2.0 Writing Applications: Standards for Grade 7 English/ a. Include evidence compiled through Language Arts.*

*the formal research process.*

*b. Document reference sources using a This also focuses on the end of*

*bibliography. unit assessment that includes*

*a research paper with a bibliography.*

**Focus Learners**

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

*\_ \_\_\_\_\_\_*

**Identify Bridges from Past Learning**

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

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

**\_\_\_**

**Learner Outcomes Rationale**

Students will work in groups or pairs to 1. The students appear to produce

Identify at least three reference sources better products when they work in

from a teacher provided section of a pairs. Presenting a sample of a well-

student research paper. done research paper helps model

the ultimate instructional unit goal.

Students will identify, in writing, the type 2. Students need to be able to identify

of source and the date written. the details of sources used in research.

From a teacher made model, the students 3. Students need to be able to place

will place research source listings in a rough their sources in alphabetical order and

draft of a bibliography. in proper bibliography format.

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

**\_**

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

\_

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

**Strategy Rationale**

Pair students who are proficient in English 1. This strategy will assist students in

with emerging ELL students. developing English vocabulary to

achieve the learning objectives.

Provide instruction using auditory and 2. All students will be provided with

Visual modalities, using illustrations and opportunities to process information

a wide variety of examples using magazines, and practice the skill using more than

books, newspapers, Internet. one processing modality.

Allow for movement during transitions. 3. This will help students with ADHD

have an opportunity to move around.

Use computer technology for guided 4. Students who are proficient in the

Practice. use of computer skills will be able to

assist students who may need

additional practice.

Provide an opportunity for students who 5. This will help all students by helping

Have advanced research skills to use them see additional possibilities in

more resources, additional documentation. using research to support a thesis

statement.

Provide additional time to complete the 6. Some students have writing

task for some students. challenges, requiring them to

need additional time to model their bibliography after the samples provided.

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

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

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

**ACTIVITY RATIONALE**

On the overhead, I will display an image 1. This is designed to get their attention

of a Boy Scout Manual that describes with something simple, universal, and

the steps for treating lacerations. to demonstrate the importance of

using reliable sources.

Show how a reference from the manual 2. This sets the immediate tone for

would look on a bibliography citation. the purpose and learning goals of

identify other reference sources from the lesson.

books, newspapers, magazines, Internet.

Describe the learning goals to the class. 3. This helps students know exactly

Review the reference sources again. what the teacher and students will

Using the overhead, show a variety of do and the expected outcome.

bibliography citations from the references.

Arrange the student groupings. Allow 4. The students are familiar with

time for movement around room when these groups and have demonstrated

going to groups. an ability to complete tasks when working in these groups.

Provide groups with and describe: 5. All students will be able to identify

reference source examples from a reference sources and bibliography

student research paper, worksheet examples.

for recording reference sources.

The teacher will circulate the room 6. Provide support, make sure all

around the groups while asking students have materials, know their

questions such as, “What type of purpose, and can answer simple

reference source is this?” questions about them.

The teacher will provide an example of 7. This modeling helps students

a bibliography citation using the student see the method for writing

research paper. This will also be projected bibliography citations.

using the Docucam.

The students will work in groups to complete 8. This helps students problem solve

two more bibliography citations from the to provide a solution to the task, using

student research paper provided. group dialogue for individual task completion.

The teacher circulates among the groups. 9. Provide checks for understanding

and re-teaching as necessary.

Throughout the instruction, provide additional 10. Students with language issues and

support to students with Specific Learning processing challenges require additional

Disabilites and ELL students. presentations and may require

one-on-one assistance for

comprehension and task completion.

Allow for movement when returning to their 11. This allows all students an opportunity

original seating arrangements. for movement and signals a transition

between group to individual activities.

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

.

**Activity Rationale**

The students will review their individual 1. Students will have an opportunity

worksheets containing the bibliography to review their work on their own.

citations.

The teacher will circulate around the room 2. This will help the teacher see which

quickly looking at individual student work. students were able to complete the

task easily and which students had difficulty.

The teacher will provide the instructions 3. Students need to be able to

for the final portion of the lesson in which identify their individual ability to

students will add one bibliography complete a bibliography reference

to their list using the same student independently.

research paper used by the groups.

Based on the quick review, the teacher 4. All students need to be able to

will provide additional instruction and be able to complete the task

one-on-one assistance to students who at their own pace, and using their

are experiencing difficulty. own processing modalities.

Students who complete the task quickly 5. This will help to reinforce the

may assist others who are experiencing skill and help to develop group

difficulty. collegiality.

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

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

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

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

**Outcome Assessment**

Students will work in groups or pairs to 1. Student worksheets will provide the

identify at least three reference sources the basis for informal assessment of

from a teacher provided section of a the degree to which each student

student research paper. achieved the learning goal.

Students will identify, in writing, the type 2. Due to the frequent checks for

of source and the date written. Understanding during instruction and guided practice I will be able to identify students who have accomplished this task.

From a teacher made model, the students 3. Students will record their source

will place research source listings in a rough listings on the worksheet provided.

draft of a bibliography. their worksheet will provide the

basis of informal assessment.

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

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

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

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

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

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

LESSON PLAN DESIGN SAMPLE

MODERATE/SEVERE SPECIAL EDUCATION CREDENTIAL CANDIDATES

SUBJECT: *High School Health Education* GRADE: 9-12 LESSON TOPIC: Nutrition

CANDIDATE’S NAME: Ima Starr ID# 123456

SITE SUPERVISOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NU SUPERVISOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_

**ONE: INTRODUCTION:** (**Identify relevant IEP goals and Content Standards, focus learners,**

**Identify bridges from past learning, behavior expectations, provide rationale.)**

**Relevant IEP Goals Rationale**

The students will be able to identify 1. Students need to demonstrate

three components of healthy eating habits: how to select healthy foods, develop

food groups, nutrition guidelines, a balanced lifestyle habits which foster good health

diet. and prevent disease.

The students will select healthy foods 2. Students need to know how to apply

and beverages in a variety of settings. nutrition guidelines in their daily lives.

**Content Standards Rationale**

1.4N: Nutrition and Physical Activity: The purpose of this lesson is to meet

Describe dietary guidelines, food groups, the state requirements for health

nutrients, and serving sizes for healthy eating habits. education.

3.3N: Nutrition and Physical Activity: Healthy eating is associated with

Describe how to use nutrition information on food reduced risk for many diseases.

labels to compare products. Healthy eating in childhood and

adolescence is important for proper

7.1N: Nutrition and Physical Activity: growth and development and can

Select healthy foods and beverages in variety prevent problems such as obesity,

of settings. tooth decay, and disease.

\_

**Focus Learners**

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

\_

**Identify Bridges from Past Learning**

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

**TWO: Learner Outcomes/Objectives: (What will students learn from this lesson? How will you**

**measure mastery of the outcome? Include objective and subjective data to show outcomes.)**

**\_**

**Learner Outcomes Rationale**

Students will indicate correct food choices 1. Students need to be able to make healthy

when given prompts requiring choices. food choices to develop healthy lifestyle habits.

Students will identify specific information 2. Students need to be able to identify nutrition

from nutrition labels. labels so that they can make a connection

between product components and healthy

eating.

Students will be able to describe how to use 3. Students need to compare products so they

nutrition information on food labels to compare can apply the principles of healthy eating to

products. the purchase of nutritional foods.

\_

**THREE: Pre-assessment activity: (Determine students’ abilities to achieve the Learner Outcome and**

**prescribe instruction accordingly. Consider: linguistic background, academic language abilities,**

**content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development.**

**\_**

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

\_

**FOUR: Differentiation, Adaptation and Accommodation Strategies: (Based on IEP goals,**

**Pre-assessments, modify learning activities based on learner characteristics to meet the needs**

**Of all students including ELL, special needs students highly achieving students and low**

**achieving students.**

**\_**

**Strategy Rationale**

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

Provide instruction using auditory 1. All students will be provided with

and visual modalities. opportunities to process information and

practice the skill using more than one

processing modality.

The teacher will use adaptive techniques 2. This will help meet the needs of all

such as slower speech rate, clear enunciation, students with special needs receive

controlled vocabulary, gestures and facial and process the information in the

expressions, meaning acted out, color-coded lesson and achieve the learning goals.

materials, visual materials and experiential

activities.

Use the technology provided by the 3. Students will be able to provide

Promethean Board in a game format. Interactive responses using visual,

graphic information. This is especially

helpful for the ELL students and students

with limited vocabulary/reading skills.

Provide additional time for students 4. Some students require additional

to respond. time to process the information and

provide a response.

Allow students to take breaks during 5. Some students who become easily

the activity. frustrated or who tire quickly, may need

rest breaks so they can relax before completing

the activity.

Provide frequent progress monitoring 6. ELL learners may require additional

for ELL students especially for nutrition explanation and visuals for understanding

vocabulary. of nutritional terminology.

\_

**FIVE: Resources: (Identify materials needed for this lesson, accounting for varying degrees of**

**skill level.)**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**ACTIVITY RATIONALE**

“We have been learning about the 1. This establishes a connection to prior learning.

food pyramid and the different food groups.

What are the different food groups?” Point to

the different groups as they are mentioned.

“Can you name some foods in each group?” 2. This helps students recall foods and reinforce

Allow each student a chance to answer. the categorization of foods.

“We are now going to create a balanced meal 3. Students will have an opportunity to identify

Using the “Build-a-Meal” graphic organizer and the the various components of a balanced meal.

food pictures” Demonstrate an example of a balanced This is the second presentation of the “Build-

meal. Allow all students to create a meal with their a-Meal”. These students require frequent

own food choices, Use questioning to help students repetition and multiple presentations for

evaluate whether their meal is balanced or not. Help mastery of concepts and skills.

students correct the meal if it is not balanced.

“Good job! We all know that we need a balanced diet 4. This activity helps to introduce students

to get all the nutrients that our body needs and now we to a new component of the nutrition unit.

are going to learn how to make healthier choices by This also helps them connect the learning

learning to read nutrition labels.” Show examples of activity with products they use in daily life.

commonly used products with the nutrition labels

clearly visible. Have students identify the products and

describe a time and place when they might eat that

product.

Provide each student with the “Reading Nutrition 5. This reinforces prior instruction and helps

Labels” Quick Read from Science A-Z to read and students develop basic skills in reading vocabulary,

review the information. Allow students who can fluency and comprehension. The students are

read independently to complete the task on their familiar with and have demonstrated an ability

own. Work individually with the ELL students and other to read and comprehend material from the

struggling readers to read and comprehend the text. Science A-Z textbook.

Show/describe/model the various food packages. 6. Students need multiple opportunities to practice

“Can you find the nutrition facts on this package?” newly acquired skills and concepts. Repeated

“Okay, now find the serving size. What does it say?” presentations serve to reinforce the

Continue through the facts until finished. desired learning outcomes.

\_

**SEVEN: Learning Activities: Guided Practice/Collaborative Practice (Check for understanding**

**And provide feedback and re-teaching.)**

**Activity Rationale**

Provide each student with a food package. 1. This helps students learn to read nutrition

and ask individual questions about each one labels and practice the skill. This also helps

such as, “Can you find the calories on the soup students practice finding information to be

can label?” used in daily life.

Repeat the activity until each student has 2. Students require multiple opportunities to

had an opportunity to correctly answer five practice newly learned skills and concepts.

nutritional label questions.

Provide additional instruction and 3. Each student needs to be given an opportunity

re-teaching as necessary. to achieve the learning goals.

Students who complete the task quickly 4. Higher functioning students need to be

may answer additional questions or ask questions provided with additional supplemental activities

of other students. The teacher might ask, “Now and opportunities to demonstrate understanding

can you tell me which food is lower in calories?”of the learning objectives. This also helps

“Which can of soup is better for you?” “Compare students stay focused on the lesson.

these granola bars. Which one is the better

choice?”

\_

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

**Independent activities are assigned as appropriate assuming the students understand the**

**concepts and have the ability to work on their own.**

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

**NINE: Assessment: Describe how you will assess and/or evaluate the students’ learning.**

**describe differentiating assessment strategies you will use for various exceptionalities, ELL,**

**higher achieving students and lower achieving students.**

**Activity Rationale**

The teacher will take notes during the 1. Assessment should be ongoing and help

practice, noting the degree of accuracy determine future lessons.

for each student.

The lesson was designed to allow 2. Students with special needs require

all students to achieve the learning frequent repetition and multiple

goals at an 80% level of accuracy. opportunities to practice the skill.

The ELL students may only be able to 3. Progress monitoring for ELL students

answer three nutritional label questions. sometimes needs to be modified.

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

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

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

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

**ELEVEN: Lesson Reflection/Assessment: (Collect student learning data to determine:**

**What went well? What needs to be changed? Were learning outcomes met? What activities**

**will you change, modify in the future? What can be done to follow up on the learning from**

**this lesson? Who needs additional help? Whom needs enrichment or higher level work?)**

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

**Lesson Plan Rubric**

Candidate:

SP5

Date: Supervisor:

Course: Lesson Topic Score

**(4) Integrating/Innovative** - The candidate provides clear, consistent, and convincing evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across the relevant CSTP/TPE.

**(3) Applying -** The candidate provides clear evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of appropriate, relevant, or accurate

evidence. Evidence is connected across the CSTP/TPE.

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

**(1) Beginning** - The candidate provides little or no evidence demonstrating the competency or competencies. Candidate’s practices demonstrate a preponderance of inappropriate, irrelevant, inaccurate,

or missing evidence. Evidence is unconnected across the relevant CSTP/TPE.

**(0) Not Acceptable**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Integrating/Innovative** | **Applying** | **Emerging** | **Beginning** | **Score** |
|  | **4** | **3** | **2** | **1** |  |
| **1. Introduction** | Defines learning expectations clearly. Appropriate content based on IEP goals and standards.  Establishes transfer to prior learning. Plan indicates how teacher will creates bridges from students’ past learning. Clear rationale stated. | Defines learning expectations. Appropriate content based on IEP goals and standards.  Establishes transfer to prior learning. | Limited definition of learning expectations. Appropriate content based on IEP goals and standards. | Minimal definition of learning expectations. |  |
| **2. Learner Outcomes** | States Learner Outcomes clearly. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of the learning and instruction. Outcomes are measureable. Clear rationale stated. | States Learner Outcomes. Learners have an understanding of what is expected of them. Outcomes measureable. | States measureable Learner Outcomes. | Learner Outcomes are not stated. |  |
| **3. Pre-assessment Activity** | Determines students’ abilities and developmental needs. Prescribes instruction based on needs and IEP’s. Considers a variety of student factors: e.g., linguistic background, academic language and abilities, content knowledge, cultural and health considerations, interests and aspirations, physical development, social development, emotional development. Clear rationale stated. | Determines students’ abilities and developmental needs. Prescribes instruction based on needs and IEP’s. Considers three student factors: e.g., linguistic background, academic abilities, social development. | Determines students’ abilities and developmental needs. Prescribes instruction based on needs and IEP’s. Considers one student factor; e.g., academic abilities. | Determines students’ abilities and developmental needs.  Instruction does not meet students’ abilities or developmental needs. |  |

SP-5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Differentiation, Adaptation & Accommodation**  **4. Strategies** | Modifies learning activities that provide accommodations and modifications for all students including English language learners, at-risk students and gifted students.  Rationale for the selection of the accommodations, modifications and differentiated strategies is identified. | Adapts learning activities to provide accommodations and modifications for two to three students with exceptionalities or other learning needs. | Adapts learning activities for one student that requires accommodations and modifications. | Modifications not evident. |  |
| **5. Resources** | Prepares resources prior to instruction and readily available. Clearly relates resources to the learning outcome. Prepares resources to meet the varying skill levels and special needs of students. Distributes resources efficiently to provide maximum instructional time. Clear rationale stated. | Prepares resources prior to instruction and readily available.  Resources are clearly related to the learning outcome. Prepares resources to meet some student’s special learning needs. Distributes resources efficiently. | Prepares resources prior to instruction. Somewhat relates resources to the learning outcome. Meets one student’s special learning needs with resources. | Resources are not prepared in advance of instruction. Resources not related to the learning outcome. No special needs material for accommodations evident. |  |
| **6. Learning Activities: Explicit Teacher Instruction** | Includes explicit teacher instruction: Plan indicates how the teacher will explain, model, demonstrate,and checks for understanding,  Connects to students’ interests,  Highly creative, engaging learning activities,  Clear rationale for selecting learning activities. | Includes explicit teacher instruction: Explains, models, demonstrates, checking for understanding,  Creative engaging learning activities, Rationale for selecting learning activities. | Includes explicit teacher instruction:  Explains, models and demonstrates, Learning activity,  Limited rationale for selecting  learning activity. | Includes explicit teacher instruction:  Minimal explanation, modeling and/or demonstrating,  No learning activity,  No rationale provided. |  |
| **7. Learning Activities: Guided Practice** | Enthusiastic engagement in a creative, appropriate learning activity by students. e.g., writing prompt, oral debate, manipulating objects to solve a problem. Provides ongoing feedback to students and checks for understanding using questioning techniques and observation. Provides clear rationale for using the learning activity. | Engagement in an appropriate learning activity by students. Provides ongoing feedback to students.  Provides an adequate rationale for  using the learning activity. | Limited engagement in an appropriate learning activity by students. Provides limited feedback to students. Provides limited rationale for using the learning activity. | Minimal/no evidence of students understanding of the learning outcome and activity.  Minimal/no evidence of teacher  feedback to students. No rationale for using the learning activity. |  |
| **8. Independent Practice** | Assigns appropriate Independent Practice activity to further students understanding of learning outcome. Explains and models Independent Practice activity. Checks for understanding. Provides clear rationale for the Independent Practice activity. | Assigns appropriate Independent Practice activity. Explains the activity. Provides rationale for activity. | Assigns an Independent Practice activity. Provides limited rationale. | No Independent Practice activity assigned. Provides no rationale. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SP-5 |  | | | | | |
| **9. Assessment and Evaluation** | Uses a learning activity or assessment tool to determine student learning. Provides a variety of assessment adaptations and accommodations for students with exceptionalities. Evaluates student learning using progress monitoring assessment data. Prescribes further instruction based on data collection. Assessment is clearly linked to stated student outcomes. Clear rationale stated. | Uses a learning activity or assessment tool to determine student learning. Provides assessment adaptation for one student. Evaluates student learning using assessment data. Assessment is clearly linked to stated student outcomes. | Assesses student learning informally. Limited assessment adaptations or accommodations Limited data collection. Assessment is somewhat linked to stated student outcomes. | Minimal assessment of student learning. No assessment adaptations or accommodations. No data collection. |  |
|  |
| **10. Closure** | Plan indicates how students will demonstrate a clear understanding of the learning outcome by sharing what they learned.  Asks probing questions to stimulate  the discussion, clarifies unanswered questions and determines students’ understanding. Asks students to relate the importance of the learning outcome to their lives. Reflects on the students’ understanding of the learning outcome based on their responses and determines future instructional focus. Clear rationale stated. | Students demonstrate an understanding of the learning outcome by sharing what they learned.  Asks questions related to the learning  outcome to determine students’ understanding. Reflects on the students’ understanding of the outcome based on their responses. | Students briefly shared what they learned.  Asks a few questions related to  the learning outcome. | Closure vague or not present in the lesson. |  |
| **Scoring** | Integrating/Innovative | Applying | Emerging | Beginning | TOTAL |
| SCORE |
|  |
| **(4)** | (3) | (2) | (1) | /40 |
| Divided by |
| 10 = |
| /4 |
| **Oral Reflection/ Assessment of Learning (Evaluated during post-observation conference)** | Detailed lesson reflection:  Clear description of what went well. Clear description of what could have been done differently based on students’ response to the lesson? e.g. lesson strategies, classroom management procedures, etc.  Clear description of what the  assessment results indicated regarding student learning.  Clear description of the next steps to be taken to ensure all students master the learning outcome. | Includes lesson reflection: Description of what went well. Description of what could have been done differently.  Description of the assessment results.  Description of what might occur in the future regarding the learning outcome. | Includes lesson reflection: Limited description of what went well.  Limited description of what could  have been done differently. Limited future instructional plans. | Reflection absent:  Minimal/no description of what went well.  Minimal/no description of what  could have been done differently. Minimal/no future instructional plans. |  |

California Standards

for the Teaching Profession (CSTP)

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

1•1 Connecting students’ prior knowledge, life experience, and interests with learning goals

1•2 Using a variety of instructional strategies and resources to respond to students’ diverse needs

1•3 Facilitating learning experiences that promote autonomy, interaction, and choice

1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful

1•5 Promoting self-directed, reflective learning for all students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4•1 Drawing on and valuing students’ backgrounds, interests, and developmental learning needs

4•2 Establishing and articulating goals for student learning 4•3 Developing and sequencing instructional activities and

materials for student learning

4•4 Designing short-term and long-term plans to foster student learning

4•5 Modifying instructional plans to adjust for student needs

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2•1 Creating a physical environment that engages all students 2•2 Establishing a climate that promotes fairness and respect 2•3 Promoting social development and group responsibility

2•4 Establishing and maintaining standards for student behavior 2•5 Planning and implementing classroom procedures and routines

that support student learning

2•6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3•1 Demonstrating knowledge of subject matter content and student development.

3•2 Organizing curriculum to support student understanding of subject matter

3•3 Interrelating ideas and information within and across subject matter areas

3•4 Developing student understanding through instructional strategies that are appropriate to the subject matter

3•5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FIVE:

ASSESSING STUDENT LEARNING

5•1 Establishing and communicating learning goals for all students 5•2 Collecting and using multiple sources of information to assess

student learning

5•3 Involving and guiding all students in assessing their own learning

5•4 Using the results of assessments to guide instruction

5•5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

6•1 Reflecting on teaching practice and planning professional development

6•2 Establishing professional goals and pursuing opportunities to grow professionally

6•3 Working with communities to improve professional practice 6•4 Working with families to improve professional practice

6•5 Working with colleagues to improve professional practice 6•6 Balancing professional responsibility and maintaining

motivation

California Standards for the Teaching Profession Field Review Version

*Copyright © 1998 by the California Commission on Teacher Credentialing and the California Department of Education. All rights reserved. Portions copyrighted by Educational Testing Service.*

APPENDIX C: PROFESSIONAL DISPOSTIONS…………….……………………………..…………….. 59-60

C.1 National University Professional Disposition Form…………………...60

NATIONAL UNIVERSITY

Sanford College of Education Disposition

Department of Special Education - Scoring Rubric

This scoring rubric is to be used during **New Student Orientation** and is for internal use only. Please send a copy of this rubric to the Department Chair. Please review the Scoring Rubric with new candidates and have them rate themselves on each disposition. They are to bring this form with them to the **Faculty Advisement** and discuss areas of strength and areas for growth. During TED606, they will be developing a Growth Plan and Reflection.

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Orientation \*TED606 \*SPD622 \*SPD634/644 or DHH634 \*Clinical Practice Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Point in Program: Circle one)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DISPOSITION | UNACEPTABLE  (1) | TARGET  (2) | EXCEPTIONAL PRACTICE (3) | SCORE |
| **DISPOSITION #1 - SCHOLARSHIP**  Committed to continuous, self-directed learning, critical thinking and reflection in order to refine professional practice and deepen knowledge and skills in the academic disciplines. Connects, synthesizes, and transforms ideas or solutions into entirely new forms. | Demonstrates some knowledge of subject matter, curriculum, and/or relevant professional practices. | Demonstrates knowledge of subject matter, curriculum, and/or relevant professional practices. | Demonstrates superior knowledge of subject matter, curriculum, and/or relevant professional practices. |  |
| Seeks some understanding of current issues and trends in education field | Seeks understanding of current issues and trends in education field | Seeks ongoing understanding of current issues and trends in education field |  |
| Identifies one approach for solving problems | Thinks critically and identifies one or two approaches for solving problems | Thinks critically and identifies multiple approaches for solving problems |  |
| Proposes one solution/hypothesis that indicates comprehension of the problem | Proposes one solution/hypothesis that indicates a deep comprehension of the problem | Proposes more than one solution/hypothesis that indicate a deep comprehension of the problem |  |
| Communicates issues/problems either verbally or in written format either seldom or not at all. | Communicates issues/problems either verbally or in written format | Communicates issues/problems clearly and comprehensively either verbally or in written format |  |
| Cultivates a professional identity and may be a lifelong learner | Cultivates a professional identity and is a lifelong learner | Cultivates a professional identity and is viewed as a lifelong learner who adds much to his/her profession |  |
| Seldom/never reviews the results relative to the problem defined and evaluates the outcomes | Reviews results relative to the problem defined and evaluates outcomes | Reviews results relative to the problem defined and thoroughly evaluates the outcomes |  |
| Describes plans for increasing his/her knowledge and skills | Describes workable plans for increasing his/her knowledge and skills | Describes realistic and specific workable plans for increasing his/her knowledge and skills |  |
|  | Integrates some alternate perspectives or ideas. | Integrates alternate, divergent, or contradictory perspectives or ideas. | Integrates alternate, divergent, or contradictory perspectives or ideas fully. |  |
| **DISPOSITION #2 - TEAMWORK**  Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies. | Models professional dress and conduct some of the time | Models professional dress and conduct most of the time | Models professional dress and conduct all of the time |  |
| Utilizes some active listening skills | Utilizes active listening skills most of the time | Utilizes consistently strong active listening skills |  |
| Uses verbal communication with colleagues, students, and parents/guardians some of the time | Uses verbal communication with colleagues, students, and parents/guardians | Uses verbal communication that enhances interactions with colleagues, students, and parents/guardians |  |
| Responds to electronic communication sporadically | Responds to electronic communication most of the time | Responds promptly to electronic communication |  |
| Hinders the team in moving forward | Sometimes helps the team move forward by articulating the merits of alternative ideas or proposals | Consistently helps the team move forward by articulating the merits of alternative ideas or proposals |  |
| Does not engage team members in a way that facilitates their contributions to meetings | Engages team members in a way that facilitate their contributions to meetings | Engages team members in multiple ways that facilitate their contributions to meetings |  |
| Does not complete assigned tasks | Completes assigned task some of the time | Completes all assigned task |  |
| Does not support a constructive team climate through active collaboration | Supports a constructive team climate through active collaboration most of the time | Supports a constructive team climate through active collaboration consistently |  |
| Treats members disrespectfully or rudely some or all of the time | Treats most members respectfully | Treats members respectfully and uses positive vocal or written tone, facial expressions, and/or body language to convey positive attitude |  |
| Does not foster or maintain relationships with students, parents, teachers, the administrators, and the community | Fosters or maintains relationships with students, parents, teachers, the administrators, and the community | Fosters or maintains positive relationships with students, parents, teachers, the administrators, and the community |  |
| Does not express confidence about the importance of the task and / or the ability of the team to accomplish it. | Sometimes motivates teammates by expressing confidence about the importance of the task and the ability of the team to accomplish it. | Motivates teammates by expressing confidence about the importance of the task and the ability of the team to accomplish it. |  |
|  | Performs little service, targeting diverse populations and groups in the community | Performs service, targeting diverse populations and groups in the community | Performs service, targeting diverse populations and groups in the community through school populations and groups in the community through school programs, child advocacy as well as professional associations and community organizations |  |
| **DISPOSITION #3** - **ACTIVE REFLECTION**  Committed to the expression and use of democratic values and to creating a learning environment that fosters active engagement in learning and encourages positive social interaction. | Envisions a future self that builds on prior experiences | Envisions a future self that builds on prior experiences to respond to new contexts | Envisions a future self that builds on prior experiences to respond to new and challenging contexts |  |
| Rarely advocates for democratic and social justice values | Sometimes advocates for democratic and social justice values | Consistently advocates for democratic and social justice values |  |
| Recognizes some interdependent, collaborative social interactions | Recognizes interdependent, collaborative social interactions | Recognizes and values interdependent, collaborative social interactions |  |
| Values some student ideas facilitates some student group work | Values most student ideas facilitates most student group work | Values student ideas and  facilitates student group work based upon the needs of the group |  |
| Reflects rarely on actions and interactions | Reflects on actions and interactions | Reflects on actions and interactions and makes adjustments to improve |  |
| Has limited awareness of personal strengths and weaknesses and the impact they have on relationships with others | Has an awareness of personal strengths and weaknesses and the impact they have on professional interactions and relationships with others | Has a realistic awareness of personal strengths and weaknesses and the impact they have on professional interactions and relationships with others |  |
| **DISPOSITION #4 -** **RESPONSIBLE CITIZENSHIP**  Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field. | Demonstrates limited evidence of adjustment in own attitudes and beliefs about human diversity | Demonstrates evidence of adjustment in own attitudes and beliefs about human diversity | Demonstrates evidence of adjustment in own attitudes and beliefs due to working within diverse communities |  |
| Provides some evidence of experience in civic engagement | Provides evidence of experience in civic engagement activities | Provides extensive evidence of experience in civic engagement activities and describes what she/he learned about her or himself |  |
| Tailors some communication strategies to express, listen, and adapt to others to establish relationships | Tailors communication strategies to express, listen, and adapt to others to establish relationships to further civic action | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action |  |
| Rarely demonstrates ability and commitment to work across and within community contexts | Demonstrates ability and commitment to work collaboratively across and within community contexts | Demonstrates ability and commitment to work collaboratively across and within community contexts and structures to achieve a civic aim |  |
| Interacts with most students equitably | Interacts and responds with most students equitably | Interacts and responds with all students equitably |  |
| Looks for a few opportunities to respond to cross-cultural understandings | Looks for opportunities to respond to and enhance cross-cultural understandings | Looks for and creates opportunities to respond to and enhance cross-cultural understandings |  |
| Invites some students’ individual differences into the learning environment | Invites students’ individual differences into the learning environment | Invites and integrates students’ individual differences into the learning environment |  |
| May ignore or discourage cultural sensitivity and perspectives | Encourages some cultural sensitivity and perspectives | Encourages cultural sensitivity and perspectives |  |
|  | Respects the uniqueness of each person some of the time. | Respects the uniqueness of each person most of the time. | Respects, models and promotes the uniqueness of each person all of the time. |  |
| **DISPOSITION #5 -** **STANDARDS OF EXEMPLARY PRACTICE**  Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success. | Implements a few strategies to engage student | Implements a variety of strategies to engage all levels of student abilities and interests | Looks for, inquiries about, and implements a variety of strategies to engage all levels of student abilities and interests |  |
| Persists with students to try to help them rarely | Persists with students to try to help them understand new learning | Persists with students to try to help them understand and apply new learning |  |
| Holds limited expectations for students | Holds expectations for children and guides students toward self-responsibility in learning | Holds high expectations for children and guides students toward self-responsibility in learning |  |
| Rarely utilizes assessment data to guide instruction and improve learning | Frequently utilizes assessment data to guide instruction and improve learning | Utilizes assessment data to guide instruction and improve learning |  |
| Encourages some students | Encourages students at all levels | Encourages students at all levels to take risks |  |
| Implements some strategies with some students | Implements strategies evidenced to be effective with all students. | Implements strategies evidenced to be more effective with all students. |  |
| Connects some experience and academic knowledge | Connects experience and academic knowledge of exemplary practices | Connects relevant experience and academic knowledge of exemplary practices |  |
| Models some culturally responsive pedagogical practices | Models culturally responsive pedagogical practices | Models culturally responsive pedagogical practices. |  |
| Applies the knowledge of the standards of their profession and/or state standards some of the time | Applies the knowledge of the standards of their profession and/or state standards most of the time | Applies the knowledge of the standards of their profession and/or state standards all of the time |  |
| Acceptable range 92-138 | | | Total Score= |  |

Candidates must attain a mean score of 2 or higher during coursework and Clinical Practice to continue within a Sanford College of Education Program or a Candidate Assistance Plan will be developed to aid the candidate in being successful.

APPENDIX D: CANDIDATE ASSISTANCE FORMS AND CHART …..…………….. 61-67

D.1 Candidate Assistance Process Description……………………...... 62

D.2 Candidate Progress Alert Template……………..……………………. 64

D.3 Candidate Assistance Plan Template……………………………….... 66

****

**National University**

**Sanford College of Education**

**Candidate Assistance Process**

**National University Policies**

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

**Sanford College of EducationProcedures**

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

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

***Candidate Progress Alert***

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

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

***Candidate Assistance Plan***

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

***Unsatisfactory Completion of Candidate Assistance Plan***

When a candidate has not satisfactorily completed a Candidate Assistance Plan, the Plan, and a detailed description of activities or areas not adequately met will be forwarded by the appropriate faculty member with a recommendation to the Sanford College of Education and Office of Student Services designees. The candidate will be notified by the Dean of the Sanford College of Education regarding the candidate’s continuing status within the program and/or the School.

***Requesting Accommodations to a Candidate Assistance Plan***

National University is committed to providing equitable access to learning opportunities for all students.  Student Accessibility Services (SAS) is the office that collaborates with students who have disabilities and faculty members to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact SAS at [sas@nu.edu](mailto:sas@nu.edu) or 858.521.3967 to arrange a confidential discussion regarding equitable access and reasonable accommodations. To receive any course-related adaptation or accommodation, the student must first be registered with SAS; registration information and steps can be found by visiting [www.nu.edu/sas](http://www.nu.edu/sas).  The SAS team works with students confidentially and does not disclose disability-related information without his/her permission.

If you are already registered with SAS and have a current accommodation letter outlining approved accommodations, we encourage you to contact your instructor early in the term to review how the accommodations will be applied in the course.  You are encouraged to arranged a confidential phone or in person meeting with your professor to discuss the approved accommodations.

Students with disabilities who wish to apply for accommodations to a Candidate Assistance Plan (Plan) may do so through submitting an application for accommodations to the Student Accessibility Services (SAS). Applications for accommodations for a disability may be requested from the Student Accessibility Services National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 521-3967, Email: [sas@nu.edu](mailto:sas@nu.edu) or Website: www.nu.edu/sas. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services.

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

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

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

****

**NATIONAL UNIVERSITY**

**SANFORD COLLEGE OF EDUCATION**

**CANDIDATE PROGRESS ALERT**

Candidate’s Name ID #

Candidate’s e-mail Phone #

Date Academic Center

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

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

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

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

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

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

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

**Signatures**

Candidate Date

Progress Alert Reporter Date

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

*Candidate’s signature only acknowledges receipt of Candidate Progress Alert.*

****

**NATIONAL UNIVERSITY**

**SANFORD COLLEGE OF EDUCATION**

**CANDIDATE ASSISTANCE PLAN**

Candidate’s Name ID #

Candidate’s e-mail Phone #

Date Academic Center

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

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

**Please indicate if the incident occurred during clinical practice** 🞏 Yes 🞏No

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

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

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

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

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

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

**Signatures**

Candidate Date

Faculty Date

University Support Provider (as appropriate) Date

Regional Clinical Practice Lead Signature (initial credentials only)

Regional Clinical Practice Faculty Advisor (initial credentials only)

*Candidate’s signature only acknowledges receipt of Candidate Assistance Plan.*

APPENDIX E: CODES OF ETHICS ……………………………………………..…………….. 68-71

E.1 Council for Exceptional Children (CEC) Code of Ethics…...... 69

E.2 Code of Ethics of the Education Profession...……………………. 70

Council for Exceptional Children (CEC) Code of Ethics

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

I. Special education professional are committed to developing the highest educational and quality of life potential of exceptional individuals.

II. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

III. Special education professionals engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects.

IV. Special education professionals exercise objective professional judgment in the practice of their profession.

V. Special education professionals strive to advance their knowledge and skills regarding the education of exceptional individuals.

VI. Special education professionals work within the standards and policies of their profession.

VII. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

VIII. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Exceptional Children, 50-3, 205.

Code of Ethics of the Education Profession

Preamble

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

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

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

Principle I

Commitment to the Student

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

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

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation, unfairly.

a. Exclude any student from participation in any program b. Deny benefits to any student

c. Grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

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

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a

climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

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

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

APPENDIX F: Intern Clinical Practice Forms ……………………………………………..…………….. 72-79

F.1 Step-by-Step Directions for SSP’s……………………………...…...... 73

F.2 Site Support Provider Information Form (SP-SSP)………………. 77

F.3 National University Support Provider – SOAR information

**STEP BY STEP PROCESS FOR INTERN SITE SUPPORT**

**STEP ONE: Receiving your Assignment**

You will be contacted by the Credential Program Specialist for Clinical Practice at your National University Center who will discuss payment, the process and form completion. The National University Supervisor will also contact you about setting up a meeting with the candidate. You will complete the **Site Support Provider Information Form** and give it to the Intern or the University Supervisor for processing. In addition, you will complete a **W-9 Tax Form** to establish a NU ID number for payment.

**STEP TWO: Meeting your Candidate**

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

* Contact Information
* Clinical Practice Process
* Role of the Site Administrator
* School Protocol and Logistics
* Daily Schedule
* School Calendar identifying breaks, testing windows, special events
* Locating the Intern Handbook on the NU Website for General Information and Forms

**STEP THREE: Introducing the Candidate at the School Site**

The Intern is a school employee and may have already attended a district or school orientation. Please make sure that your Intern has met the School Secretary and the Custodian. You may also want to introduce the candidate to the other members of the Special Education Team and other faculty. Please make sure that the Intern is given directions about access to school supplies and the copy machine.

**STEP FOUR: Establishing the Mentoring Process**

National University is very supportive of your role as the mentor to the Intern. Although you will not be directly involved with the completion of assessment items, during the beginning stages of the six month clinical practice, you might want to review the **Clinical Practice Assessment** to focus on the items which will be evaluated using the **Teaching Performance Expectations**  and the **California Standards for the Teaching Profession**.

Another assessment item to review will be the **National University Professional Dispositions Form**. It would be a good idea to establish strengths and areas of need for the Intern during the beginning stages of the internship. You will not be evaluating the candidate due to the emphasis on your role as a mentor and not an evaluator. The University Supervisor will consult with you when completing these evaluation documents due to the frequency of your interactions with the candidate in a variety of settings.

The Intern will be enrolled in the Clinical Practice Seminar course during the internship. You may be asked to provide assistance with Portfolio artifacts and the Evidence-Based Instructional Strategy assignment for this course.

**STEP FIVE: Completing Classroom Observations**

The Site Support Provider (SSP) is required to document contacts with the Intern on a monthly basis. You will meet once a month with the Intern’s University Support Provider. Suggestion: Keep a journal to document contacts. The University Support Provider will document a minimum of four formal observations into SOAR (2 for the “A” course and 2 for the “B” course).

**STEP SIX: Attending Assessment Meetings**

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

Formative (Mid-Point) Assessment

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

Summative (Final) Assessment

After the seventh month a final assessment meeting is conducted to again review the Intern’s progress. You will be asked to review the results of your classroom observations at this time. Candidates are required to achieve a minimum average score of “3” (Applying) on this assessment. If the Intern does not achieve this minimum score, you may be asked to assist the University Supervisor and the Faculty Advisor in the development of a Candidate Assistance Plan. At this meeting, the professional dispositions are reviewed. Candidates are expected to achieve scores of “2” (Emerging) and “3” (Applying) at this time. Scores of “1” will not be acceptable at the final assessment point.

**STEP SEVEN: CONCLUDING THE INTERN CLINICAL PRACTICE**

The University Supervisor and the Credential Program Specialist for Clinical Practice will facilitate the completion of forms and the exit strategy for the Intern.

**Council for Exceptional Children (CEC) Code of Ethics**

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

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

Exceptional Children, 50-3, 205.

SP-SSP

SANFORD COLLEGE OF EDUCATION

INTERNSHIP SITE SUPPORT PROVIDER (SSP) INFORMATION

Intern Name:

ID#

E-mail:

Home Address:

Home Phone:

Cell:

School Site: School Site Phone:

School Address:

District/Agency:

**Specialization Area/Grade Level:**

Multiple Subject K-2 3-6 Single Subject (please verify)

Mild/Moderate Moderate/Severe DHH LAD

K-3 4-6 Middle School / Jr High High School

Assignment (Spec. Ed Interns only): RSP SDC Other

**This information must be completed as it is needed to process your payments correctly. Please attach your current W-9 Form.**

**Site Intern Support Provider**

Primary E-mail:

Secondary E-mail:

Home Mailing Address:

Home Phone:

Cell:

The Principal/District Administrator Name:

\*The Principal/District Administrator Approval Signature:

Date:

Phone:

Email address:

\* National University cannot work with the Site Support Provider (SSP) without written approval from a District Administrator.

© 2009 National University page 1 of 1 6053\_SP-SSP SCOE 8/09

Finding the Faculty Portal in SOAR

(After you receive the ID and password from NU Credentials)

1. Start with the National University home page from your browser:

www.nu.edu/



2. Click on “Login” at the upper right hand corner of the home page:



3. From the “For Faculty:” section, click on Faculty SOAR Portal:



4. Enter your unique 9 digit ID and your password, then press “Sign In”:

