

National University

Sanford College of Education

SPECIAL EDUCATION CLINICAL PRACTICE
STUDENT TEACHING HANDBOOK
2025



The Vision of the Special Education Department of the Sanford College of Education is to develop intentionally innovative and reflective special educators who advocate for the equity of all students and advance inclusive practices in a global community.



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Sanford College of Education
Special Education Clinical Practice Student Teaching Handbook
2025**

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Welcome Message

Congratulations on entering your Clinical Practice as a Special Education Student Teacher with National University. Student teaching is the traditional route to earning a recommendation for a Preliminary Education Specialist Credential in the specialty areas serving students with Mild to Moderate Support Needs (MMSN) or students with Extensive Support Needs (ESN).

What is Student Teaching?

Student teaching is a formal clinical practice experience designed to guide and develop a candidate's teaching competencies under the supervision of a Master Teacher (or school site provider) with extensive experience in the specific credential area.

National University's Special Education Teaching Program is approved by the California Commission on Teacher Credentialing (CTC) to:

...ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time, the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

In order to complete National University's Preliminary Education Specialist Credential Preparation Program, candidates must successfully complete a 90-day student teaching experience. This clinical practice is designed to prepare the candidate with the knowledge and skills to implement a variety of research-validated methods and strategies focused on instructional programs for a diverse population of TK-12 students with mild to moderate or extensive support needs. [5 CCR Sec. 80048.6(b)] During the student teaching clinical practice experience each student teacher will teach in the classroom of a district-based Site Support Provider (SSP) while receiving concurrent virtual support from a National University Support Provider (USP).

All National University programs are accredited by the Western Senior College and University Commission (WSCUC). National University's Special Education Student Teaching Clinical Practice Program is approved by the CTC and follows the California Code of Regulations governing Preliminary Education Specialist Credential Program Standards (5 CCR Sec. 80612).

The purpose of this handbook is to provide information for candidates, support providers and supervisors concerning clinical practice for the National University Special Education Student Teaching Program, its policies, requirements, processes and procedures.

SPECIAL EDUCATION STUDENT TEACHING PROGRAM

SECTION 1: OVERVIEW, ROLES, AND RESPONSIBILITIES

Special Education Student Teaching Program Overview

WHERE ARE STUDENT TEACHERS PLACED?

Candidates approved to student teach in either the fall or spring terms are placed by National University Regional Clinical Practice Coordinators (RCPCs) in the classrooms of specially-selected Master Teachers in appropriate school settings. Appropriate placements follow all requirements of the CTC and National University Educational Specialist Credential Program guidelines. These requirements include:

1. Commitment to developmentally and culturally appropriate practices
2. Collaborative relationships with families
3. Placement in the least restrictive environment (LRE)
4. Provide support for dual language learners with disabilities
5. Offer opportunities for candidates to interact with different age groups in general and special education settings, reflecting a continuum of placement options
6. Reflect to the extent possible socioeconomic, linguistic, and cultural diversity
7. Permit video capture for candidate reflection and CalTPA
8. Fully qualified teacher on site (Site Support Provider) with appropriate credential (Clear, 3 years teaching experience TK – age 22, demonstrated exemplary teaching practices)
9. Fully qualified administrator on site.
10. School must teach California Common Core State Standards, including English Learner Development (ELD) standards

HOW LONG IS STUDENT TEACHING?

Student teaching consists of a minimum of 90 days or 18 weeks. Student teachers work a full teacher workday the same as their Master Teacher. No more than 3 absences are allowed over the course of the student teaching clinical practice experience. Holidays are not considered workdays; however, teacher workdays, district professional-development and minimum days are all considered as part of the 90-day clinical practice experience. Weekly attendance of the candidate is verified by the Master Teacher and submitted to the NU course instructor.

The 90-day student teaching clinical practice experience coincides with National University Class Terms which begin in either February (spring start) or September (fall start). Student teaching clinical practice courses are each two months:

MMS625 A and B – for Mild to Moderate Support Needs specialty area

ESN655 A and B – for Extensive Support Needs specialty area

Please note that the course dates do not reflect the actual student teaching dates which are arranged individually with the placement school sites.

WHO SUPPORTS THE STUDENT TEACHER?

The Master Teacher or Site Support provider (SSP) is the classroom teacher of record and guides the student teacher daily throughout the 90-day clinical practice experience. The Master Teacher provides modeling, instruction, guidance, and support through demonstrations, informal observations, conferences, and assistance with the creation of the Individual Development Plan.

The University Support Provider (USP) is NU faculty and the clinical practice course instructor. The USP provides ongoing guidance, support and coaching to assist the candidate to demonstrate all required teaching performance competencies by the end of their clinical practice experience. The USP formally observes the student teacher and assesses and evaluates their teaching performance. The USP collaborates closely with the SSP to ensure a successful student teaching experience for the candidate.

STUDENTS REQUESTING ACCOMMODATIONS/MODIFICATIONS DUE TO DISABILITY

REQUESTING ACCOMMODATIONS

National University is committed to providing all students equitable access to learning opportunities. 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 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 received by contacting SAS. The SAS team works with students confidentially and does not disclose disability-related information without permission.

If you are already registered with SAS and have a current accommodation letter outlining approved accommodations, you should contact your instructor early in the term to arrange a confidential phone or virtual meeting with your professor to discuss the approved accommodations and how they apply to your clinical practice student teaching.

ROLES AND RESPONSIBILITIES OF KEY PROGRAM PERSONNEL

STUDENT TEACHER

Student teaching is a wonderful opportunity to learn from an experienced, exceptional Master Teacher. During the 90 days of clinical practice, learn as much as you can from your Master Teacher. Observe how they teach, manage behavior, organize daily instruction, work with their paraprofessionals, and collaborate with general education faculty. Learn how they track, measure and assess their students' progress and develop their Individualized Education Plans. Watch how they interact with their students' parents and guardians. Notice how they work with the various specialists that support their students' IEP goals. Be sure to follow all Master Teacher directions and do not hesitate to ask questions if you are unsure or unclear. Remember to maintain confidentiality of all student names and information.

A student teacher must embody a commitment to professionalism, adaptability, and continuous growth. They should demonstrate respect for diverse perspectives, cultivate positive relationships with students and

colleagues, and maintain an open mindset for feedback and reflection. A strong sense of responsibility and integrity is essential, as student teachers serve as role models in the classroom. By fostering a nurturing and inclusive learning environment, they support student success and contribute positively to the school community as a whole.

Student teachers are **guests** at their school sites. Site Support Providers have generously offered their professional time and talents to mentor student teachers. Site Support Providers expect student teachers to engage in professional conduct (attire, punctuality, disposition, respectfulness, etc.) and to be receptive/responsive to teacher and/or administrator feedback. Each student teacher has signed the Clinical Practice Disposition Agreement, which outlines the expectations for professional conduct while on campus.

Site Support Providers and site administrators have the authority to dismiss a student teacher who fails to comply with site expectations for conduct, effort, and/or progress in developing as a professional educator. The USP will immediately notify the RCPC in the event that a student teacher is dismissed from a school site or the SSP withdraws from service. An alternate placement for the student teacher may or may not be available, depending on the circumstances of the dismissal/withdrawal. For this reason, it is essential for student teachers to be cooperative, respectful, organized, well-prepared, professionally-attired, and receptive to SSP/USP mentoring.

Student teaching is a full-time job. Student teachers are required to be in the assigned classroom **all day and five days per week**, as well as attend after-school meetings/events and sometimes evening activities. Student teachers are expected to complete assignments during the evenings, including debriefings, seminar class meetings, and seminar assignments. For this reason, it is highly recommended that student teachers are not employed, even part-time, during student teaching. This includes tutoring and coaching sports, as after-school teacher meetings and school activities must take precedence over athletics practices and games. Student teachers should also avoid planning for major life activities during the completion of clinical practice.

All credential program candidates must sign the Clinical Practice Disposition Agreement as part of being cleared to proceed with clinical practice. This Agreement details the responsibilities and professional conduct requirements for the candidate to be successful in clinical practice. The Agreement also explains the functions of the Progress Alert and Candidate Assistance Plan. The Agreement explains that candidates who do not satisfactorily complete a Candidate Assistance Plan are at risk for dismissal from the program.

At National University, all teacher candidates are held to the highest ethical standards. If, for any reason, the school district partner or National University determines that a candidate's dispositions do not align with the rigorous expectations required of special education teachers, the student teaching may be inactivated, and the candidate will be unable to continue in the program.

Student teachers are required to:

- Be professional; i.e., be on time, dress in professional attire and communicate regularly in a professional manner. (Cell phone use during class time is not permitted except on breaks.)
- Demonstrate regular attendance working a full day same as the Master Teacher, attending all meetings before and after school, and notifying Master Teacher and USP if you will be ill and miss a day (3 days maximum).
- Follow all directions of the Master Teacher in a respectful manner.

- Maintain confidentiality of all student names and information.
- Consistently adhere to the signed Clinical Practice Dispositions Agreement.
- Complete all required course assignments as due.
- Attend all class meetings as scheduled.
- Demonstrate competency on all Teaching Performance Expectations (TPEs).
- Use National University assigned student email for all correspondence with your USP, SSP, and RCPC.
- Participate in an initial triad meeting with the SSP and USP, via videoconference. (If the intern's English Learner Support Provider is someone other than the SSP, then the EL Support Provider should be included in the initial meeting.)
- Maintain the TPE Running Record and upload it to Brightspace, the learning management system, every 3 weeks.
- Use the designated Lesson Plan Templates for observation lesson plans and upload lesson plans to Brightspace at least 48 hours prior to teaching the lesson to allow time for USP review and feedback.
- Record a formal observation lesson as assigned and complete the annotations as directed.
- Debrief with USP after each recorded lesson and enter reflection, next steps and two artifacts of student learning into the Brightspace course.
- Implement all critical feedback and suggestions for improvement received from the USP's formal *GoReact* Observation evaluations as well as informal annotations and debriefing.
- Enter daily time student teaching, have SSP/Master Teacher verify, and submit to course every 3 weeks.
- Complete the Individual Development Plan (IDP), upload a final, signed copy of the IDP to Brightspace and retain a final, signed copy to take to the district or county office of education teacher induction program.

Additional National University Requirements

As part of the student teaching program, all candidates must maintain status as an "active" student to student teach. This status not only ensures compliance with CTC requirements but also supports candidates' professional development and success in their clinical practice experience.

All candidates must maintain satisfactory academic progress in their program. Failure to meet the university's academic progress standards may put the intern at risk of dismissal from the program. Such a dismissal would also lead to the inactivation of the student teaching documents, potentially impacting employment eligibility.

Attendance

Student teachers are expected to be in attendance **every day for the full school day**. Daily arrival and departure times will follow the daily schedule of the Master Teacher/Site Support Provider (SSP). This typically means arrival at least one half-hour prior to the start of the school day, plus time after school for co-planning, staff meetings, parent conferences, and similar activities. Student teachers may be charged a half-day absence for unauthorized late arrivals and/or early departures.

Only **three absences** are allowed across the entire clinical practice program (18 weeks total) and only for ***illness or urgent personal reasons***. Student teachers should immediately notify the SSP and USP if an absence is needed so the SSP can make necessary adjustments for daily classroom lessons. Please note that all student teaching courses are designed to meet the CTC requirements for the number of clinical practice hours and the number of weeks of solo teaching. For this reason, student teachers should avoid being absent during student teaching, especially during solo teaching weeks. **Absences beyond three days must be made up** in consultation with the USP and SSP in order to complete clinical practice requirements successfully.

NOTE: If a special education program student holds a California Clear credential in general education or a Preliminary Education Specialist credential in a different specialty area and a CAS petition is submitted and approved to waive half of student teaching, only MMS 625B or ESN 655B may be scheduled for a total of nine weeks.

Lastly, If there is a need for an excused extended absence (e.g., due to illness, family emergency, or urgent personal circumstances), then the student teacher should promptly notify the USP. The USP will monitor the situation and will confer with the RCPC and SSP if there is a need to extend the clinical practice timeline.

Student Teacher Email

Student teachers are required to use their National University email accounts for all University-related communications. The USP, Credentials Department and the RCPC will communicate with candidates and SSPs via National University email. Candidates have been advised to check their email at least every 48 hours and respond promptly to all communications. Providing timely and professional communication is an essential element of fulfilling TPE 6, Developing as a Professional Educator.

In Case of Injury at a School Site

1. Immediate Medical Attention
 - If injured while at your school site, report the injury immediately to the site supervisor or principal.
 - Seek medical attention from the district nurse or call 911 if the injury requires emergency care.
 - *Do not transport yourself* to avoid potential complications or accidents while en route. Emergency services or a designated individual should handle transportation.
2. Notification of School Authorities
 - The principal and site supervisor must be notified of the injury as soon as possible.
 - The site supervisor should inform National University (NU) immediately after the injury occurs.
3. Contact National University's Confidential Benefits
 - After receiving medical attention, the student teacher must contact National University's confidential benefits team to report the injury and access available resources for further assistance.
4. Follow-Up
 - Ensure a follow-up with the school and university to document the incident and take any necessary actions for recovery or support.

In the Event of a Dismissal

Clinical Practice student teaching placements are a courtesy. Each student teacher is a “guest in the classroom.” The district and school-site agreement states that National University must support the decision of a district in the event they choose to remove a student teacher from a classroom.

In the event of a dismissal from a placement, the Clinical Practice faculty will consider the reason for dismissal and may attempt to find a second and final placement.

SITE SUPPORT PROVIDES (SSP) AND ENGLISH LEARNER SUPPORT PROVIDER

Site Support Providers (SSPs) or Master Teachers are local educators identified by the school district, recommended by the Principal/Site Administrator, and approved by the Regional Clinical Practice Coordinator (RCPC). The SSP must:

- 1) Hold a clear credential that matches that of credential sought by the intern and, optimally, have a second language or EL authorization
- 2) Have a minimum of 3 years of teaching experience and have demonstrated exemplary teaching practices as determined by the employer and NU.

If the Master Teacher/SSP does not hold EL authorization, an additional SSP who does hold this authorization must be designated.

CTC Requirements of Site Support Providers

The CTC requires Universities to provide their district-employed supervisors (SSP) with 10 hours of professional development. This professional development is asynchronous and self-paced and there are waiver options for 80 percent of the course. Site Support Providers will receive an email from the National University Credentials Department during the first month of Student teaching inviting them to the NU professional development offering and providing instructions on how to access the course.

As the teacher of record, the Master Teacher/SSP:

- Provides modeling, instruction, guidance, and support through demonstrations, informal observations, conferences, and Individual Development Plan creation
- Communicates regularly with USP
- Verifies teacher performance expectations are met
- Serves as a mentor for the student teacher as they develop their beginning teaching skills in meeting the required Universal and MMSN or ESN Teaching Performance Expectations (TPEs).
- Develops a confidential mentoring relationship with the student teaching providing support and coaching.
- Meets regularly with the student teacher to reflect on teaching practices and to guide professional growth.
- Communicates with the University Support Provider (USP) every three weeks through the written SSP Report and collaborates with the USP and the student teacher in the review of the formative and summative Clinical Practice Assessments.
- Assists the candidate with the creation of the Individual Development Plan (IDP).
- Verifies student teacher’s daily attendance by approving weekly timesheets submitted to the course

The **English Learner Support Provider** is a credentialed teacher with EL authorization assigned by the site/district to coach the student teacher in strategies for meeting the instructional needs of English learners. Sometimes, the SSP is also the designated English Learner Support Provider. Otherwise, the EL Support Provider is someone in addition to the SSP. The English Learner Support Provider coaches the student teacher on how to implement effective strategies to help English learners build their fundamental reading, writing, listening, and speaking skills in English. Student teachers must know how to help English Learners develop their academic language and conversational skills in English, so they can succeed in their academics and develop greater confidence and proficiency as English speakers.

UNIVERSITY SUPPORT PROVIDERS (USP)

The University Support Provider (USP) is a faculty member assigned to support, observe, and evaluate the student teacher's teaching performance during the 90 days of student teaching in accordance with the California Standards for the Teaching Profession (CSTPs) and Teaching Performance Expectations (TPEs). The USP must be the holder of a clear Educational Specialist Credential that matches that of credential sought by the student teacher or have approved equivalent experience in educator preparation. The USP is also the instructor for the student teacher's clinical practice coursework, which consists of two 9-week courses (MMS 625 A and B or ESN 655 A and B). The USP works in partnership with the SSP and English Learner Support Provider (if different) to support the student teacher in meeting the Teaching Performance Expectations (TPEs) and completing the coursework recommended for the preliminary teaching credential.

The USP will:

- Contact the student teacher to schedule the initial Triad meeting (School Site Orientation) within the first week of clinical practice to include the Master Teacher/SSP and Site Administrator (if possible).
- Arrange video observations and lesson debriefings and next steps planning with the student teacher over the 90-day clinical practice experience to support their professional development. At least five (5) *GoReact* video observations must be conducted during the 90 days of student teaching. The observation is based on a detailed lesson plan submitted by the candidate 48 hours in advance of recording the lesson.
- Annotate and evaluate the student teacher's recorded and annotated lesson using the *GoReact* Clinical Practice Video Observation Rubric on the focus TPEs. The USP will complete the *GoReact* Clinical Practice Video Observation Rubric within 48 hours after the recorded lesson has been submitted.
- Debrief with the candidate at the conclusion of each formal video observation. Ensure that the candidate reviews the *GoReact* Clinical Practice Observation Rubric and understands any suggestions made. Prepare for the subsequent lesson cycle, noting focus TPEs.
- Grade and evaluate all student assignments in the course, including candidate's lesson plans, annotations, and reflections.
- Coordinate regularly with the Master Teacher/SSP to monitor candidate performance with SSP Monthly Reports.
- Evaluate candidate's progress toward demonstrating competency in the required Universal and MMSN or ESN TPEs using the *GoReact* Observation Rubric at the end of the first term (formative assessment) and final term (summative assessment).

- Meet with the candidate in collaboration with the SSP to debrief overall progress at the end of each term and discuss possible areas of growth to target in the second term of clinical practice and in the development of the Individual Development Plan (IDP).
- Monitor candidate progress. If a candidate is not making satisfactory progress by the end of the first three weeks, the USP will develop a 30-day Progress Alert with the RCPC. If the candidate continues to struggle, the USP will coordinate with the RCPC and Statewide Special Education Clinical Practice Manager to develop a Candidate Assistance Plan (CAP). The USP will participate in the formal CAP meeting along with the student teacher, Master Teacher/SSP, site administrators and other identified NU staff.
- When needed, assist the candidate in accessing forms for review and NU departments and resources.
- Guide the candidate in developing the IDP in collaboration with the SSP.

REGIONAL CLINICAL PRACTICE COORDINATORS

The Regional Clinical Practice Coordinator (RCPC) coordinates all National University Special Education Student Teaching placements in a designated geographical region of California. The RCPC also serves as a liaison between the USP, SSP and the Sanford College of Education (SCOE) Clinical Practice leadership team which provides oversight and support for teacher candidates, USPs, and RCPCs.

The Regional Clinical Practice Coordinator (RCPC) will:

- Respond to all communication within 48 hours and use National University email for all official correspondence.
- Collaborate regularly with the Credential Placement Specialist assigned to the designated regional area.
- Determine that an appropriate placement, instructional schedule and Master Teacher/SSP are secured for every student teacher candidate. Reach out to candidate and/or school personnel to ensure all CTC and NU placement requirements are met.
- Assign an appropriately-credentialed USP for each student teacher.
- Serve as a resource for both the USP and SSP in case of questions, concerns, and/or additional support needed for the student teacher.
- Meet regularly with regional USPs to guide effective coaching and support of candidates.
- Periodically audit clinical practice classes, providing additional USP support and/or guidance when needed.
- Consult and guide regional USPs in using the Candidate Assistance Process when candidates are struggling in clinical practice.
- Intervene when necessary to resolve candidate issues at local sites and, when appropriate, involve the Statewide Clinical Practice Manager for Special Education.

SPECIAL EDUCATION STUDENT TEACHING PROGRAM

SECTION 2: PROCESS, REQUIREMENTS AND EXPECTATIONS

Orientation

All National University student teacher candidates must attend a **mandatory** Student Teaching Clinical Practice Orientation held prior to beginning their university student teaching. The orientation provides an overview of the Special Education Clinical Practice Student Teaching Program, including specific information regarding all the processes, requirements, and expectations of student teachers.

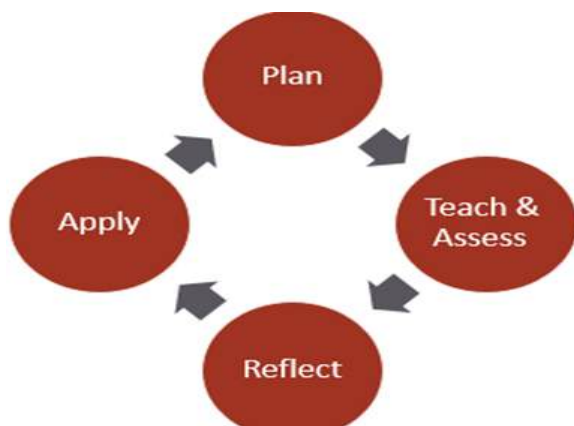
During the orientation, candidates will receive information about the determination of an appropriate student teaching placement, a qualified Master Teacher/SSP and a University Support Provider (USP). The Statewide Special Education Clinical Practice Manager, regional Placement Specialists and RCPCs will lead the orientation and be available to answer questions.

Coursework

INSTRUCTIONAL CYCLE

As part of clinical practice, each candidate will complete several steps towards the successful completion of their required formal observations. For each observation, the steps are completed across consecutive days and should be coordinated and well planned out in advance with their Master Teacher/SSP and USP. There are a minimum of three formal observations required in the first term (A course) and two in the second term (B course). The candidate may be required to complete additional formal observations based on the quality of the work and at the discretion of the USP.

The instructional cycle follows that of the Education Specialist California Teaching Performance Assessment (CalTPA):



The requirements for each observation include:

1. Lesson Plan Development and Submission
2. Submission of *GoReact* Observation Video
3. Annotation of Observation Video
4. Submission of Self Reflection including Evidence of Student Learning and Next Steps

Lesson Planning

Every instructional cycle (every three weeks) will have specific focus TPEs that will be targeted and evaluated. The candidate will complete the Lesson Plan template preparing for a 30-minute lesson to be recorded and submitted into the course. The lesson plan is submitted into the Brightspace course and the USP reviews the plan providing suggestions or feedback prior to the demonstration and recording of the lesson by the intern.

The student teacher applies knowledge of their students to establish content-specific learning goal(s) and address specific student **IEP and ELD goal(s) for English learner(s)** to develop the lesson plan.

Overall, the lesson plan addresses the following components.

1. **What are you planning to teach in the lesson?**
 - ✓ content to be taught based on California Content Standard(s) and/or Curriculum Frameworks and California English Language Development Standards
 - ✓ content-specific pedagogy relevant to the lesson
 - ✓ content-specific learning goal(s) (*specify literacy or mathematics for the multiple subject credential*)
 - ✓ Targeted student IEP goals/objectives
 - ✓ ELD learning goal(s) to support English learners in the lesson
 - ✓ where and how the lesson fits in the larger unit of instruction
 - ✓ what you expect students to learn and be able to do
2. **How will you know whether students learn what you are planning to teach?**
 - ✓ informal assessments (checks for understanding) you will use to determine if students are exceeding, meeting, or not yet meeting learning goal(s)
3. **How will you structure student learning activities?**
 - ✓ design of student learning activities that are active, challenging, engaging, and accessible to support students to achieve the learning goal(s) (e.g., students use of manipulatives, think-pair-share, models, drawings or maps, graphic organizers, performances, demonstrations, labs, educational technology)
 - ✓ how you will group students and manage group work (whole class, small group, pairs, or individual) to support student learning
4. **How will you plan your instruction to support learning through these student activities?**
 - ✓ instructional strategies to support student learning during or outside of the lesson (e.g., explaining, modeling thinking, scaffolding, asking questions that guide a discussion or seek more information from students, role playing, providing instructions to guide an activity, checking for understanding, re-teaching)
 - ✓ resources, materials, and/or educational technology you will use to teach the lesson
 - ✓ adaptations, including, as appropriate, assistive technologies, to support individual student learning needs beyond the UDL supports you have built into the lesson.

Teaching & Assessing (Observations)

The candidate will submit a 30-minute recorded lesson (*GoReact* Video Observation) for each lesson plan created. Each recorded lesson should be a showcase lesson where all the components of an effective lesson are demonstrated, including:

- connections to prior learning
- explicitly-stated learning goal(s)
- specially-designed instruction that supports student learning and promotes higher-order thinking skills (using UDL principles, academic language development, and specific supports for English learners and students with special needs)
- ongoing checks for understanding
- closing assessment to determine the extent to which each student achieved the learning goal(s)

Every lesson should engage all students through the use of high-leverage practices that include a variety of evidence-based instructional strategies. The recorded lesson (*GoReact* Video Observation) is uploaded into the Brightspace course. Note: All students shown in the recording must have current permission to photograph/videotape.

After uploading the recording, the candidate annotates the lesson. The student teacher will highlight where each element was addressed during the lesson video. Student teacher annotations should provide a rationale for their teacher's actions throughout the lesson. Annotations describe why the teacher makes key instructional decisions during instruction or activities based on the TPEs and UDL principles.

After the candidate submits their annotations, the USP annotates the recorded lesson video to provide feedback on how well the target TPEs were addressed in the lesson. The USP will also evaluate the candidate's teaching performance based on the target TPE domains in the *GoReact* Observation Rubric. USP feedback will include comments and suggestions for improvement.

The student teacher then meets with the USP to debrief the lesson, prepare to write their Reflection and Next Steps, and prepare for the following lesson.

Reflecting and Applying (Reflections & Next Steps)

The student teacher regularly reflects on their professional practice to help them improve their performance and become a successful Education Specialist. By honestly reflecting on each recorded lesson, analyzing student work and determining the next steps for reteaching and follow-up, it is anticipated that their teaching will improve.

After the USP has provided their feedback on the recorded video lesson demonstration in *GoReact* and debriefed with the candidate, the candidate will use this information, any information about the lesson from the Site Support Provider, and any evidence of student learning to reflect on how they thought the lesson went. The following prompts should be addressed:

Reflection on Lesson Effectiveness

- How effective was the lesson planning in achieving the lesson objective?
- What was the evidence of student learning (assessments)?
- Provide specific examples of adaptations during the lesson (what worked, what would you do

differently?)

Using Student Assessment Information

- How will student assessment information be used to inform the next lesson (reteach, extend)?
- How was the rubric used?

Ensuring Equitable Access

- How will you ensure equitable access to the content-specific learning goals for all students in future lessons?
- What strategies will you implement to address the diverse learning needs of your students?

Additionally, as part of the observation requirements, all candidates are required to document their student's learning during the instructional lesson. Immediately after teaching the lesson for the observation, the student teacher must collect at least two student artifacts that will support the results of their instruction and reflect how they incorporated student assessment in the lesson.

For each lesson recorded and observed by the USP, the candidate will submit:

1. A minimum of two student artifacts that include evidence of student learning outcomes based on the lesson objectives. This evidence may consist of student work samples and/or examples of performance measurements such as informal assessments or anecdotal records of student progress.
2. A two to five-paragraph reflection of both the anticipated and actual student learning outcomes based on this lesson. In the reflection, the intern should discuss the method of monitoring student progress used and explain how the artifact(s) provides evidence of student learning. They must also reflect on the prompts listed above.

Lastly, in Week 9 and Weeks 16-17, the student teacher submits a 3-5 minute Reflection Video addressing specific prompts.

Evaluation and Assessment

***GoReact* Video Observation Rubrics**

The USP evaluates the candidate's teaching performance in every recorded lesson submitted. Information from the candidate's TPE Running Record, SSP Reports, and informal coaching and mentoring discussions is used to score the specific TPEs focused on during each instructional cycle. The *GoReact* Video Observation Rubric is printed as a report, shared and discussed with the candidate during every debriefing session.

Formative and Summative Assessments

At the end of Term A (Week 9), the student teacher submits a Reflection Video, which triggers the *GoReact* Formative Video Observation. The USP evaluates the candidate's competency on all TPEs using all prior evaluations, SSP input and the TPE Running Record to create the Formative Assessment. This assessment is printed and shared during a debriefing with the candidate and SSP to determine needed next steps for the final term of the student teaching.

During Weeks 16-17 of student teaching, the candidate submits a second Reflection Video which triggers the *GoReact* Summative Video Observation. The USP creates the Summative Assessment using the *GoReact*

Observation Rubric of all required Universal and MMSN or ESN TPEs. Information from the SSP and the completed TPE Running Record is used. The candidate must demonstrate competency in the majority of TPEs.

If during the early stages of the student teaching experience, the USP and other support providers determine that the candidate is not making satisfactory progress toward accomplishing the requirements of the program, additional specific support may be required. A Candidate Progress Alert or Candidate Assistance Plan may be required. The USP will work with the RCPC to guide the candidate through the process.

Grades

The USP (course instructor) must enter a grade of “Satisfactory” (S) or “Unsatisfactory” (U) into the NU grades portal within 10 days of the course end date. For this reason, student teachers must know their course end dates and must observe the USP’s calendar of due dates in order to complete all NU/CTC course requirements by the official course end date.

In order to earn a “Satisfactory” grade, the student teacher must have earned **at least 82%** of the points possible, satisfactorily completed all formal observations (lesson plans, videos, annotations, reflections), submitted required assignments and demonstrated competency in meeting the majority of the TPEs. For MMS625B and ESN655B, the Individual Development Plan and all Weekly Timesheets must be completed.

USPs are required to enter a grade of zero when an assignment is past due. USPs have the option to assign late credit if an assignment is submitted within a reasonable time frame after the due date. The candidate must complete the specified coursework by the stated deadline in order to earn an “S” grade (pass). Otherwise, the USP will enter a “U” grade (“Unsatisfactory”/no pass) and the course will need to be repeated.

Additional Requirements

TPE Running Record

The TPE Running Record helps candidates connect all the Universal and MMSN or ESN Teaching Performance Expectations (TPEs) with actual practical applications in the classroom. The Running Record is an ongoing document where the student teacher enters evidence of classroom and school activities that demonstrate the TPEs. The entries should be detailed enough that the USP can easily connect the activity to the TPE.

The SSP is encouraged to collaborate with the student teacher in completing the TPE Running Record and is asked to review the TPE Running Record regularly, prior to the candidate uploading it every three weeks. The candidate should follow the directions for color-coding the TPE Running Record entries.

Candidates should have completed at least a portion of the TPEs each time the TPE Running Record is uploaded to Brightspace (every three weeks). By the end of the 90-day student teaching experience, there should be at least one entry for each of the TPEs. Candidates are encouraged to enter more than one activity per TPE, especially for TPEs that are not readily observable during an observation video. Providing ample evidence of that the TPEs have been met will help maximize the candidate’s ratings on the end-of-course assessments.

Candidates should continue the original TPE Running Record document throughout student teaching, submitting the same record every three weeks until completed Week 18.

Weekly Timesheets

Student teaching courses are designed to meet the CTC requirements for the number of clinical practice hours and weeks of teaching. Student teachers are expected to be in attendance **every day for the full school day**. Daily arrival and departure times will follow the daily schedule of the Master Teacher (Site Support Provider). This typically means arrival at least one-half hour prior to the start of the school day, plus time after school for co-planning, staff meetings, IEP meetings, parent conferences, and similar activities. Student teachers may be charged a half-day absence for unauthorized late arrivals and/or early departures.

Additionally, student teachers should avoid being absent during student teaching. **Absences beyond three days must be made up** in consultation with the SSP and USP in order to successfully complete clinical practice requirements.

All student teachers are required to log the time they start student teaching and leave every day of every week on the Weekly Timesheet contained in the Brightspace course. Every Friday at the end of the school day, the SSP should review the timesheet and sign their approval. Three weeks are included on each timesheet. These timesheets are due every three weeks.

Individual Development Plan

During course MMS625B or ESN655B, each candidate will be creating an Individual Development Plan (IDP). The IDP is required by the California Commission on Teacher Credentialing and is required before the candidate exits the Preliminary Credential Program. The process of developing the IDP will assist candidates in identifying their strengths and growth areas as they exit their teacher preparation program and begin their practice as professional educators.

The IDP is developed by the candidate with input from the USP and SSP. The IDP will be used by the candidate's induction program to help guide and inform the induction experience and will include recommendations for further study during the first few years of their preliminary credentialed teaching experiences when they begin induction process to clear their preliminary credential.

During the final term of student teaching, candidates should review the IDP template with their Master Teacher/SSP and USP to become familiar with it and all components. A completed IDP will be due as the student teacher completes the final three weeks of their clinical practice experience. The IDP template may be used to discuss the candidate's strengths and areas of opportunity and to plan for long-term goals in their professional role as a teacher.

The student teacher begins by completing a working draft of the IDP using the IDP template in Brightspace. On the IDP form, the **"Enrollment Dates" should reflect the date on which the candidate started the credential program through the end date of the current course**. Candidates are able to view their course history in their SOAR portal to determine their start and end dates. If listing the enrollment dates by month and year, candidates should use 4 digits to represent the year. Candidates should not write "until present" for the enrollment end date but should ask the USP if help is needed to verify the enrollment end date.

The SSP and USP should collaborate with the student teacher to identify strengths and growth areas for each of the seven California Standards for the Teaching Profession (CSTPs), the Universal Teacher Performance Expectations (TPEs) and the MMSN or ESN TPEs. It will be beneficial to refer to both the Formative and Summative Assessments, reflections, TPE Running Record and SSP Reports. The candidate will use the template in Word to draft areas in the

plan in preparation for the final IDP. ***The Draft IDP in Word must be submitted to the clinical practice course for review and feedback from the USP and SSP prior to final submission.***

Both the USP and SSP will meet with the student teacher during the final weeks to discuss the candidate's growth over the course of the clinical practice program, which includes reviewing the candidate's strengths, growth areas, and reflections, as described in the working draft of the Individual Development Plan (IDP). The candidate should be prepared to discuss the proposed strengths and growth areas based on evidence from the TPE Running Records, lesson plans and formal observations. The SSP and USP will provide feedback on the working draft IDP. Then the candidate will complete any suggested revisions. Once both support providers have reviewed and approved the draft IDP, the candidate will transfer the information using the electronic link on the template.

The final IDP is submitted electronically. It goes to the SSP first for approval and then to the USP for approval. ***The correct email address of both the USP and SSP must be entered for the IDP to be processed correctly.*** The final signed IDP is then returned to the candidate. It is important to keep a copy of this important document as it will be used to clear the Preliminary Education Specialist Credential when the candidate begins Induction at their district or through their county office of education.

Additional Support

If a student teacher is struggling during clinical practice, additional support is provided as soon as the need is identified.

Progress Alert

The Progress Alert (PA) is an early-term alert that a candidate may not be making adequate progress in clinical practice or demonstrating appropriate knowledge, skills and/or dispositions required by the program. The PA is intended to be supportive, based on program requirements and individualized to the candidate. The PA informs areas of performance in need of growth, support or remediation.

Candidate Assistance Plan

If a candidate has not made sufficient progress in meeting the goals of the Progress Alert, a Candidate Assistance Plan (CAP) is developed. The CAP is a formal intervention addressing the target areas for growth and prescribes specific activities and/or intervention strategies the candidate must address to successfully demonstrate the required knowledge, skills and dispositions. The USP collaborates with their RCPC and the statewide Clinical Practice Manager to draft the CAP including defining specific support and intervention strategies. Other NU staff may be needed in this process, e.g., Placement Specialist, Credentials Pathways Supervisor, Academic and Finance Advisor, etc. Specific assessment measures and completion dates are detailed on the CAP.

A formal, recorded virtual meeting will be held to discuss the CAP with the candidate. The SSP, Site Administrator, USP, RCPC, Statewide Clinical Practice Manager and other NU staff will participate in this meeting to review the rationale for the CAP, evidence of prior support and communication, and specific actions to be taken by the candidate and by NU faculty and support team members. Actions will be specified, with evidence of how the action will be determined to be completed and the due date for each action item. A final end date for the completion of the entire plan will be set. An electronic signature will be gathered acknowledging that the candidate

participated in the CAP meeting. The printed CAP with the Zoom link of the recorded meeting will be sent to the candidate and maintained in a database by the university.

Education Specialist CalTPA Seminar Courses

Student teachers are enrolled in a specially-designed seminar course at the beginning of clinical practice. The MMSN Education Specialist CalTPA Seminar and the ESN Education Specialist Seminar are intended to help the candidate understand each component of the California Teacher Performance Assessment process (CalTPA) and how to correctly submit each cycle's tasks.

MMS629A and ESN659A are two months long and address the Cycle One Task. MMS629B and ESN659B are two months long and address Cycle Two. Candidates are encouraged to submit their cycle task after each term.

Note: Student teachers who have a Clear prior credential or who already have taken and passed the CalTPA are not enrolled in the seminar courses and do not have to take and pass the Education Specialist CalTPA.

SPECIAL EDUCATION STUDENT TEACHING PROGRAM

SECTION 3: EXITING AND APPLYING FOR THE PRELIMINARY EDUCATION SPECIALIST CREDENTIAL

Exit Requirements

During the final months of a candidate's student teaching, the Credential Department will send an official Exit Checklist to the candidate through their NU student email. The message in the email will review what requirements remain to be completed before the candidate can be recommended to apply for the Preliminary Education Specialist Credential.

The Exit Requirements include:

- ✓ CPR certification: Adult, Child and Infant
- ✓ 3.0 GPA, all required courses passed
- ✓ Passed RICA (Test will no longer be offered after June 2025 and a new assessment will be required.)
- ✓ Passed Education Specialist CalTPA (California Teaching Performance Assessment)

Applying for the Preliminary Education Specialist Credential

Once all credential requirements have been met, the candidate will submit an eForm through the student portal titled "Credential Application." The Exit Checklist provided by their Placement Specialist will need to be attached to the eForm, along with any missing requirements noted on the form. This request will typically be processed by the Credential Processing Department within 10 business days, depending on the time of year. If the request is approved, a recommendation will be sent to the Commission on Teacher Credentialing, and the candidate will be emailed the remaining application instructions at their National University student email address.

SPECIAL EDUCATION STUDENT TEACHING PROGRAM

SECTION 4: RESOURCES, FORMS, AND ADDITIONAL INFORMATION

Please Note: Some forms have been reformatted for inclusion in this handbook. All original forms are in students' clinical practice courses under Intern Resources.

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APPENDIX A: Glossary of Terms

Annotations: Brief text explanations that provide a rationale for teacher actions throughout a lesson; annotations describe why the teacher makes (or should make) key instructional decisions based on the TPEs and UDL principles.

Brightspace: National University's learning management system (LMS) for hosting the online courses

Candidate: A teacher candidate is someone who is completing the requirements to earn a teaching credential, which includes student teachers, interns, and students participating in a Residency program.

CAP: Candidate Assistance Plan to support the candidate's successful completion of clinical practice.

CSTP: California Standards for the Teaching Profession (used for the IDP and the teacher induction program)

CTC: Commission on Teacher Credentialing (CA state standards board for credentialing of professional educators)

ESN: Extensive Support Needs of student identified by the IEP team.

GoReact: Video recording and coaching platform used for uploading and annotating lesson videos

HOTS: Higher-order thinking skills; these are based on Benjamin Bloom's Taxonomy and include analysis, synthesis, evaluation, interpretation, and transfer

IDP: Individual Development Plan (summary of strengths and growth areas; candidate takes IDP to induction program)

Induction: For teachers who hold a preliminary credential, the teacher induction program provides individualized extensive support and mentoring during the first two years as a professional educator. Induction is the main pathway to earning a clear credential.

MMSN: Mild to Moderate Support Needs of the student identified by the IEP team.

PA: An early Progress Alert to inform candidate of needed deadlines for assignments or dispositional issues.

Payment Portal: The web site used by SSPs each term to enter the information needed to receive their honorarium payments

PLC: Professional Learning Community - A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students

RCPC: Regional Clinical Practice Coordinator (leads the support team that includes the USP, SSP, and candidate)

Rubric: The scoring guide used to measure teaching skills, based on the TPEs and CalTPA Standards

SSP: Site Support Provider (Master Teacher and the teacher of record)

SSP Report: A peer-coaching report completed by the SSP (who serves as a peer coach) and emailed to the USP.

TPAs: Teaching Performance Assessments (state assessments, also known as CalTPA Cycle 1 and Cycle 2)

TPEs: Teaching Performance Expectations (university observation and assessment criteria)

Triad Meeting: A meeting between the student teacher, USP, and Master Teacher/SSP at the beginning of each term to review program requirements and to establish the guidelines for clinical practice support; invite the EL Support Provider if not the same person as SSP.

UDL: Universal Design for Learning (teaching strategy that incorporates multiple means of engagement, representation, action and expression to maximize student learning)

Universal TPEs: Teaching Performance Expectations required of all teachers.

USP: University Support Provider (National University supervisor; course instructor for MMS 625A/B or ESN 655 A/B)

Zoom: videoconferencing platform, often used for PLC meetings

APPENDIX B: Education Specialist Instruction Credential:

Requirements for Teachers Prepared in California for the Preliminary and Clear Credentials

Introduction

The Commission issues a two-level special education teaching credential. Regulations approved in 2010 established two new levels for candidates completing the program standards approved in 2008 and 2009. The new levels will be 'preliminary' and 'clear'. A Preliminary Education Specialist Instruction Credential is the first document issued after an individual has met basic credential requirements. The Clear credential is issued once all credential requirements have been completed.

Authorization (see Terms and Definitions)

The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- Resource rooms or services
- Special education settings
- General education settings
- Special schools
- Home/hospital settings
- State hospitals
- Development centers
- Correctional facilities
- Non-public, non-sectarian schools and agencies
- Alternative and non-traditional instructional public school settings other than classroom

Autism Spectrum Disorders

Autism Spectrum Disorders (ASD) content is included in the new preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas. The preliminary and clear credential authorizes the holder to provide autism instructional services to students within the specialty area(s) of their credential.

Teaching English Learners

The Education Specialist Preliminary Teacher Preparation Program includes content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Education Specialist Instruction Teaching Credential.

Specialty Areas

- Mild to Moderate Support Needs (MMSN)
Includes specific learning disabilities; mild to moderate support needs; autism; emotional disturbance; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; specific learning disability; traumatic brain injury; and authorizes service in grades K–12, transitional kindergarten, and in classes organized primarily for adults through age 22.
- Extensive Support Needs (ESN)
Includes autism; deafblind; extensive support needs; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; emotional disturbance; traumatic brain injury, and authorizes

service in grades K–12, transitional kindergarten, and in classes organized primarily for adults through age 22.

Reference

California Education Code, Sections 44225, 44251, 44257(a), 44265, 44282 and 44373; Title 5, California Code of Regulations, Section 80046.5 through 80048.8.1.

CL-808CA July 2022

Updated July 01, 2024

Appendix C: Mild Moderate Support Needs TPEs Aligned with Universal TPEs

UNIVERSAL TPE 1: Engaging & Supporting All Students in Learning

Highlighted text are TPEs unique to MMSN specialization.

U 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

MMSN 1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

U 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

MMSN 1.5 Demonstrates the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education and careers, with appropriate connections between the school curriculum and life beyond high school.

MMSN 1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.

U 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

MMSN 1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP.

U 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

MMSN 1.2 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

MMSN 1.3 Demonstrates knowledge of students' language development across disabilities and the life span, including typical and atypical; language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

U 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

MMSN 1.1 Demonstrate the ability to develop and implement instructional goals that ensure access to Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum. (Unique to Sp Ed)

UNIVERSAL TPE 2: Creating & Maintaining Effective Environments for Student Learning

U 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

MMSN 2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (2.1/2.6)

U 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

MMSN 2.1 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.

U 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

MMSN 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environments for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.

U 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

MMSN 2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

U 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

MMSN 2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

U 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families

MMSN 2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of support that may be needed to address these behavior issues.

MMSN 2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

MMSN 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment center, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

MMSN 2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

MMSN 2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change to function.

UNIVERSAL TPE 3: Understanding & Organizing Subject matter for Student Learning

U 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

MMSN 3.2 Demonstrate knowledge of disabilities and their effects on learning skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.

U 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

U 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

U 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

MMSN 5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

U 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

MMSN 3.1 Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).

U 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

U 3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

U 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards

MMSN 3.3 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

UNIVERSAL TPE 4: Planning Instruction & Designing Learning Experiences for All Students

U 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

MMSN 4.4 Demonstrate the ability to create short and long term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.

U 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

U 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

MMSN 4.2 Demonstrate the ability to use evidence-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

U 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and D use of community resources and services as applicable.

MMSN 4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

U 4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

MMSN 4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

U 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.

MMSN 4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

U 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

MMSN 4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

MMSN 4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

UNIVERSAL TPE 5: Assessing Student Learning

U 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

MMSN 5.1 Apply knowledge of the purposes, characteristic, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. (5.1/5.2)

U 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

MMSN 5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communication needs. (5.2/5.4)

U 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students.

U 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

MMSN 5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

U 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

U TPE 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

U 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

MMSN 5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

MMSN 5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

MMSN 5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

UNIVERSAL TPE 6: Developing as a Professional Educator

U 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

U 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.MMSN: 1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

U 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

U 6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

U 6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

MMSN 6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

MSN 6.2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

MSN 6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings

MSN 6.5. Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized or in transition from hospitalization, and/or who have degenerative conditions.

Appendix D: Extensive Support Needs TPEs Aligned with Universal TPEs

UNIVERSAL TPE 1: Engaging & Supporting All Students in Learning

Highlighted text are TPEs unique to ESN specialization.

U 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

ESN 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.

U 1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

ESN 1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, postsecondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

ESN 1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.

U 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

ESN 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/ITP.

U 1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

ESN 1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and building comprehension, and develop appropriate language development goals within the IEPs for those students.

ESN 1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

U 1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ESN 1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.

ESN 1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.

ESN 1.3 Identify the unique features of deafblindness and the impact of combining hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.

ESN 1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.

ESN 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

UNIVERSAL TPE 2: Creating & Maintaining Effective Environments for Student Learning

U 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

ESN 2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior. (2.1/2.6)

U 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

ESN 2.5 Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings.

U 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

ESN 2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations

U 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

ESN 2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

U 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

ESN 2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological ages, developmental levels, and disability-specific needs, including community-based instructional environments.

U 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families

ESN 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior Intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

ESN 2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

ESN 2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.

ESN 2.2 Utilize information from collaboratively developed individual health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.

ESN 2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.

ESN 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

ESN 2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

ESN 2.11 Apply and collaborative implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

ESN 2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

UNIVERSAL TPE 3: Understanding & Organizing Subject Matter for Student Learning

U 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

ESN 3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.

U 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross- disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

U 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

ESN 3.3 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.

U 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

U 3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

ESN 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum

U 3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

U 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards

ESN 3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.

ESN 3.5 Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

UNIVERSAL TPE 4: Planning Instruction & Designing Learning Experiences for All Students

U 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

ESN 4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.

U 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

U 4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

U 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.

ESN 4.3 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

ESN 4.4 Demonstrate the ability to use evidence-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with state-adopted core curriculum.

U 4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

ESN 4.8 Use person-centered/family-centered planning processes, and strengths-based functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

U 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.

ESN 4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

U 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

ESN 4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.

ESN 4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

ESN 4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

UNIVERSAL TPE 5: Assessing Student Learning

U 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

ESN 5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

U 5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

ESN 5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use UUC appropriately for facilitating the participation in the assessment of students with complex communications needs.

U 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

U 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U 5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

U 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

U 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

ESN 5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

U TPE 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

U 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

ESN 5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.

ESN 5.3 Each candidate utilizes assessment data to: 1) Identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

ESN 5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

ESN 5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

UNIVERSAL TPE 6: Developing as a Professional Educator

U 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

U 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

ESN 6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

U 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

U 6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

U 6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

ESN 6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.

ESN 6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

ESN 6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

ESN 6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who may have degenerative conditions.

ESN 6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Appendix E: Literacy Standards and Teacher Performance Expectations

Program Standard 7: Effective Literacy Instruction for Students with Disabilities Taken from California Commission on Teacher Credentialing. (October 2022). Program Standards and Teaching Performance Expectations for the Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.

TPE Domain 7: Effective Literacy Instruction for Students with Disabilities

U7.1

Plan and implement evidence-based literacy^{1,2} instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

U7.2

Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

U7.3

Incorporate asset-based pedagogies,⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.⁵

U7.4

Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

U7.5

Foundational Skills.⁶ Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and

text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

U7.6

Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

U7.7

Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

U7.8

Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

U7.9

Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.⁷

U7.10

Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately

assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

U7.11

Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Mild to Moderate Support Needs:

MM 7.1

Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.

MM 7.2

Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

MM 7.3

Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

MM 7.4

Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

MM 7.5

Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Extensive Support Needs:

EX 7.1

Apply the knowledge of student's assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development.

EX 7.2

Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

EX 7.3

Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

EX 7.4

Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

EX 7.5

Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.

EX 7.7

Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Footnotes

¹ Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the ELA/ELD Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English

Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

² For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

³ Applicable literacy-related standards for Education Specialist candidates are the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. Teachers at all grades share responsibility for developing students' literacy skills and integrating literacy instruction across all academic content areas.

⁴ Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

⁵ See updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations for program standards and Teaching Performance Expectations specific to multilingual programs.

⁶ See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects.

⁷ See California Digital Learning Integration and Standards Guidance for additional information.

⁸ See Preliminary Education Specialist Credential Teaching Performance Expectations, Domain 5: Assessing Student Learning, for Mild to Moderate Support Needs and Extensive Support Needs for additional information.

⁹ See California Practitioners' Guide for Educating English Learners with Disabilities for additional information.

Appendix F: Clinical Practice Dispositions Agreement



9388 Lightwave Ave.
San Diego, California 92123
(800) NAT-UNIV
NU.edu

Clinical Practice Dispositions Agreement

Name: _____ NU Student ID: _____ Date: _____

As a Sanford College of Education Candidate entering Clinical Practice, **professional dispositions** are applied in TK-12 classrooms as you serve as a Student Teacher or an Intern. According to the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, dispositions are:

“the habits of professional action and moral commitments that underlie an educator's performance.”

This formal agreement supports the California Teaching Performance Expectations, and both National University and the Sanford College of Education policies outlined in the University Catalog. As a guest in a school district, this agreement is a reminder of the responsibilities you must understand and comply with to be successful in Clinical Practice.

The dispositions you are asked to agree to are in alignment with the California Teacher Performance Expectations (TPE), particularly TPE 6 as shown below:

TPE 6 Developing as a Professional Educator
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

The following are professional dispositions adopted specifically by SCOE:	
SCOE Professional Disposition Standards	
Communication	<ul style="list-style-type: none"> • Use NU email, only, to correspond with the University • Attend to NU email daily, respond to all email within 48 hours • Use only professional written language in all communication, regardless of platform (email, text) • Use oral language as appropriate for TK-12 settings • Personal phone use is prohibited during class times.
Collaboration	<ul style="list-style-type: none"> • Respect all students' cultures and family backgrounds. • Demonstrate a positive, growth-mindset when working with professional colleagues • Respectfully participate in professional learning community activities • Acknowledge the contributions of your students and your support team faculty • Interact with others with professional decorum.
Professional Practices	<ul style="list-style-type: none"> • Demonstrate a professional appearance in person and on social media platforms • Respect scheduled time commitments and punctuality in the classroom and in coursework • Adhere to attendance policies (Student Teachers cannot miss more than three days during Clinical Practice) • Comply with legal and ethical conduct code of the placement district and/or school

I understand the SCOE professional standards, and agree to adhere to them during Clinical Practice _____

Additionally, the University Catalog shares policies in need of review prior to beginning Clinical Practice:	
SCOE Policies	
Requirements for all Credential Program Candidates	<p>National University has an interest in preserving the integrity of its educational credential programs. It is understood that National University may suspend or terminate the participation of a student in the program, after affording them due process in accordance with the procedure published in the National University catalog, if it determines that:</p> <ol style="list-style-type: none"> The student has been convicted or plead guilty to a crime substantially related to the qualifications for a credential, Statements in the student's application, personal statement, or other materials submitted to National University were false or misleading. The student has committed an act or engaged in conduct which constitutes grounds for denial of a credential. The student fails to successfully complete the program in accordance with National University's quality standards or fails to demonstrate, in National University's sole determination, the requisite knowledge, skills, dispositions and qualifications to satisfy the requirements for the credential.
Candidate Progress Alert	<p>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 in need of growth, support, or 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</p>
Candidate Assistance Plan (CAP)	<p>In cases where a candidate has been unable to adequately address areas identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify target areas for growth and prescribe specific activities and/or intervention strategies the candidate must address to successfully meet knowledge, skills and/or dispositions. A success team of faculty and support stakeholders will meet with the Candidate review the CAP with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature and/or virtual verbal agreement during the formal Candidate Assistance Plan meeting will acknowledge receipt and review of the Plan and will be maintained by the Sanford College of Education.</p>
Unsatisfactory Completion of Candidate Assistance Plan	<p>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. Unsuccessful completion of the Candidate Assistance Plan will result in dismissal from the program. 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 College.</p>

I understand the SCOE policies, and agree to adhere to them during Clinical Practice _____

In the Catalog there are also general University Policies pertinent to Clinical Practice:	
NU Policies	
Familiarity with University Regulations	
Through submission of enrollment agreement, students acknowledge receipt of the General Catalog and agree to abide by the policies, rules and regulations of the University. Upon acceptance of the online enrollment agreement, constituting a virtual signature, students acknowledge that they are bound by the policies, rules and regulations of the University contained in this catalog. This publication includes academic standards and the general requirements for graduation. Lack of knowledge or familiarity with the information contained in the General Catalog does not serve as an excuse for noncompliance or violations. The University provides assistance in the form of academic advising, but students are responsible for meeting the published requirements of their respective programs.	
National University Student Email Address	
Upon enrollment, all students will be issued an official National University student email address. National University's email services support the educational and administrative activities of the University and serve as a means of primary and official communication by and between users and the University. From this point forward, National University solely uses the official student email address to communicate important announcements to its students regarding financial aid, student accounts, advising, grades, student records and more. It is important that students access the official student email account.	
Requesting Accommodations and Services	
<p>Students seeking accommodations and services due to a disability should contact Student Accessibility Services. A Student Accessibility Services Counselor will discuss potential accommodations and required documentation with the student. Students are encouraged to register with Student Accessibility Services and make accommodation requests as far in advance as possible; accommodations are not retroactive.</p> <p>Students seeking to register with Student Accessibility Services are required to:</p> <ol style="list-style-type: none"> 1. self-identify to Student Accessibility Services, 2. submit an application, 3. provide documentation of a disability from the appropriate licensed professional, 4. participate in an interactive appointment with a Student Accessibility Services Counselor. Student Accessibility Services will provide a letter confirming eligibility for services and detailing approved curriculum accommodations to eligible students with disabilities following completion of the registration process. Electronic application forms and other materials related to the registration process can be found at www.nu.edu/sas. 5. share any accommodations with each instructor in every class. 	
Attendance Procedures	
Students are expected to attend all scheduled classes of a course. An absence is recorded each time a student does not attend a regularly scheduled class, whether or not it is an excused absence. Lack of participation and/or attendance for students taking on-site or online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe.	

I understand the NU policies, and agree to adhere to them during Clinical Practice _____

Appendix G: Weekly Activities during Student Teaching Courses

TERM A

Weeks 1-3

Focus:

TPE 1 (Engaging & Supporting All Students in Learning) and

TPE 2 (Creating & Maintaining Effective Environments for Student Learning)

- Triad Meeting/School Site Orientation with USP, SSP and student teacher
- Getting to Know Your Students (optional)
- Lesson Plan 1 submitted by student teacher
- Observation 1: Video tour of classroom (10 min) + Lesson 1 (20 min) with annotations by student teacher
- USP annotates lesson and evaluates TPEs 1-2 & debriefs with student teacher, planning for Lesson 2
- Evidence of Student Learning, Reflection & Next Steps submitted by student teacher
- Master Teacher (SSP) Input received
- TPE Running Record uploaded by student teacher
- Timesheet for Weeks 1, 2 and 3 submitted by student teacher

Weeks 4-6

Focus:

TPE 3 (Understanding & Organizing Subject matter for Student Learning)

TPE 4 (Planning Instruction & Designing Learning Experiences for All Students)

TPE 5 (Assessing Student Learning)

- Lesson Plan 2 submitted by student teacher
- Observation 2: Lesson 2 (30 min) with annotations/TPE domains by student teacher
- USP annotates, evaluates TPEs 3-5 & debriefs with student teacher, planning for Lesson 3 and candidate Reflection video (3-5 min)
- Evidence of Student Learning, Reflection & Next Steps submitted by student teacher
- SSP Input received
- TPE Running Record uploaded by student teacher
- Timesheet for Weeks 4, 5 and 6 submitted by student teacher

Weeks 7-9

Focus:

All TPEs 1-7

- Lesson Plan 3 submitted by student teacher
- Observation 3: Lesson 3 (30 min) with annotations/TPE domains by student teacher
- Reflection Video (3-5 min) by student teacher
- SSP Input received

- TPE Running Record uploaded by student teacher
- USP annotates lesson
- USP evaluates TPEs 1-7 creating the Formative Assessment attached to Reflection Video
- USP debriefs with student teacher and SSP (if possible) planning for second term
- Evidence of Student Learning, Reflection & Next Steps submitted by student teacher
- Timesheet for Weeks 7, 8 and 9 submitted by student teacher

TERM B

Weeks 10-12

Focus:

***TPE 1 (Engaging & Supporting All Students in Learning) and
TPE 2 (Creating & Maintaining Effective Environments for Student Learning)
TPE 3 (Understanding & Organizing Subject matter for Student Learning)
TPE 4 (Planning Instruction & Guiding Learning Experiences for All Students)***

- Triad Meeting
- Getting to Know Your Students (optional)
- Lesson Plan 4 submitted by student teacher
- Observation 4: Lesson 4 (30 min) with annotations by student teacher
- USP annotates, evaluates TPEs 1-4 & debriefs with student teacher, plan for final Lesson 5
- Evidence of Student Learning, Reflection & Next Steps submitted by student teacher
- Master Teacher (SSP) Input received
- TPE Running Record uploaded by student teacher
- Timesheet for Weeks 10, 11 and 12 submitted by student teacher

Weeks 13-15

Focus:

All TPEs: 1-6 (TPE 7 optional)

- Lesson Plan 5 submitted by student teacher
- Observation 5: Lesson 5 (30 min) with annotations/TPE domains by student teacher
- USP annotates recorded lesson
- USP debriefs with student teacher and SSP (if possible) planning for Candidate Reflection video (3-5 min) and IDP
- Evidence of Student Learning, Reflection & Next Steps submitted by student teacher
- SSP Input received
- TPE Running Record uploaded by student teacher
- Timesheet for Weeks 13, 14 and 15 submitted by student teacher

Weeks 16-18

Focus:

All TPEs 1-7

- Reflection Video (3-5 min) submitted by student teacher

- SSP Input received
- Completed TPE Running Record uploaded by student teacher
- USP uses GoReact Observation Rubric attached to the Reflection Video to evaluate TPEs 1-7 and creating the **Summative Assessment**
- USP debriefs with student teacher and SSP (if possible) guiding the development of the finalized IDP
- Student teacher creates IDP in collaboration with USP and SSP and submits electronically when completed
- Timesheet for Weeks 16, 17 and 18 submitted by student teacher

Appendix H: Lesson Plan Template

Lesson Plan/Learning Map Special Education ESN/MMSN

Candidate's Name:		ID#:	Today's Date:
NUSP's Name:		SSP's Name:	<input type="checkbox"/> ESN or <input type="checkbox"/> MMS
Grade Level(s):	Lesson Topic:		Content Area: <input type="checkbox"/> English/ELD <input type="checkbox"/> Math <input type="checkbox"/> Other []
Type of Service Delivery: <input type="checkbox"/> Special Day Classroom <input type="checkbox"/> Learning Center <input type="checkbox"/> General Education Co-Teaching <input type="checkbox"/> General Education Push-In <input checked="" type="checkbox"/> Resource Center <input type="checkbox"/> Other []			

PLANNING (TPEs 2 & 4)

A. Student Information & IEP/ELD Goals

1. What is/are the relevant IEP goal(s) of the targeted students? *[type responses here]*
2. What is/are the English Language Development Standards (ELD) goal(s) for targeted EL students (including reclassified ELs)? []
3. Describe below the assets of the targeted students:
 - Academic readiness: []
 - Language proficiency: []
 - Cultural & linguistic background: []
 - Social and emotional development: []
 - Physical/health considerations: []
 - Behavior considerations: []
 - Interests/preferences: []

B. Content Standards, Curriculum, & Learning Objectives
1. List the grade level California Common Core State Standards (CA-CCSS) (include number and description of standard): []
2. List the content specific learning objective: []
3. List the ELD standard(s): []
4. List the ELD specific learning objective(s): []
5. List the adopted curriculum: []
6. Describe below any Universal Design for Learning (UDL) Principles used in this lesson: <input type="checkbox"/> Multiple Means of Engagement: [] <input type="checkbox"/> Multiple Means of Representation: [] <input type="checkbox"/> Multiple Means of Action & Expression: []
7. Describe below any adaptation of instruction and materials:
<input type="checkbox"/> Differentiation: []
<input type="checkbox"/> Accommodations: []
<input type="checkbox"/> Modifications: []
8. State the learning objective in student-friendly language (what will students learn from the lesson?): []
9. Identify prior knowledge (bridges from past lessons): []
C. Resources & Specialized Support
1. Identify the materials needed for the lesson: []
• Instructional Technology: []
• Assistive Technology: []
2. Describe function and role of any support staff (paraprofessional, SLP, behavior specialist, EL specialist, other): []
3. <input type="checkbox"/> Rubric is attached to this lesson plan.
D. Establish a Consistent, Organized, & Respectful Learning Environment

1. Barrier-free space (physical classroom arrangement): []
2. Specialized equipment: []
3. Safe space (sensory area, break area): []

TEACH & ASSESS (TPEs 1, 3, & 5)

A. Introduction of the Lesson

1. What is the essential question/hook? []
2. What is the connection to real life application? []
3. How do you check for understanding (make connections to prior learning)? []
4. Behavioral expectations are ☐ stated orally AND ☐ posted.

B. Explicit Teaching – I DO

1. How will you explain and model the lesson content (think alouds, demonstration, etc)? []
2. How will you provide multiple opportunities to respond and provide feedback on performance? []
3. How will you use higher order thinking (HOTS)/critical thinking skills? []
4. How will you check for understanding during the “I DO” lesson? []

C. Explicit Teaching – WE DO (Guided Practice)

1. Flexible Grouping Practice: ☐ whole group ☐ small group-same ability ☐ small group-mixed abilities ☐ pair/partners ☐ 1-to-1
2. How will you scaffold the guided practice? []
3. How will you provide multiple opportunities to respond and provide feedback on performance? []
4. How will you provide positive & constructive feedback (learning & behavior) (ongoing assessment)? []
5. How will you check for understanding during the “WE DO” lesson? []

D. Explicit Teaching – YOU DO (Independent Practice)

<p>1. How will you assess independent practice?</p> <p><input type="checkbox"/> observation <input type="checkbox"/> exit ticket <input type="checkbox"/> worksheet <input type="checkbox"/> academic discourse <input type="checkbox"/> work product <input type="checkbox"/> other []</p>
<p>2. How will you provide positive and constructive feedback?</p> <p>On learning: []</p> <p>On behavior: []</p>
<p>3. How will you evaluate the need to</p> <ul style="list-style-type: none"> • Reteach? [] • Extend/enrich? []
<p>4. Closure – What are the next steps/follow up to content learning? []</p>
<p>PLANNING AHEAD – REFLECTION (TPEs 1, 5, 6) <i>These are things to be considered while presenting the lesson and to be addressed in a reflection after the lesson. The list below is for informational purposes only at this point.</i></p>
<p>A. Reflection on Lesson Effectiveness</p>
<p>1. How effective was the lesson planning in achieving the lesson objective?</p>
<p>2. What was the evidence of student learning (assessments)?</p>
<p>3. Provide specific examples of adaptations made during the lesson (what worked, what would you do differently?).</p>
<p>B. Using Student Assessment Information</p>
<p>1. How will student assessment information be used to inform the next lesson (reteach, extend)?</p>
<p>2. How was the rubric used?</p>
<p>C. Ensuring Equitable Access</p>
<p>1. How will you ensure equitable access to the content-specific learning goals for all students in future lessons?</p>
<p>2. What strategies will you implement to address the diverse learning needs of your students?</p>

Appendix I: SSP Monthly Input Form



SSP Report for Student Teachers/Evidence of Support

PROGRESS REPORT

(PLEASE COMPLETE EVERY THREE WEEKS)

Teacher Candidate: _____

Site Support Provider (Master Teacher): _____

School Site: _____ Month: _____ Dates: _____

OVERALL PROGRESS RATING

The “Overall Progress Rating” provides a weekly summary of the Teacher Candidate’s demonstration of professional attributes essential to success in a placement and the teaching profession. It is to be completed by the Site Support Provider.

Rating Key: U = Unacceptable, I = Inconsistent, A = Acceptable, C = Consistent, O = Outstanding

	U	I	A	C	O
Preparation (Evidence of thoughtful and thorough preparation of instructional plans as well as having appropriate materials and resources selected and available.)					
Knowledge (Demonstrated knowledge of subject matter content and student development.)					

Communication (Receptive to suggestions and feedback; discussed and reflected productively about observations, interactions and own teaching.)					
Classroom management (Maintained effective environment conducive to learning and student social and academic behavior.)					
Individualized Education Plans/Planning (Adequate preparation and planning, facilitation of meeting(s), communication with family and support personnel, progress monitoring, assessment of goals.)					

1. Please provide a list of support and/or coaching activities that you have provided to your intern in the last few weeks.

2. What would you say was the focus of your support/coaching this month or part of the month (e.g., classroom management, instructional design/planning; assessment and/or data-driven-making; differentiation/meeting the needs of all students; supporting ELs; etc.)?

3. During the observations you made, and based on the Standards for the Teaching Profession (Domains and TPEs), what would you say are this intern's:

Strengths -

Area(s) for Improvement -

4. Please describe how the candidate works with the following: parents, other SPED teachers, Gen Ed teachers, and administrators. Give examples, if possible.

5. Describe the work ethics of this candidate: punctuality (being on time for school as well as being on time for required paperwork (e.g. IEPs, etc.)); attendance at staff/department meetings; ability to digest critique of SSP and implement suggestions into the lessons; ability to collaborate/communicate effectively with other staff members.

6. Describe the candidate's ability to communicate with parents regarding the progress of their student (being able to carefully itemize and define strengths/challenges using specific work and assessment. Can the candidate explain assessments and the performance of the student?

7. Do you have any concerns that you would like the USP to address with the student teacher?

Appendix J: Individual Development Plan

IDP Submission: Candidates are to utilize this document as a template for completing their Digital IDP via Adobe Sign. When ready, candidates should visit the IDP Adobe Sign Web Form via the link provided in their clinical practice course and transfer the information from this completed template to the web form for collection of signatures and final submission.

IDP Web Form link:

https://nationaluniversitysystem.na1.echosign.com/public/esignWidget?wid=CBFCIBAA3AAABLbqZhCt14FwubwJ4ylkn6leR0syn0x2HcVWZePnDU1cXZIE6BluRfOuyqnWhnLXa5IN9H4*

For Candidates beginning District Induction programs after Clinical Practice this document must be presented to your Supervisor to assist in developing your Induction Program Plan.

Candidate Name: _____ Enrollment Dates: [_____] NU ID: _____

Check One: ☐ Mild/Mod Support Needs ☐ Extensive Support Needs

Check one Pathway: ☐ Student teacher or ☐ Intern

	Strengths	Education Specialist CalTPA	TPE
Standard 1 Engaging and Supporting All Students in Learning	Review your Running Record from your current Clinical Practice course. Select the <u>two</u> TPE indicators below where you have demonstrated the greatest strengths	Report the scores earned:	Review your Running Record from our current Clinical Practice Course. Copy and paste <u>two</u> TPE indicators where you need additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.
Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.	1. 2.	Cycle 1 Rubric 1.1: Rubric 1.2: Cycle 2 Rubric 2.1:	2 TPEs Needing Additional Support/Development (Areas of Growth): Additional focused mentoring/coaching area 1: Additional focused mentoring/coaching area 2:

Candidate Reflection on Areas of Growth: (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each TPE growth area.)

[illegible]

Candidate Reflection on Areas of Growth: (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.)

[illegible]

Candidate Reflection on Areas of Growth: (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each TPE growth area.)

TPE	Strengths	Education Specialist CalTPA	TPEs identified for mentoring/coaching
Standard 4 Planning Instruction and Designing Learning Experiences for All Students	Review your Running Record from your current Clinical Practice course. Select the <u>two</u> TPE indicators below where you have demonstrated the greatest strengths	Report the scores earned:	Review your Running Record from our current Clinical Practice Course. Copy and paste <u>two</u> TPE indicators where you need additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection.
Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.	1: 2:	Cycle 1 Rubric 1.3: Rubric 1.4 Rubric 1.5: Cycle 2 Rubric 2.5 Rubric 2.6:	2 TPEs Needing Additional Support/Development (Areas of Growth): Additional focused mentoring/coaching area 1: Additional focused mentoring/coaching area 2:

Candidate Reflection on Areas of Growth: (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each TPE growth area.)

CSTP	Strengths	Education Specialist CalTPA	CSTPs identified for mentoring/coaching
Standard 5 Assessing Students for Learning	Review your Running Record from your current Clinical Practice course. Select the two TPE indicators below where you have demonstrated the greatest strengths	Report the scores earned:	Review your Running Record from our current Clinical Practice Course. Copy and paste two TPE indicators where you need additional focused mentoring/coaching to support continued development. Provide additional details under Candidate Reflection .
Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.	1: 2:	Cycle 1 Rubric 1.6: Cycle 2 Rubric 2.7: Rubric 2.8	2 TPEs Needing Additional Support/Development (Areas of Growth): Additional focused mentoring/coaching area 1: Additional focused mentoring/coaching area 2:
Candidate Reflection on Areas of Growth: (For each growth area above, describe the actions you could take to further develop these skills when you are a teacher of record. Number each reflection to correspond to each CTSP growth area.)			
TPEs	Strengths	Education Specialist CalTPA	TPEs identified for mentoring/coaching

Site Support Provider signature

Date

The University Support Provider (USP) acknowledges that he/she collaborated on the development of the candidate's Individual Development Plan (IDP) and has provided a copy to the candidate with instructions to provide the IDP to the induction program and employer. The USP acknowledges that the candidate's IDP has been archived as a portable document by the preliminary program.

University Support Provider signature

Date

Appendix K: Exit Checklist

Credential Exit Checklist Preliminary Education Specialist: Catalog 84+

Name: _____ ID Number: _____

Program:	Type of Credential:
<input type="checkbox"/> Credential Only <input type="checkbox"/> Master's Degree	<input type="checkbox"/> Mild/Moderate (MMSN) <input type="checkbox"/> Extensive (ESN)

PAPERWORK

- ☐ 41-1 paper application complete if applicable
- ☐ Residency Requirement (*quarter units*)

☐ Master's degree: 81 units (*54 in-residency*) **OR** Credential only: 72 units (*31.5 in-residency*)
- ☐ Verify of meeting US Constitution requirement
- ☐ Verify active fingerprint clearance with CL-900 or other valid CTC-issued document on [CTC website](#)
- ☐ Subject Matter Competency (*index specific test results in OnBase*)

☐ CSET: Subtests passed _____
☐ Degree: _____ IHE: _____
☐ Approved Subject Matter Letter
- ☐ Passage of RICA (*index specific test results in OnBase*)
- ☐ Passage of CPR: Infant, Child and Adult (*index specific test results in OnBase*)
- ☐ Passage of Education Specialist CalTPA Instructional Cycles: 1 and 2
- ☐ Minimum 3.0 GPA

PROGRAM COURSEWORK		course	IHE	eForm approved
<i>(D, F and U not accepted; AAR in SOAR)</i>				
<input type="checkbox"/> SED 601	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> SED 605	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> ITL 604	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> ITL 606	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> ITL 608	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> SED 606	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> SED 607	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> SED 609	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> ITL 516	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> SED 610	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> SED 615	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>

SPECIALIZATION COURSEWORK

☐ Extensive Support Needs: ESN

<input type="checkbox"/> ESN 639	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> ESN 640	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>
<input type="checkbox"/> ESN 641	<input type="checkbox"/> Equivalency Met w/	_____	_____	<input type="checkbox"/>

<input type="checkbox"/> Mild to Moderate Support Needs (MMSN)	Student Teaching Route Courses (4 courses: 9 quarter units)	Internship Route Courses (4 courses: 9 quarter units)	Additional Support Courses (1-4 courses: 2.25-9 quarter units)
	<input type="checkbox"/> MMS 629A	<input type="checkbox"/> MMS 629A	<input type="checkbox"/> MMS 627C
	<input type="checkbox"/> MMS 625A	<input type="checkbox"/> MMS 627A	<input type="checkbox"/> MMS 627D
	<input type="checkbox"/> MMS 629B	<input type="checkbox"/> MMS 629B	<input type="checkbox"/> MMS 627E
	<input type="checkbox"/> MMS 625B	<input type="checkbox"/> MMS 627B*	<input type="checkbox"/> MMS 627F
<input type="checkbox"/> Extensive Support Needs (ESN)	Student Teaching Route Courses (4 courses: 9 quarter units)	Internship Route Courses (4 courses: 9 quarter units)	Additional Support Courses (1-4 courses: 2.25-9 quarter units)
	<input type="checkbox"/> ESN 659A	<input type="checkbox"/> ESN 659A	<input type="checkbox"/> ESN 657C
	<input type="checkbox"/> ESN 655A	<input type="checkbox"/> ESN 657A	<input type="checkbox"/> ESN 657D
	<input type="checkbox"/> ESN 659B	<input type="checkbox"/> ESN 659B	<input type="checkbox"/> ESN 657E
	<input type="checkbox"/> ESN 655B	<input type="checkbox"/> ESN 657B*	<input type="checkbox"/> ESN 657F

DEGREE-ONLY RELATED COURSEWORK (*D, F and U not accepted; AAR in SOAR*)66

APPENDIX L: National University Resources

Student Wellness

Attending college can be an exciting time of your life as you gain new knowledge, master new skills, and make connections as you prepare for your dream career. However, the [American Psychiatric Association](#) warns attending college can also be overwhelming and stressful, placing students at risk for mental health issues such as depression, anxiety, substance use, and eating disorders.

At National University, we believe holistic wellness is integral to student learning and success. We invite you to take a tour of NU Student Wellness resources that will help you maintain healthy habits and a healthy state of mind as you achieve your academic goals.

Student Wellness at National University

Traditionally, higher education has centered on academic achievement, but leading institutions like NU recognize the profound connection between students' mental, emotional, and physical well-being and their academic success. That's why we prioritize student wellness and offer a large suite of free [student wellness services](#) to help address:

- Mental health concerns such as anxiety and depression
- Housing, financial, and food insecurities
- Financial wellness and budgeting
- Other personal matters

Whether you need solutions-focused and options counseling or a referral to University or community resources, we're here to serve you. If you're a student and would like an NU Wellness staff member to reach out to you directly about a non-life-threatening emergency, [submit a request](#), and we'll contact you within 48 business hours.

If you or someone near you is experiencing a life-threatening emergency, dial 9-1-1 immediately. If you have thoughts of harming yourself or know someone who does, contact the National Suicide Prevention Lifeline at [1-800-273-8255](tel:1-800-273-8255) or [chat here](#).

Student Wellness Services and Resources

Wellness is a lot like good study habits. It's a practice that's cultivated over time. But if you're pressed for time — as most college students are — it's good to know NU's Student Wellness services and resources are convenient and readily available.

Online Wellness Resources

Whether you're trying to eat a healthier diet, squeeze in more exercise, get a better night's sleep, or stress less, NU's [online wellness resources](#) can provide you the information you need to take action steps. For students experiencing suicidal thoughts, domestic violence, bullying, mental illness, or another interpersonal crisis, [this list of national resources](#), community service agencies, and hotlines can provide help.

TimelyCare

National University partners with TimelyCare, a virtual mental health and well-being program that provides students access to 24/7 virtual mental healthcare from anywhere in the United States at no cost, either [online](#) or through the TimelyCare app.

Whether you're anxious or overwhelmed, you'll be able to talk to a licensed provider from your smartphone or any web-enabled device. Licensed providers are available to offer mental health support via phone or secure video visits. TimelyCare's counselors can treat or discuss a wide range of common conditions and issues, including stress, anxiety, relationships, and depression. In addition to free counseling visits and 24/7 mental health support, there are a wide range of self-care resources students can engage with as well such as yoga classes, guided meditations, healthy cooking classes, and more.

ConcernCenter

This customized online tool helps students, employees, and Veterans locate resources, both on and off campus, based on their individual needs and concerns. The platform empowers NU faculty and staff to offer more than traditional academic assistance. Now, when students bring up issues to their instructors beyond classroom content, faculty can provide students with a direct link to the appropriate resources available within ConcernCenter. Here are the most searched concerns: stress, saving money, food, internet, computers, utilities, student discounts, and housing concerns.

SilverCloud

Students can learn tips and tools for mental wellness, including dealing with anxiety, depression, and stress, through this confidential online portal (pin: national) that can be used on a laptop, phone, or tablet. The program walks students through interactive tools and activities to help them learn about and change negative thoughts and behaviors. The program can be easily personalized, allowing students to focus on topics most relevant to them.

Referral Form

If you'd like to connect directly with a team member, please complete the online referral form. Staff and faculty can refer students, and students can complete the form as a self-referral. Student Wellness seeks to provide support to students who are experiencing issues outside of the classroom setting that are impacting their ability to be successful in their coursework. While issues can vary, they commonly involve mental health concerns, a housing emergency or lack of adequate shelter, food insecurity, and other personal matters.

APPENDIX L: National University Resources

Nondiscrimination and Title IX

The Sanford College of Education abides by the National University Equal Opportunity, Harassment, and Nondiscrimination Policy, as found on the website and in the General Catalog. In addition, faculty are invested in students' personal and professional growth, and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender.

Respect for diversity is embedded in the Sanford College of Education programs at National University, and we are committed to acknowledging and discussing diversity in general and as it relates to this course of study. Students are expected to conduct themselves with professionalism and respect for all whom they connect and engage with during their educational experiences.

National University offers programs in a wide variety of contexts. This is also true of the professional experiences you will encounter after graduation. As such, the importance of diversity can be seen in the actual diversity of our students, faculty, and administrators, as well as being evident throughout our curriculum, Student teachings/practicums, and educational outcomes.

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct, or violence based on protected class. However, should that occur, please know that any person may file an informational report (whether the person reporting is the person alleged to have experienced the conduct). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at this link: www.nu.edu/reportit, or in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator.

- **Title IX Coordinator**

Heather Tyrrell

Office of Diversity, Equity & Inclusion

9388 Lightwave Ave.

San Diego, CA 92123

Telephone: (858) 640-8087

Email: htyrrell@nu.edu

APPENDIX L: National University Resources

Important Contact Information

Credentials	credsupport@nu.edu
Admissions & Financial Aid	advisor@nu.edu 858-642-8500
Course Support	OLOIS@nu.edu
SSP Stipend Registration	www.nucredentials.net
SSP Payment Issues	nustipend@nu.edu
Student Wellness	studentwellness@nu.edu
SAP (NU Satisfactory Academic Progress) Questions	SAPHelp@nu.edu
Virtual Mental Health Services	www.nu.edu/student-services/nu-wellness/timely/
Student Academic Success Center	www.nu.edu/student-services/sasc/
Student Services	www.nu.edu/student-services/
Student Accessibility Services	sas@nu.edu
Student Brightspace Assistance	www.nuotis.org/brightspace-faq-students 877-325-7778
GoReact Support	help.goreact.com
Technology	helpdesk@nu.edu 858-309-3580
Registrar	registrar@nu.edu 858-642-8260